Brunel University London

Access and Participation Plan

2025/26-2028/29

Abbreviations

AP   Access and participation

APDU   Academic Practice Development Unit

APP   Access and Participation Plan

APSC   Access and Participation Sub-Committee

APVC-EDI   Associate Pro-Vice Chancellor Equality, Diversity and Inclusion

APVC-QA   Associate Pro-Vice Chancellor Education - Quality Assurance

APVC-SE   Associate Pro-Vice Chancellor Education - Student Experience

ASK   Academic Skills

ATC   Assistive Technology Centre

BSIP   Brunel Summer Internship Programme

BULB   Brunel University London Bursary

DBS   Disclosure Barring Service

ED&I   Equality, diversity and inclusion

EORR   Equality of Opportunity Risk Register

FSM   Free school meals

HE   Higher education

HEAT   Higher Education Access Tracker

HEI   Higher education institution

IMD   Index of Multiple Deprivation

IMD Q1   Index of Multiple Deprivation Quintile 1

IS   Intervention Strategy

KPI   Key performance indicator

KS1   Key Stage 1

KS2   Key Stage 2

LT   Long-term

MT	Medium-term
NEON	National Education Opportunities Network
NERUPI	Network for Evaluating and Researching University Participation Interventions
OfS	Office for Students
PAL	Peer assisted learning
PG	Postgraduate
PGCE	Postgraduate Certificate in Education
PVC-E	Pro-Vice Chancellor – Education
SLC	Student Loans Company
ST	Short-term
STEM	Science, Technology, Engineering and Maths
TASO	Transforming Access and Student Outcomes in Higher Education
TUNDRA	Tracking underrepresentation by area
UBS	Union of Brunel Students
UCAS	Universities and Colleges Admissions Service
UG	Undergraduate
UNHCR	United Nations High Commissioner for Refugees
UR	Underrepresented
URG	Underrepresented group
VLE	Virtual learning environment
WA	Widening access

Brunel University London
Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

In 2023, Brunel published its new internal strategy defining what Brunel is and where it is going, highlighting that Brunel is different. We are driven by a social mission, and we have always provided opportunity for those who want to transform their life chances through education. Diversity is part of our core identity and a longstanding strength. The strategy champions the cultural benefits of Brunel's diversity and our strive for equity and, inline with our social mission, this APP repositions our activity and financial investment away from access to success and progression.

We are a research-intensive multi-disciplinary university with a wide range of (predominantly) on campus, full-time programmes across our three colleges, (Business, Arts and Social Sciences; Engineering, Design and Physical Sciences; Health, Medicine and Life Sciences) and a strategic initiative since our last plan has been the opening of Brunel Medical School which will take home UG students for the first time in September 2024. Our campus, based in west London, is home to just under 16,500 students of which ~10,600 are undergraduate, ~5,200 are taught post graduate students and ~700 are doctoral research students. ~6,500 of our undergraduates are 'home' students, most of whom come from in and around the Greater London region. Following our successful Ofsted visit we are carefully expanding our UG apprenticeship provision to allow students the opportunity to study whilst working.

We are proud of the diverse community at Brunel; 90% of our home undergraduate students are from underrepresented groups and 76.8% are from Black, Asian and racially marginalised communities; however, we also appreciate that there is still much to do. Our Equality, Diversity and Inclusion Strategy outlines six themes (well-informed, respectful, enabling, inspirational, integrating and self-reflective) to support our ambition that each member of the community feels they can express their views fully and are respected for who they are and what they believe in. Progress against the strategy's action plan is monitored by the ED&I Working Group and termly updates provided to the Equality and Diversity Management Committee for scrutiny. Formal reports are submitted to the Student Experience and Welfare Sub-Committee, HR-EDI Committee, University Senate and Council on an annual basis and results published on the University's website to meet our legal requirements under the Public Sector Equality Duty.

Risks to equality of opportunity

Identification of risks to equality of opportunity
In order to identify our risks to equality of opportunity, we analysed data from the OfS Access and Participation data dashboard and our own internal data. We also co-created and ran a survey for home undergraduate students identified as being from at least one underrepresented group across all levels of study and created opportunities to engage with staff and students across the institution through focus groups. This approach has allowed us to implement a holistic analysis to identify the key indicators of risks to equality of opportunity faced by our students which we have then mapped against the sector-wide risks identified in the Office for Students Equality of Opportunity Risk Register (EORR) (1). As a result, we have been able to identify the most significant indications of risk and the students most likely to experience significant barriers to equality of opportunity specifically within our own context. A full analysis of our assessment of performance may be found in Annex A.

Our risks to equality of opportunity

Through our assessment of performance, the following indicators have been identified as constituting the greatest barriers to equality of opportunity within our institution. The risks highlighted to be addressed in this plan are:

Access
- Risk 1: Our assessment of performance demonstrates that we do not currently have significant risks to equality of opportunity at the access lifecycle stage; however, we are recruiting home undergraduate students to our new Medical School for the first time in 2024. Evidence suggests that progress in recruiting students from underrepresented backgrounds into medicine is slow (2) and, historically, students from less affluent backgrounds are less likely to apply and less likely to be accepted (3).

Continuation
- Risk 2: There is a gap in continuation for students with non-A level qualifications (especially BTECs) compared with those with A-levels. The analysis indicates that insufficient skills and academic support may be contributing factors.
- Risk 3: There is a gap in continuation for Black students. Underlaying causes are complex but it is likely that some of the causes are structural and, along with evidence suggesting that trust can be damaged by white educators (4), this may prevent students from coming forward for academic, personal and financial support.

Awarding (Attainment)
- Risk 4: There is a gap in the percentage of first or upper second-class degrees being awarded to students with Black or Asian heritage compared to those from white backgrounds. It is likely that the factors noted against Risk 3 also play a similar role in relation to awards.
- Risk 5: There is a gap in the percentage of first or upper second-class degrees being awarded to students with BTEC qualifications, compared to those with A-levels. Within both of these categories there is an ethnicity awarding gap, suggesting that entry qualifications are not the reason for an ethnicity awarding gap. It is likely that the factors noted against risks 2 and 3 are relevant here.
- Risk 6: There is a gap in the percentage of first or upper second-class degrees being awarded based on eligibility for free school meals. Those eligible for free school meals were awarded fewer first or upper second-class degrees than those who were ineligible. Factors influencing these outcomes are linked to insufficient academic and financial support as we have only recently been able to identify these students in order to target interventions.

Progression
- Risk 7: There is a gap in progression to graduate level employment or further study between students from IMD quintiles 1 and 2 compared with those from IMD quintiles 4 and 5, and for those who have been eligible for free school meals compared with those who were ineligible.
- Risk 8: There is a gap in progression to graduate level employment or further study between students from Black or Asian heritage compared to those from white backgrounds. It is likely that this is linked to risk 4 and that factors affecting risks 3 and 4 play a similar role in worsening this gap.

Across the student lifecycle

- Risk 9: Students are withdrawing for financial reasons. Internal analysis indicates that the proportion of students citing financial concerns as the main reason for withdrawing from their programme has doubled over the last 3 years.
- Risk 10: Students appear to be unaware of support available. Internal analysis suggests that students are not aware of the support that is on offer and are therefore not accessing it. The main factor influencing this could be the manner in which information is conveyed.

It is important to note that we will be monitoring and addressing other risks identified by the data analysis that have not been identified as a priority for the plan.

Objectives

We identified a number of indications of risks and will be addressing ten of those across the student life cycle. The objectives that we have set for 8 of our risks are:

Objective (1)
Indication of risk: Failure to recruit sufficient students from underrepresented backgrounds onto our UG medicine programme.
Risks to equality of opportunity: Knowledge and skills; information and guidance; perception of higher education; application success rates; limited choice of course type; academic support.
Objective: To ensure that students from underrepresented groups are able to apply and have equal opportunity to be successful in their applications.
Target (PTA_1): To ensure 80% of newly recruited home medical students are from underrepresented groups by 2028-29.

Objective (2)
Indication of risk: A difference in on-course continuation between students with A-level qualifications and those with BTECs.
Risks to equality of opportunity: Knowledge and skills; academic support; cost pressures.
Objective: To ensure that students with BTEC qualifications have equal opportunity to be successful.
Target (PTS_1): To reduce the continuation gap to 5% by 2028-29.

Objective (3)
Indication of risk: A difference in on-course continuation for Black students compared with white students.
Risks to equality of opportunity: Academic support; personal support; cost pressures.
Objective: To ensure that Black students have equal opportunity to be successful and continue on their programmes.
Target (PTS_2): To reduce the continuation gap to 3% by 2028-29.

Objective (4)
Indication of risk: A difference in on-course attainment between Black, Asian and white students.
Risks to equality of opportunity: Academic support; personal support; cost pressures.
Objective: To ensure that Black and Asian students have the opportunity to be awarded a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_3 and PTS_4): To decrease the differences in degrees awarded between Black, Asian and white students to 7% by 2028-2029.

Objective (5)

Indication of risk: A difference in on-course attainment between students with A-level qualifications and those with BTECs.
Risks to equality of opportunity: Academic support; personal support; cost pressures.
Objective: To ensure that students with BTECs have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_5): To halve the difference in degrees awarded between students with BTEC qualifications and those with A-levels by 2028-2029.

Objective (6)
Indication of risk: A difference in on-course attainment for students who were eligible for free school meals compared with those who were not.
Risks to equality of opportunity: Academic support; impact of coronavirus; cost pressures.
Objective: To ensure that students who were eligible for free school meals have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_6): To reduce the awarding gap between students who were eligible for free school meals and those who were not to 6% by 2028-2029.

Objective (7)
Indication of risk: A difference in progression to graduate level employment or further study between students from IMD quintiles 1 and 2 compared with those from IMD quintiles 4 and 5, and for those who have been eligible for free school meals compared with those who were ineligible.
Risks to equality of opportunity: Progression from higher education.
Objective: To ensure that students from IMD quintiles 1 and 2 and those eligible for free school meals have equal opportunity to progress to graduate level employment or further study.
Target (PTP_1 and PTP_2): To close the current gap by 2028-29.

Objective (8)
Indication of risk: A difference in progression to graduate level employment or further study between students from Black or Asian heritage compared to those from white backgrounds.
Risks to equality of opportunity: Academic support; personal support; impact of coronavirus; cost pressures; progression from higher education.
Objective: To ensure that Black and Asian students have equal opportunity to progress to graduate level employment or further study.
Target (PTP_3 and PTP_4): To close the current gap by 2028-29.

Intervention strategies and expected outcomes

Intervention strategy 1: Access

Objectives and targets

Objective: To ensure that students from underrepresented groups are able to apply and have equal opportunity to be successful in their applications.
Target (PTA_1): To ensure 80% of home medical students are from underrepresented groups.

Risks to equality of opportunity
Risk 1 (OfS EORR 1-5)
Related objectives and targets As above
Related risks to equality of opportunity As above

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Medical School Outreach	New activity. To ensure that students from URG are able to access Medicine, we will set up a programme of supportive activity to remove the barriers that UR students face.	Staffing resource to run the programme Activity costs	ST: increased knowledge and awareness of course requirements and application processes MT: skill development to support applications LT: increased numbers of students from underrepresented backgrounds enrolling in the Medicine programme	
Attainment-raising activity				
Urban Scholars (a renaming exercise is currently taking place)	Existing activity. Supports academic studies whilst expanding Scholars' visions of future possibilities through a sustained intervention. Tutoring covers key subjects and support is provided with study & revision skills. Targeted at students from Key Stage 4 upwards who are eligible for pupil premium funding.	Staffing resource Activity cost	ST: increased engagement with learning; increased aspirations MT: increased academic achievement; increased higher education and / or apprenticeship orientation; informed decisions for HE / post-18 choices LT: increased understanding of Scholars' role as global citizens; progression to higher education	IS5
Young Scholars	Existing activity. Key Stage 1 and 2 programme. Develops intellectual confidence in KS1 and focus in KS2 on improving Maths skills and attainment. Also works with parents/carers to increase their skills & confidence in supporting their young person. Run in partnership with schools with high numbers of children on FSM**.**	Staffing resource Activity cost .	ST: increased engagement with learning; widened aspirations; increased awareness of HE MT: increased intellectual confidence; increased wellbeing LT: increased attainment	

Book Club	New activity. Book Clubs for Year 6 students in targeted primary schools. Activity developed in partnership with Brunel's Department of Education and local primary schools. Pilot project in 2023/24 worked with 4 schools.	Staffing resource, including Student Ambassadors Activity/travel costs	ST: more positive attitudes towards reading MT: teacher confidence increased LT: reading attainment raised	IS5
Longer-term subject focussed projects	New activity. Sustained engagement projects for different subject areas and different year groups. All participants meet at least one underrepresented criteria. Delivered in partnership with academic departments in Brunel. Piloted 2023/24.	Staffing resource, including Student Ambassadors Activity/travel costs	ST: development of academic and soft skills; increased awareness of HE / post 16 options MT: increased engagement at school LT: increased progression to HE	IS5
STEM Outreach activity	Existing activity, but with new programmes/elements of programmes. Activities include taster days and a STEM Saturday Club delivered in partnership with the National Saturday Club. Interactive sessions focus on a variety of subjects, including Medicine. -	Staffing resource, including STEM Student Ambassadors, Activity costs	ST: increased knowledge and awareness of STEM subjects and careers and of HE MT: increased engagement with STEM subjects LT: increased students applying to and studying STEM subjects at HE	IS5
Awareness-raising activity				
On- and off-campus outreach activity (Key stages 3, 4 and 5)	Existing activity, including activities on campus, workshops and presentations in schools, and subject specific activity. Also includes bespoke activity for individuals from groups underrepresented in HE, including care-experienced, young carers, estranged, refugee and asylum seekers, and their supporters; delivered in collaboration with local authorities and virtual schools	Staffing resource, including Student Ambassadors Activity costs	ST: increased knowledge and awareness of HE; improved confidence and sense of identity; increased confidence in decision making at key points of educational journey; increased social capital MT: improved quality of support and advice for those working with particular groups LT: increased attainment and progression of individuals from URG to HE	IS5

Contextual admissions	Existing activity. Review of borderline applications to understand if there are any contextual factors which should be taken into consideration.	Staffing resource	ST: offers of university places made on the basis of qualifications and the context in which they were achieved.	
Primary outreach	New activity. Development of programme of activity for targeted primary schools both on and off campus. Target schools are those with high levels of young people in receipt of FSM.	Staffing resource, including Student Ambassadors Activity costs	ST: increased understanding of HE MT: increased engagement at school LT: increased progression of individuals from URG to HE	IS5
Activity with parents / carers	Existing activity. Parent / carer newsletter sent regularly over the course of academic year to provide information and support for parents / carers. Annual Parents', Family and Friends' Information Evening. Attendance at parent / carer events in school.	Staffing resource, including Student Ambassadors. Activity costs	ST: increased understanding, knowledge and awareness of HE MT: increased support for child / ward to progress to HE	

Total cost of activities and evaluation for intervention strategy £3,580,400

Summary of evidence base and rationale

Our assessment of performance demonstrates that, given Brunel's diverse population, we do not currently have significant risks to equality of opportunity at the access lifecycle stage so we are repositioning our activity to focus on success and progression stages of the life cycle; however, we are conscious of the need to continue our partnership working with schools, colleges and third parties to ensure that indicators of risk to access do not appear. As such, we are committed to taking a proactive approach and delivering a wide-range of activity as detailed in the intervention strategy to mitigate against these risks.

Evidence suggests that career choices and differences in attainment for young people from disadvantaged backgrounds start in primary school and that the effects of this disparity are long lasting and complex, and can affect a young person's participation and performance in higher education (5,6). As such, it is key to begin widening access work with primary pupils to support their attainment and provide knowledge and information about university. Our work covers both awareness-raising activities and programmes to support with attainment, notably in primary maths and English, as research shows that reading for pleasure is the single biggest indicator of a child's future success.

Research illustrates that individuals from underrepresented backgrounds may have more limited opportunity to develop the knowledge and skills needed to progress to HE and to access information and guidance to enable them to make informed choices at both Key Stage 4 and Key Stage 5. This could be a result of home circumstances, personal situation, the area in which they live or the school they attend (7,8). As such, our WA activities consist of short-term subject tasters and on- and off-campus activity to enable us to provide information and guidance alongside more sustained activities taking place over a longer time period, with multiple touchpoints to help develop knowledge and skills (9). A number of our activities also include opportunities to engage with parents/carers and key influencers to empower them to play a positive role in supporting their young person with study and making informed decisions at key points of their educational journeys.

Recent research and focus has highlighted the role universities might play in supporting schools to increase the attainment of students and thus also improve continuation in HE (10,11). Developing academic skills, growing knowledge, widening expectations, and developing soft skills such as confidence and self-efficacy (5) lie at the heart of our programmes designed to support the raising of attainment in schools. These programmes have been designed in conjunction and partnership with the schools involved and evaluation and changes to the programmes will be undertaken in collaboration with participating schools/organisations.

Our activities also recognise that there are particular characteristics amongst those classified as underrepresented where a more bespoke approach to activity is necessary. In particular, young people who are care-experienced or estranged, are young carers, or are refugees or asylum seekers, and mature students face additional challenges in accessing HE and we recognise this by having named contacts at both the access and success lifecycle stages who offer activity tailored specifically for these students (12-14). , Much of the work with these groups at the access stage involves Student Ambassadors from similar backgrounds and is undertaken in collaboration with partners, such as local authorities and virtual schools, or third party organisations who specialise in supporting these individuals and is designed to address a number of the risks identified in the EORR as being particularly pertinent to the access lifecycle stage.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Medical School Outreach	Increased knowledge and awareness of course requirements and application processes; skill development to support applications; increased numbers of students from underrepresented backgrounds enrolling in the Medicine programme	Mixed methods: qualitative and quantitative. Details to be confirmed, but could include student numbers, student demographics, student feedback, measure of journey travelled, HEAT tracking. Type 1 and 2 evidence	Annual reporting at Access and Participation Sub-Committee (APSC) Annual Lifecycle Report published on Brunel APP website
Urban Scholars	Increased engagement with learning; increased aspirations; increased academic achievement; increased higher education and / or apprenticeship orientation; informed decisions for HE / post-18 choices; increased understanding of Scholars' role as global citizens; progression to higher education	Mixed methods: qualitative and quantitative. Pre and post programme student evaluations; each session is also evaluated by a student questionnaire. Feedback from Brunel Student Ambassadors. Comparison of student GCSE predicted and actual grades. HEAT tracking data. Type 1 and 2 evidence	An annual evaluation report is produced and shared with the senior management team. Annual reporting at APSC Report to Access HE evaluation database (2027-28)
Young Scholars	Increased engagement with learning; widened aspirations; increased awareness of HE; increased intellectual confidence; increased wellbeing; increased attainment	Mixed methods: qualitative and quantitative. Feedback from teachers, parents/carers. Attainment data. Type 1 and 2 evidence	Annual reporting at APSC Annual Lifecycle Report published on Brunel APP website
Book Club	More positive attitudes towards reading; teacher confidence increased; raised reading attainment	Mixed methods: qualitative and quantitative. Pre and post surveys. Reflective diaries completed by Student Ambassadors. Anecdotal evidence from parents, teachers and Student Ambassadors. HEAT tracking data. Type 1 and 2 evidence	Annual reporting at APSC Annual Lifecycle Report published on Brunel APP website

Longer-term subject focussed projects	Development of academic and soft skills, increased awareness of post 16 options; increased engagement at school; increased progression to HE	Mixed methods: qualitative and quantitative. Pre and post surveys. Student Ambassador end of project evaluations. Teacher feedback form pre and post activity. HEAT tracking data. Type 1 and 2 evidence	Annual reporting at APSC Annual Lifecycle Report published on Brunel APP website
STEM Outreach activity	Increased knowledge and awareness of STEM careers and knowledge & awareness of HE; increased engagement with STEM subjects; increased students applying to and studying STEM subjects at HE	Mixed methods: qualitative and quantitative. Post event feedback form. Pre and post surveys. Student Ambassador and teacher feedback. HEAT tracking data. Type 1 and 2 evidence	Annual reporting at APSC Annual Lifecycle Report published on Brunel APP website
On- and off-campus outreach activity	Increased knowledge and awareness of HE; improved confidence and sense of identity; increased confidence in decision making at key points of educational journey; increased social capital; improved quality of support and advice for those working with particular groups; increased attainment and progression of individuals from URG to HE	Mixed methods: qualitative and quantitative. Post event feedback form. Student Ambassador and teacher feedback. Joint evaluations with external bodies. HEAT tracking data. Type 1 and 2 evidence	Annual reporting at APSC Annual Lifecycle Report published on Brunel APP website
Primary Outreach	Increased understanding of HE; increased engagement at school & progression to HE	Mixed methods: qualitative and quantitative. Post event feedback form. Student Ambassador and teacher feedback. HEAT tracking data. Type 1 evidence	Annual reporting at APSC Annual Lifecycle Report published on Brunel APP website
Activity with parents/carers	Increased understanding, knowledge and awareness of HE; increased support for child/ward to progress to HE	Mixed methods: qualitative and quantitative. Analytical data from 'open rates' and 'click through' rates. Post event survey. Type 1 evidence	Annual reporting at APSC Annual Lifecycle Report published on Brunel APP website

Contextual admissions	Offers of university places made on the basis of qualifications and the context in which they were achieved	Quantitative data Type 1 evidence	Annual reporting at APSC Annual Lifecycle Report published on Brunel APP website

Intervention strategy 2: Success - Structural Barriers

Objectives and targets

Objective 2: To ensure that students with BTEC qualifications have equal opportunity to be successful.
Target (PTS_1): To reduce the continuation gap to 5% by 2028-29.

Objective 3: To ensure that Black students have equal opportunity to be successful.
Target (PTS_2): To reduce the continuation gap to 3% by 2028-29.

Objective 4: To ensure that Black and Asian students have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_3 and PTS_4): To decrease the differences in degrees awarded between Black, Asian and white students to 7% by 2028-2029.

Objective 5: To ensure that students with BTECs have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_5): To halve the difference in degrees awarded between students with BTEC. qualifications and those with A-levels by 2028-2029.

Objective 6: To ensure that students who were eligible for free school meals have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_6): To reduce the awarding gap between for students who were eligible for free school meals and those who were not to 6% by 2028-2029.

Risks to equality of opportunity

Risks 2, 3, 4, 5, 6 and 10 (OfS EORR 1, 6, 7, 8, 9, and 10).

Related objectives and targets As above

Related risks to equality of opportunity As above

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Curriculum Review	New Activity. The curriculum review will focus on 4 main areas of activity with the aim of producing a diverse curriculum that is relevant to Brunel's students. These are: (i) Repairing the curricula and replacing them with curricula that are culturally sensitive and relevant (ii) Developing culturally sensitive reading lists (iii) Identify and modifying modules / assessments that contribute to both ethnicity and qualification continuation / awarding gaps. (iv) Reviewing availability of programme resources so all students have equal access to learning materials, Target groups are students from non-white backgrounds and students with BTEC qualifications.	Staff time and resource. Library budget Anti-racism Lead APVC-EDI	ST: Equality of access to learning resources MT: Production of assessment strategies that allow all students (whatever their previous qualifications) to be successful LT: Production of curricula that are culturally relevant leading to decreased continuation and awarding gaps	IS3 IS4
Regulation and Policy Review	New Activity. Identification (and removal) of Structural Barriers to Equality Designed to support students from underrepresented backgrounds and builds on existing work to ensure revised policies are easily accessible by students.	Staff time and resource. Anti-racism officer Student time	ST: Policies which need revising are identified MT: Revised regulations and policies	
Review of Institutional Language	New Activity. We will agree a framework for language used to referring to marginalised groups. Targeted to all underrepresented groups but specifically aimed at supporting Black, Asian and disabled students.	Staff time and resource. Anti-racism officer APVC-EDI	LT: Change in the culture around institutional language	

Communication	New Activity. We will develop two internships to improve communication of support so that students are aware of resources / support that are available to them. This activity is split across all success / progression intervention strategies.	Staff time and resource. Internship costs	MT: improved (and more timely) engagement with academic support	IS3 IS4 IS5

Total cost of activities and evaluation for intervention strategy £3,648,000

Summary of evidence base and rationale

Recent research suggests that culturally sensitive curricula and assessment benefit all students and will support the engagement of racially minoritised students, potentially reducing continuation and awarding gaps linked to ethnicity (15, 16). This work cannot be done in isolation and is part of a top-down bottom-up multi-stage approach within the organisation and will be informed by published principles (17,18). Alongside this work, we will also be reviewing where modules/assessment are contributing to A-level/BTEC awarding gaps.

Our internal data (Annex A) suggest that there are regulatory/policy barriers to equality that are impacting on student success. A review of our regulations, policies and procedures will enable us to identify these and remove the barriers that students are facing.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Curriculum Review	Equality of access to learning resources; revised assessment strategies; revised Curricula	Reductions in awarding gaps at programme and modular level. Empirical Type 2	Annual Report on Brunel APP website Access HE Report (2029) External education conferences/publications
Regulation and Policy Review	Revised regulations and policies	Report on polices/regulations that have been reviewed.	Report from Access and Participation Sub-Committee to Senate and University Education and Student Experience Committee - annually
Review of Institutional Language	Change in the culture around institutional language	Not directly evaluated*	Language policy published on website
Communication	Improved engagement with academic support	Tracking of student numbers engaging with support. Empirical Type 2	Reports to Access and Participation Sub Committee Brunel APP website

*This work will be carried out in line with our Race Equality Charter aspirations.

Intervention strategy 3: Success - Financial

Objectives and targets

Objective 2: To ensure that students with BTEC qualifications have equal opportunity to be successful.
Target (PTS_1): To reduce the continuation gap to 5% by 2028-29.

Objective 3: To ensure that Black students have equal opportunity to be successful.
Target (PTS_2): To reduce the continuation gap to 3% by 2028-29.

Objective 4: To ensure that Black and Asian students have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_3 and PTS_4): To decrease the differences in degrees awarded between Black, Asian and white students to 7% by 2028-2029.

Objective 5: To ensure that students with BTECs have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_5): To halve the difference in degrees awarded between students with BTEC qualifications and those with A-levels by 2028-2029.

Objective 6: To ensure that students who were eligible for free school meals have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_6): To reduce the awarding gap between for students who were eligible for free school meals and those who were not to 6% by 2028-2029.

Risks to equality of opportunity

Risks 2, 3, 4, 5, 6, 9 and 10 (OFS EORR 1, 6, 7, 8, 9, 10).

Related objectives and targets As above

Related risks to equality of opportunity As above

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Blackbullion	New activity. The Blackbullion student money management space will be available to all UG students (90% of whom are home URG) to support financial planning Key groups: those from low/medium income households.	Access to Blackbullion and staff time	ST: Improve students' financial wellbeing and knowledge M/LT: Improved financial planning will contribute to improved continuation.	IS4
Laptop Loans	Revision to existing activity. Key groups: all students in the following categories will be eligible for a loan laptop for the duration of their programme: Care experienced, Estranged students, Refugees and students most at need, with low household income & from IMD quintile 1.	Staff time and resource	ST: Students will be able to access their programmes and learning resources M/LT: Students will be more likely to complete their programmes	IS4
Financial Hardship Fund	Existing activity that is open to UG home students (90% of whom are from URG).	Staff time and resource for application review, fund administration	Students receiving timely support will be more likely to complete their programmes	IS4
Cowrie Scholarship	New Activity. Fully funded scholarships in collaboration with the Cowrie Foundation.	Staff time and fee waiver	M/LT: Students receiving scholarships will be more likely to complete their programmes	IS4
Communication	New Activity. We will develop two internships to improve communication of support so that students are aware of resources / support that are available to them. This activity is split across all success / progression intervention strategies.	Staff time and resource. Internship costs	Improved engagement with support	IS2 IS4 IS5

Total cost of activities and evaluation for intervention strategy £3,682,000

Summary of evidence base and rationale

External evidence shows that students experiencing financial difficulty are more likely to face greater problems on their programmes and withdraw early; however, there is growing debate in the sector relating to the use of scholarships and bursaries and whether they provide enough support for students.

We have reviewed our bursary provision and, when our current scheme (BULB) ends at the end of 2026, we intend to reposition support to success and progression stages of the lifecycle, where our data suggest it is most needed. By creating more opportunities for flexible paid work on campus, increasing students' skills and experience alongside their employment, we aim to improve success and progression outcomes as well as address Risk 9.

The Hardship Fund provides vital financial support to students who have an unforeseen change in circumstances placing them in financial hardship and at risk of withdrawing as a result. To mitigate Risk 9, we will be increasing the fund as part of this plan. Students receiving such funds are also supported, where necessary, with financial capability training. We are currently working with the Cowrie Scholarship Foundation to introduce scholarships (fee waivers and maintenance costs) to support financially disadvantaged black students throughout their course.

Our laptop loan scheme was introduced to ensure that students were not disadvantaged as we move to 'bring your own device' style exams. This scheme was expanded during the COVID-19 pandemic but is not currently reaching those most in need. It is being redefined to ensure that the students who require a loan laptop the most and are least able to have the resource to purchase one, are able to access one.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Blackbullion	Improve students' financial wellbeing and knowledge	Decrease in request for budgeting support. Feedback from students. Empirical Type 2	Annual reports to Access and Participation Sub-Committee Lifecycle report on Brunel APP website at the end of the plan
Laptop Loans	Students will be able to access their programmes and learning resources	Tracking of outcomes for students in receipt of laptops. Empirical Type 2	
Financial Hardship Fund	Students receiving timely support will be more likely to complete their programmes	Tracking of outcomes for students in receipt of funds. Empirical Type 2	
Cowrie Scholarship	Students receiving scholarships will be more likely to complete their programmes	Tracking of outcomes for students in receipt of funds. Empirical Type 2	

Communication	Improved engagement with financial support	Monitoring of students engaging with support & their outcomes. Empirical Type 2	Annual Lifecycle report on Brunel APP website

Intervention strategy 4: Success - Academic

Objectives and targets

Objective 2: To ensure that students with BTEC qualifications have equal opportunity to be successful.
Target (PTS_1): To reduce the continuation gap to 5% by 2028-29.

Objective 3: To ensure that Black students have equal opportunity to be successful.
Target (PTS_2): To reduce the continuation gap to 3% by 2028-29.

Objective 4: To ensure that Black and Asian students have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_3 and PTS_4): To decrease the differences in degrees awarded between Black, Asian and white students to 7% by 2028-2029.

Objective 5: To ensure that students with BTECs have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_5): To halve the difference in degrees awarded between students with BTEC qualifications and those with A-levels by 2028-2029.

Objective 6: To ensure that students who were eligible for free school meals have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.
Target (PTS_6): To reduce the awarding gap between for students who were eligible for free school meals and those who were not to 6% by 2028-2029.

Risks to equality of opportunity

Risks 2, 3, 4, 5, 6 and 10 (OfS EORR 1, 6, 7, 8, 9, 10).

Related objectives and targets As above

Related risks to equality of opportunity As above

In addition to the activities in this intervention strategy we will continue to support mature students and young carers, as well as those who are either care experienced or estranged. We will also ensure that our mental health support continues and adapts to student needs so that mental health remains a low-risk area in the Brunel context.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Diagnostic Assessments	Expansion to existing activity as there is a need for earlier diagnosis of disability. Diagnostic support has expanded to include assessments for autism.	Staff time and resource. Assessment cost.	MT: increased level of diagnoses, early in a student's programme	
Assistive Technology Centre (ATC)	Expansion to existing activity to update technology to support disabled students. The ATC provides a quiet supportive space for study and assessment.	Staff time and resource. Software cost.	MT: technology and support provided for disabled students	
Support Workers	Expansion of existing activity**.** An increase in support worker numbers will be required if more students come forward to declare a disability.	Staff time and resource.	MT: more students will be appropriately supported	
Pre-arrival task	New activity. To support students in transitioning to HE, they will be able to do an online quiz relating to their academic skills which will signpost them to the support available. Key Groups: available to all but specifically designed to target students with BTECs	Staff time and resource.	ST: students will be more aware of support available and be better prepared for assessments	
HeadStart	Development of previous (pre-Induction Week) activity and linked to pre-arrival task. It provides students with an introduction to study skills over two semesters. Key Group: BTEC entrants	Staff time and resource.	S/MT: students will feel better prepared for study and for their assessments	
Mentoring for Success	New activity. We will develop a level 4 student mentoring scheme in collaboration with alumni from the Afro-Caribbean Society. Key Group: Black male students	Alumni time.	S/MT: students will feel better prepared for university life, study and for their assessments	IS5

Peer Assisted Learning (PAL)	Expansion of existing PAL activity to include Level 5 students from underrepresented groups and to upskill/financially compensate PAL leaders. Targeted to all underrepresented groups.	Staff time and resource.	S/MT: increased number of programmes / students engaging with PAL activity M/LT: improved continuation / completion	IS3 IS5
Academic Skills (ASK)	Expansion of activity. Embed academic skills teaching by the central ASK team in all programmes. Targeted to all underrepresented groups	Staff time and resource.	S/MT: increased proportion of students feeling prepared for their assessments M/LT: improved continuation / completion / award outcomes	IS5
Increasing Attendance and Engagement	New Activity. Introduce a formal attendance monitoring mechanism to identify and support students who are at risk of non-completion. Targeted to all underrepresented groups	Staff time and resource. Software cost	ST: improved attendance and engagement with learning MT: better student engagement with support in a timely manner. M/LT: improved continuation / completion / award outcomes	IS4 IS5
Communication	New Activity. Improve communication of support so that students are aware of resources / support that are available to them. This activity is split across all success / progression intervention strategies.	Staff time and resource. Internship costs	Improved engagement with support	IS2 IS3 IS5

Total cost of activities and evaluation for intervention strategy £3,632,600

Summary of evidence base and rationale

Our Access data suggest that we have a lower proportion of disabled students than we might expect to have. Our assumption is that students are not sharing a disability when they first register and are disclosing part way through their programme. Internal discussions suggest that this could be as late as the final year of study meaning students are not accessing the support they need, had they been diagnosed sooner; and internal evidence suggests that many students have not previously been diagnosed with a disability (especially those related to learning) until after they arrive at Brunel.

Embedding PAL and academic skills teaching within programmes will address the skills gaps that students reported in the AP survey as well as increasing opportunities for peer interaction with different year groups. Expanding the scheme to include Level 5 students will enable more students to benefit from PAL, as well as provide flexible employment opportunities for students on campus.

Engagement with learning is key to success; however, we have lacked an institutional-wide approach to monitoring attendance and engagement with learning resources for non-sponsored students. Whilst there is a clear difference between attendance and engagement, research shows that being actively engaged in the classroom leads to better learning (19). Monitoring attendance will allow us to identify students who are at risk because they are not attending.

Improving communications is key to us as our conversations with students from underrepresented groups in the focus groups and feedback from the AP survey suggest that students are not aware of the support that is on offer. We need to ensure that students are aware of the support that is available to them as early as possible and this intervention strategy aligns strongly with the review of tutoring.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Diagnostic Assessments	Increased level of diagnoses, early in a student's programme	Track the number of new diagnostic assessments carried out and the timing of them relative to the student programme journey. Empirical Type 2	Annual reporting at Access and Participation Sub-Committee (APSC) Annual Lifecycle Report published on Brunel APP website
Assistive Technology Centre (ATC)	Technology and support provided for disabled students	Student Feedback Annual ATC usage survey, linked to student outcomes Type 1 and 2	Annual Lifecycle Report published on Brunel APP website
Support Workers	More students will be appropriately supported.	Monitor numbers of students requiring support Impact evaluation survey Monitor outcomes of disabled students Type 1 and 2	Annual Lifecycle Report published on Brunel APP website

Pre-arrival task / HeadStart	Students will feel better prepared for study and for their assessments	Student Survey Monitor student outcomes Empirical Type and 2	Annual Lifecycle Report published on Brunel APP website
Mentoring for Success	Students will feel better prepared for university life, study and for their assessments	Monitor Continuation Empirical Type 3	Educational Conference presentation (2028-29)
Peer Assisted Learning (PAL)	Increased number of programmes / students engaging with PAL activity	Monitor student outcomes Empirical Type 2.	Annual reporting at APSC Annual Lifecycle Report published on Brunel APP website
Academic Skills (ASK)	Increased proportion of students feeling prepared for their assessments	Monitor student outcomes Empirical Type 2.	
Communication	Improved engagement with academic support	Tracking of student numbers engaging with support Empirical Type 2	Reports to Access and Participation Sub-Committee Brunel APP website
Increasing Attendance and Engagement	Increased proportion of students attending. Improved continuation / completion / award outcomes	Compare outcomes of students with high attendance compared to those with low Empirical Type 3	Reports to Senate and University Education and Student Experience Committee.

Intervention strategy 5: Progression

Objectives and targets

Objective 7: To ensure that students from IMD quintiles 1 and 2 and those eligible for free school meals have equal opportunity to progress to graduate level employment or further study.
Target (PTP_1 and PTP_2): To close the current gap by 2028-29.

Objective 8: To ensure that Black and Asian students have equal opportunity to progress to graduate level employment or further study.
Target (PTP_3 and PTP_4): To close the current gap by 2028-29.

Risks to equality of opportunity

Risks 7 and 8 (OfS EORR 6, 7, 10 and 12**)**

Related objectives and targets As above

Related risks to equality of opportunity As above

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Brunel Students in Schools	New activity (currently a pilot). Student volunteers support teachers in local schools across subjects such as Maths, English, Sciences, and Computing. Programme is targeted towards local schools in Hillingdon with the focus being the University widening access target schools. - 2025/26: 250 student volunteers Partnerships with local primary and secondary schools in the London Borough of Hillingdon	Staffing Activity costs	ST: development of valuable skills and experiences; strengthened relationships with local schools. MT: increased engagement in learning for university and school students. LT: improved progression into professional employment/further study.	IS1
READY Programme	Existing activity. 10-week employability course that equips students for professional graduate roles through a unique design challenge focussed on a UNHCR refugee settlement in Zambia. Lectures, workshops, Dragon's Den style final with c. 400 student participants per annum. Changes planned for 2024/25 to include the Business Model Canvas module. Works in collaboration with UNHCR Zambia.	Staffing resource to run the programme Activity costs	ST: increased participation in entrepreneurial activities such as summer internships and paid placements LT: increased progression to graduate jobs	IS4

Part-time Internship Scheme	Expanded activity. Enhance student employability skills through completing part-time internships within Brunel. Recruitment process mirrors graduate application processes. 100/110 students p.a. Target students: home UG students who are registered with Student Wellbeing; BAME ethnicity; low-household income; care-leaver; young carer; estranged; refugee; eligible for FSM; or from IMD Q1. Plans to expand disability focussed internships with induction and debriefing sessions and support to acclimatise transition to work.	Staffing resource Internship salaries Activity/delivery costs	ST: improved student confidence in job recruitment process; enhance student CVs; increased knowledge of job market and insight into careers MT: students secure further work in form of internships, placements LT: graduate level employment	
Graduate Kickstart programme	Extended to include students eligible for FSM. Provide intensive career support to help move individuals from un/underemployment to highly skilled work or PG study through student callers contacting graduates; 1-2-1 career coaching sessions; part-time internships; virtual careers workshop series. For Black and Asian students; students from IMD Q1 and 2; students eligible for FSM. Works with external employers to secure exclusive internships for participants.	Staffing costs Activity costs including: callers; coaches; internships	ST: empowered and guided graduates who are able to make progress to their career goals; increased progression to professional employment	

Professional Career Mentoring	Extended to include students eligible for FSM. Students matched with career mentors who provide training and mentoring. There are a number of different subject streams within the programme. Aimed at 1st Year UG students who are registered with Student Wellbeing; of Black/Black Other ethnicity; low-household income; care-experienced; young carer; estranged; refugee; eligible for FSM; from IMD Q1. c.300 students take part as mentees with c.200 mentors each year. Collaboration with external mentors from employers in the UK and overseas.	Staffing resource to run and administer the programme.	ST: build students' professional networks; enable students to benefit from the insight of industry professionals to support them in their career journey LT: improved and enhanced employment outcomes of eligible students	
In-person Workplace Meeting Bursary (part of Brunel Professional Mentoring Programme)	New activity. An extension of the professional mentoring programme to increase the number of face-to-face meetings mentees have in a work setting with their mentor (rather than all meetings being virtual). Participating students will be those signed up to the Professional Mentoring Programme. The bursary will allow students the opportunity to have 3 face-to-face meetings a year.	Student bursaries	ST: increased insight of working in a professional environment; increased awareness of different job roles through meeting mentor's colleagues/team; build a stronger relationship with mentor; experience of taking part in a mock interview MT: increased confidence in making career choices LT: increased progression into professional employment	
Mock Group Assessment (part of Brunel Professional Mentoring Programme)	Refresh of existing activity. A simulation of a group assessment exercise using case studies derived from materials used by graduate recruiters to replicate assessment centre conditions. Participating students can also choose to be observers. Participating students will be those signed up to the Professional Mentoring Programme.	Activity cost	ST: increased confidence in demonstrating graduate attributes such as analysing / presenting data; development of team working skills through working in a group with competing interests; making decisions under pressure LT: increased progression to professional employment	IS2 IS4

Brunel Summer Internship Programme (BSIP)	Expansion of existing activity. Prepare students for and to find paid internships, followed by Assessment Centre Training day. For 1st Year students who are: registered with Student Wellbeing; of Black / Other ethnicity; low-household income; care-experienced; young carer; estranged; refugee; eligible for FSM; from IMD Q1. c.250-280 students complete the workshops and 90-100 students complete internships each year. Run in collaboration with external organisations (including corporates, SMEs and charities).	Staffing resources Delivery/activity costs	ST: development of employability skills MT: help students secure further work after internship (i.e. part-time, voluntary, placement) LT: improved graduate employability of eligible students; improved outcomes and degree attainment	
Placement and Internship Mobility Bursary	New & expanded activity. Supports students to undertake placements/internships overseas through removing financial barriers. A virtual placement has recently been piloted to enable students who are keen to work with an overseas organisation but are unable to move overseas to gain experience. Eligibility criteria: registered with Student Wellbeing with either disability, dyslexia, or a long-term health issue; BAME; low-income household (under £25k); care experienced ; young carer; estranged; refugee; or IMD Q1 Supports 20-40 students per year. Collaboration and partnerships with external organisations providing internships/placements and providing student support.	Staff time plus travel bursary costs	ST: more students take up opportunity to undertake overseas work MT: skills, experience and networks gained from this experience set students apart when applying for graduate employment LT: improved graduate employability outcomes for participants	IS4
Social Mobility Project	New activity: a new senior leadership post will be created to provide strategic leadership, coordination and enhancement of opportunities. Targeted at supporting students from low-socioeconomic backgrounds.	Staff time	ST/MT: improved attainment and increased skills and experience. LT: improved graduate employability outcomes for participants.	IS4

Total cost of activities and evaluation for intervention strategy £5,884,600

Summary of evidence base and rationale

Evidence suggests that students with certain characteristics may not have equal opportunity to progress to professional employment or further study as others and that this could be due to factors such as financial position, access and time to undertake extra-curricular activities, or a lack of information, advice and guidance (1, 20).

Our internal consultations with staff and students highlighted challenges around students' financial position, particularly in light of the current cost of living crisis. As a result, significant numbers of students are undertaking increasing numbers of hours of paid work in order to supplement their income and are wary of undertaking any short-term, full-time internship opportunities which, whilst providing long-term employability benefits, could jeopardise their paid work. As such, increasing the part-time internship scheme will offer more highly flexible, paid, part-time internships within Brunel which students are able to undertake around other work and study commitments. Providing additional financial support in the shape of meeting bursaries also recognises the financial need and barriers faced by some students and, particularly, those from low-household income backgrounds. The bursaries remove financial barriers to participation in elements of our progression activities and so allow students to take up all opportunities offered by the programmes.

Research also suggests that differences in the development of networks and the accumulation of social and cultural capital between graduates from different socio-economic backgrounds might account for differences in graduate/employability outcomes (21). Aligning with our social mission and the aim to increase student mobility, increased investment in providing opportunities to develop networks with external employers through the mentoring programmes, increasing cultural and social capital through creating relationships, and providing opportunities to visit and experience workplaces as part of our award winning BSIP (22) and the internship programmes, enables eligible students to develop skills, networks and capital.

The activities also provide information, advice and guidance; a further key factor identified as a potential barrier to equality of opportunity in terms of progression. Our Graduate Kickstart programme provides a prime example of one of our programmes designed to provide information and guidance. The programme is underpinned by Nudge Theory to empower and guide our graduates to make progress towards their career goals (23).

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Brunel Students in Schools	Development of valuable skills and experiences; strengthened relationships with local schools; increased engagement in learning for university and school students; improved progression into professional employment/further study.	Mixed methods: Graduate outcomes data. Surveys of participants on the programme Type 2 evidence	Reports to Access and Participation Sub-Committee Brunel APP website

READY Programme	Increased participation in entrepreneurial activities such as, summer internships and paid placements; increased progression to graduate jobs	Mixed methods: qualitative and quantitative Student application and attendance data Type 2 evidence	Annual Lifecycle reports to Access and Participation Sub-Committee Brunel APP website External report to Access HE (2028-29)
Part-time Internship Scheme	Improved student confidence in job recruitment process; enhance student CVs; increased knowledge of job market and insight into careers; students secure further work in form of internships, placements; graduate level employment	Mixed methods: qualitative and quantitative Placement and graduate outcomes Survey data Line manager feedback Student testimonials from students Type 1, 2 and 3 evidence	Annual Lifecycle reports to Access and Participation Sub-Committee Brunel APP website
Graduate Kickstart programme	Empowered and guided graduates who are able to make progress to their career goals; increased progression to professional employment	Mixed methods: Graduate outcomes data Number of graduates who secure internships Feedback from graduates and coaches Type 1 and 2 evidence	Annual Lifecycle reports to Access and Participation Sub-Committee Brunel APP website
Professional Career Mentoring	Build students' professional network; enable students to benefit from insight of industry professionals to support them in their career journey; improved and enhanced employment outcomes of eligible students	Mixed methods: Pre- and post-questionnaires to measure confidence levels and distance travelled. Graduate outcomes data Type 2 evidence	Annual Lifecycle reports to Access and Participation Sub-Committee Brunel APP website External report to AccessHE (2027-28)
In-person Workplace Meeting Bursary (part of Brunel Professional Mentoring Programme)	Increased insight of working in a professional environment & awareness of different job roles; stronger relationship with mentor; increased confidence in making career choices; increased progression into professional employment	Mixed methods: qualitative and quantitative Evidence from entry and exit surveys Number of bursaries issued Type 2 evidence	Annual Lifecycle reports to Access and Participation Sub-Committee Brunel APP website

Mock Group Assessment (part of Brunel Professional Mentoring Programme	Increased confidence in demonstrating graduate attributes such as analysing / presenting data; development of team working skills through working in a group with competing interests; making decisions under pressure; increased progression to professional employment	Mixed methods: qualitative and quantitative evidence Entry and exit surveys. Type 2 evidence	
Brunel Summer Internship Programme (BSIP)	Help students secure further work after internship (i.e. part-time, voluntary, placement); improved graduate employability; improved outcomes and degree attainment	Mixed methods: Number of students completing an internship Graduate outcomes data. Surveys of programme participants. Type 2 evidence	Annual Lifecycle reports to Access and Participation Sub-Committee Brunel APP website. External report to Access HE (2028-29)
Placement and Internship Mobility Bursary	More students undertaking overseas work; improved skills; experience and networks; improved graduate employability outcomes	Mixed methods: Number of students undertaking work overseas Graduate Outcomes data project Type 2 evidence	Annual Lifecycle reports to Access and Participation Sub-Committee Report on Brunel APP website at end of plan
Social Mobility Project	Improved attainment and increased skills and experience; improved graduate employability outcomes	Mixed Methods: Graduate outcome data, qualitative impact from student stories Type 1 & 2 evidence	Annual Lifecycle reports to Access and Participation Sub-Committee Report on Brunel APP website at end of plan

Whole provider approach

Student success is everyone's responsibility and, along with student consultation, there were opportunities for staff involvement in the development of the plan. We held focus groups for academic and professional services staff so that they could share their views and provide feedback on what could be improved. We ran a dedicated focus group for all staff working on AP projects to review the feedback and identify the risk areas for Brunel (also see Student Consultation Section & Annex A). The themes arising from the consultation form the basis of our intervention strategies.

We ensure a whole institution approach through our management and governance systems with many of our AP targets being informed by the Education KPIs in our new Strategic Plan. Oversight and monitoring is conducted via our committee structures through regular reporting to University Education and Student Experience Committee and annual reporting to Senate. We have plans to raise the profile of our AP work through improved communication to students (IS2-5, and Brunel Risk 10), and also to staff by introducing an AP Project Symposium Day and webinar series.

We instigated a comprehensive review of our academic structures including the shape and length of the academic year, term dates and module credit sizes. In conjunction with this, sits a review of assessment load as, like many HEIs, there are areas that over assess and our previous work indicates that decreasing assessment loads can improve success and progression outcomes and close awarding gaps. Historical changes to our undergraduate awarding regulation have had a disproportionately negative impact on underrepresented students and this is being addressed through changes which will take immediate effect for students graduating in summer 2024.

Brunel has created a new senior role of Associate Pro-Vice Chancellor Equality, Diversity and Inclusion (APVC-EDI) who will support the Academic Practice Development Unit (APDU) with their work on accessibility and inclusion. Revisions in our Periodic Programme Review process will much more explicitly emphasise the link between academic review and our commitments to equality.

At the heart of our new APP lies social mobility, which is a key pillar of the University's strategy. To help enable us to deliver on our APP and wider social mission, the University will invest in establishing a new strategic leadership role for an Associate PVC for Social Mobility (0.6FTE) to provide strategic leadership, coordination and enhancement of opportunities for students from low socio-economic backgrounds. Targeting opportunities and experiences to students who are least likely to have an existing network of support and resources recognises that one size does not fit all in relation to support and resources, and that support must be diversified and targeted based on individuals' circumstances to provide people equality of opportunity. This new leadership role will work closely with the PVC Education and as well as external partners to help deliver the APP and seek collaborations and partnerships with the wide range of organisations and charities that are already doing work to improve social mobility, such as the Sutton Trust, the Social Mobility Commission, the Social Mobility Foundation, the Social Mobility Business Partnership and others. Data will be used to indicate success in areas such as graduate level employment and rates of attainment, as well qualitative impact from students' success stories, some of whom later go on to become role models for future cohorts of students.

Our own internal review of personal and academic tutoring will also support Brunel risks 3, 4, 5 and 10. Improving the information, guidance and training provided to tutors will enable them to refer students to relevant success and progression initiatives. Linked to this is the introduction of an attendance monitoring system (IS2) alongside improved VLE monitoring that will help us to better identify students who are at risk of dropping out through non-engagement with their studies. Understanding the student experience is key to providing support and this APP sits alongside work to overhaul our module evaluation surveys to allow students to provide better feedback on their experiences of assessment as well as their programmes and teaching.

A number of issues raised during our internal consultation with students (such as social opportunities and a sense of belonging) relate to the broader student experience and we will be working with both UBS, the Associate PVC-SE and the Student Experience Strategy Group to address these, alongside the plan's intervention strategies.

Brunel's commitment to diversity is recognised externally and our institutional wide approach benefits both our staff and students: We hold an Athena SWAN Bronze Award with several departments holding or working towards Silver awards. As an employer, we achieved a Top 100 Employer and a silver award in the Stonewall Workplace Equality Index, and were the 10th placed university. We have Disability Confident Leader (Level 3) status and are a proud member of the

UK's work-life balance charity [Working Families](#). At the time of writing, we are one of only three London HEIs (and one of eight nationally) to be part of the [Disabled Student Commitment](#). We recently placed 6th in the UK for helping graduates from disadvantaged backgrounds into high paid work (24) and were 14th nationally for producing the most employable graduates with Longitudinal Employment Outcomes placing Brunel 27th in the UK for graduate salaries. We host several annual events to increase awareness and promote inclusion in the workplace, aligning these with national initiatives, for example, Black History Month, Interfaith Week, International Women's Day, LGBT+ History Month, literature festivals etc. We have networks for staff aligned to Equality Act characteristics namely, Access and Disability Staff Equality Network, Armed Forces Staff Network, Black, Asian and Minority Ethnic Staff Network, Carers Staff Network, LGBT+ Network, Women's Equality Network, Working Families Network, Anti-Harassment and Bullying Network, plus the Menopause Support Group and the Beyond Group (Childless not by Choice). We are also working towards the Race Equality Charter.

Student consultation

Student representation at Brunel is led by the Union of Brunel Students (UBS) and the elected sabbatical officers are members of all central university committees including University Council, Senate, Education and Student Experience Committee, Access and Participation Sub-Committee (APSC) and Student Experience and Welfare Sub-Committee.

Student involvement in development of the plan occurred through focus groups (held online and in person) so that students could share their experiences and provide feedback on what could be improved. The findings were shared and discussed with the UBS Student Assembly. We also distributed an AP survey (co-designed with the elected sabbatical officers) to our undergraduates and alumni from underrepresented groups to understand the Brunel experience across a broader group of students.

The focus group and survey outcomes (summarised in Annex A) informed the development of the risk register and the actions outlined in the plan. The draft plan was shared with the elected officers for their input, and the student voice was included further through discussion of the proposals at the university committees, most notably, Access and Participation Subcommittee, Student Experience and Welfare Committee, Strategic Planning Committee, Executive Board and Senate.

We will continue to work with the UBS elected officers across the plan's lifecycle and student involvement will be central to the annual review of impact.

Evaluation of the plan

Monitoring of the Plan

Brunel's Access and Participation Sub-Committee (APSC), which reports into the University's Education and Student Experience Committee, has strategic and operational oversight of the APP. Meeting four times a year and chaired by the Associate Pro-Vice Chancellor Education - Quality Assurance (APVC-QA), APSC receives updates from each of the lifecycle leads on activity delivered, progress made against the targets and objectives set in the APP as well as summaries of the mid- and end-of year reviews held with each project lead. Members of APSC consist of academic, professional and student representatives who are able to both focus on access and participation activity specifically but also understand its context, impact and place in relation to the

broader educational agenda of the University and the wider student experience. Regular reports are provided to Senate to ensure institutional awareness of progress.

We have created a new role to take the strategic lead in overseeing the ongoing implementation of the APP and supporting activity to monitor the impact and effectiveness of activity carried out to support APP objectives. The role will take the lead in monitoring, evaluating and reporting on the effectiveness of access, student success and progression across the institution.

All access and participation activities are monitored and evaluated each year through mid- and end- of year review meetings. These meetings, chaired by the APVC-QA, provide an oversight of activity and discuss evaluation to determine how activities are delivering impact. As a result of these meetings, decisions are made as to the effectiveness of the activity and whether it is successfully delivering against its stated outcomes. Changes to activities can be discussed and requested at these meetings to both the delivery of an activity or how it is measuring impact. This includes terminating projects that are viewed to be having no impact.

Evaluation strategy

Activities: The activities in our intervention strategies will be evaluated regularly and each project has plans to share those evaluations internally to ensure that we are able to understand what works (and what does not) to deliver the planned outcomes and impact, and externally to contribute to the growing body of evidence across the sector.

All our access and participation activity has recently reviewed and updated theories of change and all new activity has a theory of change built into it from the start, ensuring all our activities are underpinned by evidence and have defined outcomes and success measures.

We are committed to ensuring that we have a vigorous, effective and transparent evaluation process and this is something we are developing further over the plan duration. We have previously utilised the OfS self-assessment tool which provided a solid insight into our evaluative practices. We will continue to utilise both this tool as well as the financial support evaluation toolkit and, as part of the preparation of this plan, we will be utilising both these resources once more to gain a clear understanding of our current position in terms of effective evaluation and where we need to make improvements. We are members of HEAT (Higher Education Access Tracker) which assists us in targeting, monitoring and evaluating our access work. We are also members of NERUPI and our access work has started to make use of the NERUPI framework; this is something which will be further developed over the duration of this plan and consideration given as to whether these resources could also be used to support some of our success and progression evaluation activity. We proactively engage with TASO and will continue to utilise the resources and insight they provide in order to continuously improve and strengthen our methodological practices.

Currently, the majority of our activities produce Type 1 and 2 evidence and we will support colleagues to develop Type 3 evidence where appropriate. We have not made significant progress in this area as part of our existing plan and are putting steps in place to ensure this is achieved within the lifetime of the new plan. For projects where we anticipate Type 3 data analysis, we will revise our project proforma to resemble project initiation documents more aligned to those we would use in evaluating the impact of our research. Revised proformas will be accompanied by a template for data collection ensuring that there is a clear strategy for data analysis and a framework for evaluation; the latter will be specific (and may need to be modified) for each activity.

For example, where we wish to evaluate the impact of an activity on students with BTEC qualifications it may be possible for some programmes with larger numbers of BTEC entrants to consider impact at programme levels. For other areas, we will need to evaluate at departmental, college (faculty) or university level.

We will be expanding our evaluation resource to enable us to provide support and training to develop appropriate and robust methodologies, both qualitative and quantitative, to best measure impact whilst taking into account ethical considerations and GDPR compliance requirements. Since some of the activities are self-referred, we will assess the effectiveness of the interventions against a suitable control group.

Where activities are undertaken in partnership with other organisations, we will consider the most appropriate way to gather evaluative evidence and we may carry out joint, collaborative evaluations utilising expertise and knowledge across all organisations, ensuring data sharing agreements are in place as appropriate. This is particularly the case with some of our attainment raising activities delivered in partnership with schools and our care-experienced activity delivered in collaboration with local authorities.

Intervention Strategies. Our diverse student cohort offers us a richness for data evaluation and each intervention strategy will also be evaluated as described for the individual activities. Additionally, given over 90% of our home undergraduate students are from underrepresented groups and 76% are from BAME backgrounds, many students will fall into multiple UR categories. We intend to conduct a Type 3 evaluation comparing outcomes (continuation, completion, award) of students with one or more UR characteristic based on engagement with the success intervention strategies.

Throughout the duration of the plan, we will continually learn from and monitor our evaluation findings and amend and adjust activity accordingly.

Dissemination of evaluation

There is a clear momentum within the sector to share best practise and to learn from others, and we are committed to ensuring that we play our part in this.

From an internal perspective, we plan to share our findings and best practise through:

- our annual mid- and end-of year review process and collating the results of these reviews and sharing the results with interested internal partners
- an annual Access and Participation conference aimed at colleagues from academic and professional services to showcase activities, share best practise and to network
- creating informal opportunities via a webinar series for colleagues to network and support the development of APP work

From an external perspective:

- making contributions to the AccessHE evaluation database
- regularly publishing reports and research on our external-facing website
- enabling colleagues to present at conferences through the creation of a fund to remove any financial barriers to conference attendance

- through active participation in sector forums and networks, including those run by AccessHE, NEON, NERUPI and HELOA

Provision of information to students

The most up to date information on fees and financial support is available from our undergraduate fees and funding pages Undergraduate fees and funding | Brunel University London and information on all our scholarships and bursaries (including eligibility criteria) from Scholarships and bursaries | Brunel University London. Our new bursaries are:

Scholarship/Bursary	Value per year	Entrant Group	Eligibility Criteria (full details on website)
Care Leaver and Estranged Student Bursary	£2000 cash	10 per year[1]	- verified care leaver or estranged student - aged 25 or under - on a full time UG course or full time PGCE course
Cowrie Scholarship	Full Fee Waiver	Up to 4 per APP Cycle	- students from Black African and Caribbean heritage with low household income
Sanctuary Refugee Scholarship	Full Fee Waiver & Accommodation	Up to 5 per year	- students identified as 'refugees' and classed as a Home fee paying student - on a full time UG course

[1] Current number indicates that 10 will be sufficient but this will be monitored/adapted as needed

Financial support for current students is available via the student webpages, Brunet, and includes information on managing money, using Blackbullion, advice for students struggling to pay tuition fees and details of the Hardship Fund. We also provide financial support information to current students via our VLE and it is being included in our revised tutor handbooks so that academic staff are also able to direct students to support.

Our current and past Access and Participation Plans are published at https://www.brunel.ac.uk/about/administration/access-and-participation/Access-and-Participation-Plan

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

Access

Brunel has a highly diverse student population with 90% of our Home undergraduate population in 2023/24 possessing a characteristic identifying them as underrepresented within higher education. We have a large proportion of Black, Asian and racially minoritised students within our population as well as significant numbers of students from IMD Quintiles 1 and 2 and students eligible for free school meals. A significant proportion of our student population is under 21 years of age and, particularly in recent years, we have seen higher numbers of students identifying as male entering the organisation. The number of students declaring a disability has remained relatively stable, and we continue to see students who identify as care-experienced, estranged or carers within our student body.

The data considered in this section relates to full-time entrants as the number of students entering study on a part-time basis are suppressed due to the smallness of this cohort.

In 2021/22, just under 20% of our entrants were from IMD Q1 areas with a further 35% from IMD Q2, resulting in 55% of entrants being from IMD Q1 and 2 areas compared to the sector average of 44.1%. We have seen an increase in the number of students from IMD Q1 and 2 areas over the six years detailed in Figure 1 and at a much more significant level than that seen across the sector as a whole (we have seen an increase of 7.8 percentage points of entrants from IMD Q1 and 2 between 2016/17 and 2021/22 compared to 4.3 percentage point increase in the sector).
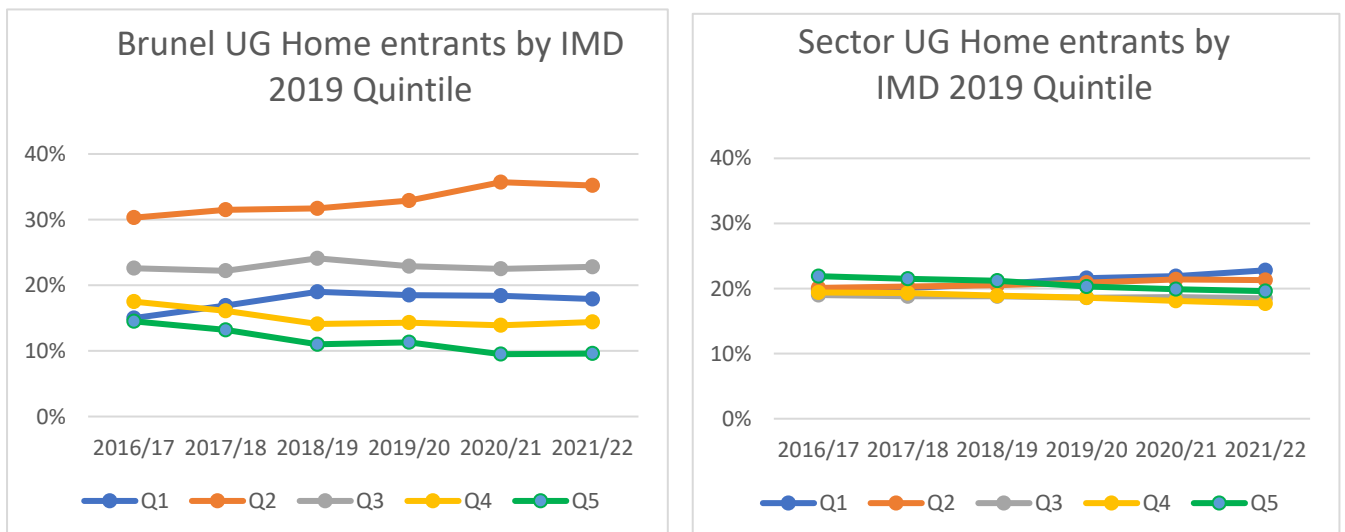

Figure 1: Entrants to Brunel by IMD 2019 Quintile compared with the sector (OfS data)

We see a similar pattern when considering students eligible for free school meals with 33% of Brunel entrants eligible for free school meals in 2021/22 compared to a sector average of 18% (Figure 2). We have seen a very slight increase in numbers of entrants eligible for free school meals between 2016/17 and 2021/22, but this number has remained relatively static.
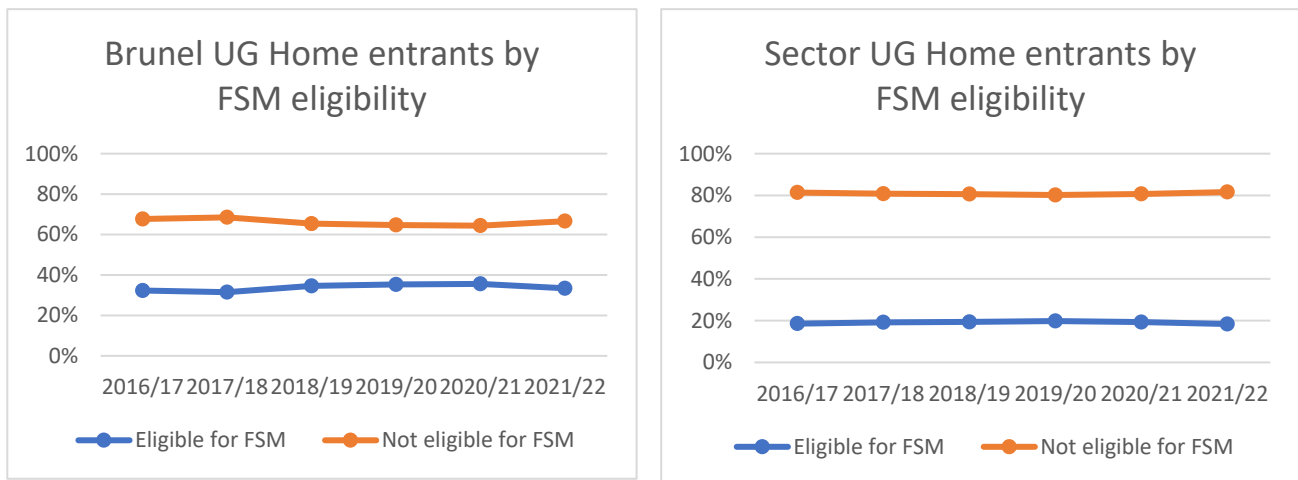

Figure 2: Entrants to Brunel by eligibility for free school meals compared with the sector (OfS data)

Not all entrants choose to share information about their household income but, where we have this information, about 38% of our Home undergraduate population has a household income of £25,000 or less.

A number of the indicators of risks we have identified in relation to our students successfully progressing through and progressing from HE can, amongst other risks, be linked to EORR risk 10 (cost pressures). With the significant numbers of students within our Home undergraduate population who are from IMD Q1 and 2 areas and/or who were eligible for free school meals, these demographic groups of students are amongst those identified within some of our intervention strategies at the success and progression stages of the student lifecycle.

Our ethnic diversity is also considerably higher than the sector average with our entrant population in 2021/22 seeing 40% of students being of Asian heritage (compared to a sector average of 18%) and 23% of students of Black heritage (compared to a sector average of 8%) (Figure 3). Our populations of both Asian and Black heritage students have increased between 2016/17 and 2021/22 and the ethnic mix of our Home undergraduate population is reflective of the ethnic demography of the areas from which we typically recruit.
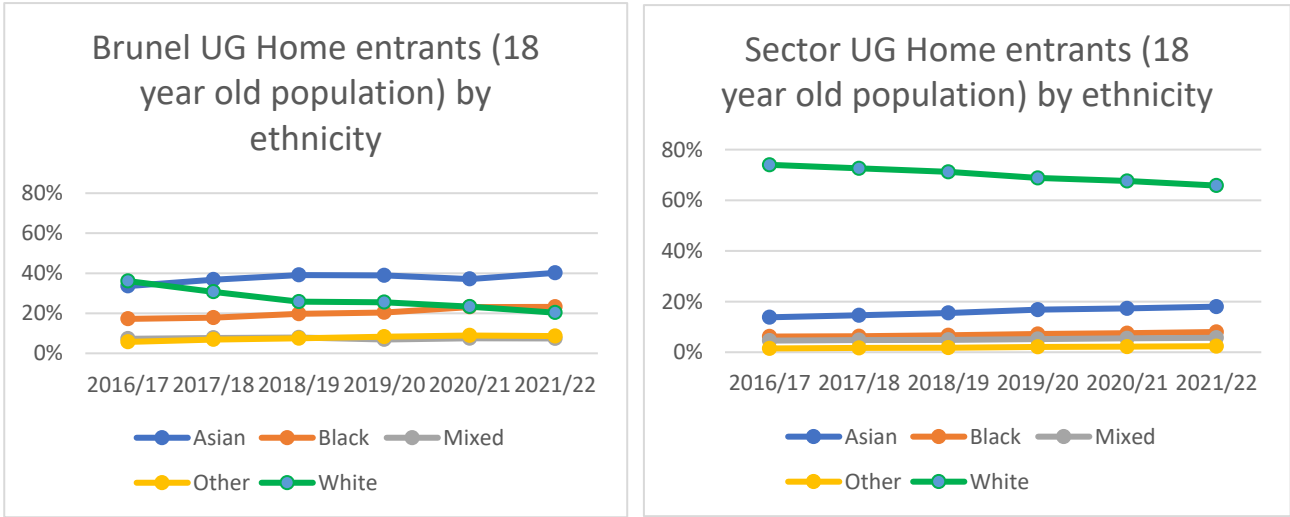
Figure 3: Entrants to Brunel by ethnicity compared with the sector (OfS data)

Along with the sector, we have seen a drop in the number of students of White heritage entering HE within our organisation and this is something we will be closely monitoring over the lifetime of this plan, particularly in light of research which has found that white young people in receipt of free school meals are one of the least likely groups to enter HE (25). IMD Q1 and 2 can obviously not be taken as a proxy measure for free school meal eligibility, but a consideration of the intersectionality between ethnicity and IMD quintile of our entrants indicates that, whilst we have seen a 3.9 percentage point decrease in the number of White students from IMD Q1 and 2 areas between 2016/17 and 2021/22, this is much smaller than the 8.7 percentage point drop in White student entrants from IMD Q3, 4 and 5 areas over the same period of time (Figure 4).
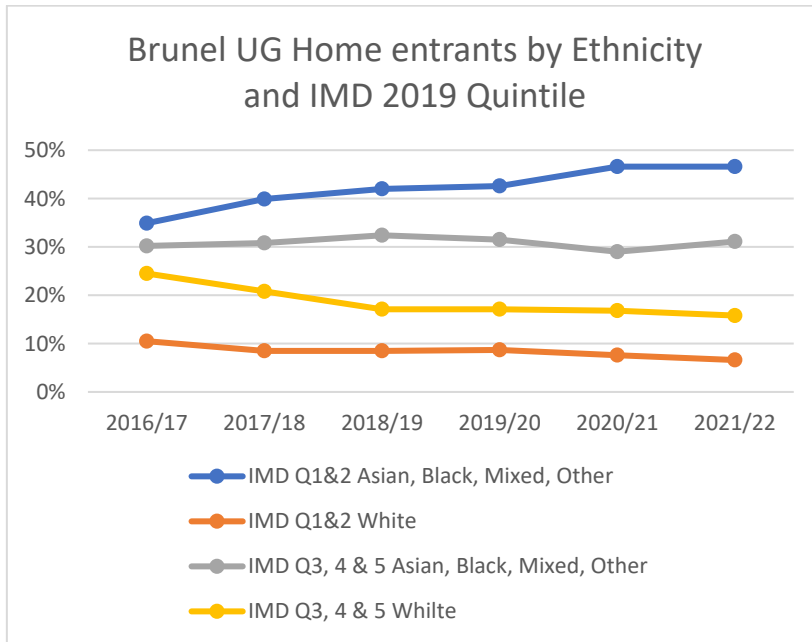
Figure 4: Entrants to Brunel by ethnicity and IMD 2019 Quintile (OfS data)

One of the areas in which the data suggests we perform less well is that our student population is considerably below the sector average in terms of entrants from TUNDRA Q1 and 2 areas (Figure 5) (26).
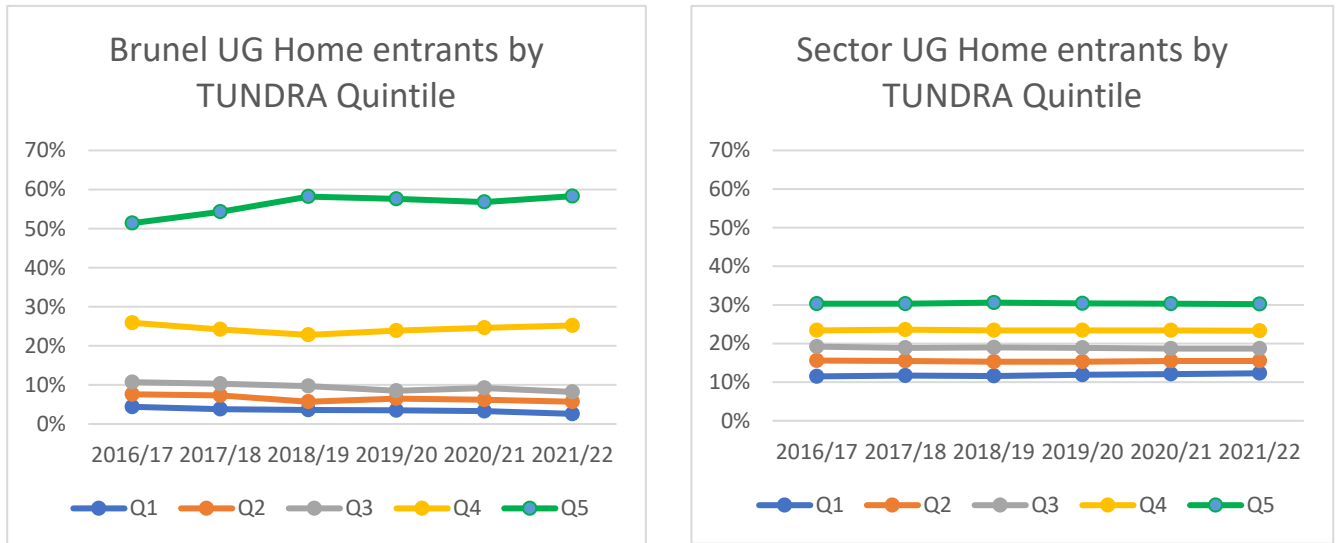
Figure 5: Entrants to Brunel by TUNDRA Quintile compared with the sector (OfS data)

A comparison of all London based HE providers in terms of entrants by TUNDRA demonstrates that the data patterns we see within our own context are largely consistent across this group of providers (see Figure 6), thus suggesting, as a London-based provider, that our TUNDRA data is consistent with those providers sharing a similar geographical location.
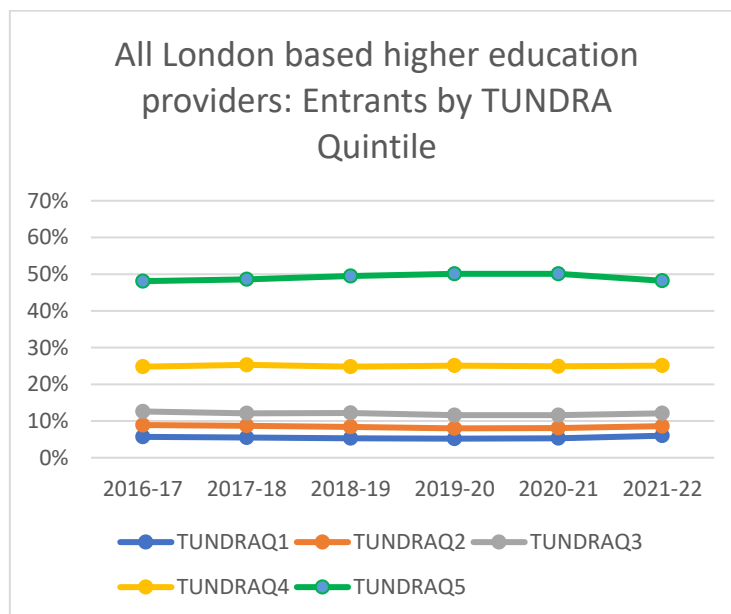
Figure 6: Entrants to all London based HE providers by TUNDRA Quintile (OfS data)

As illustrated in Figure 7, there are few TUNDRA Q1 and 2 areas local to Brunel and our current natural catchment area does not correspond with these areas. As such, due consideration of the evidence has led us to conclude that this is not a significant indicator of risk within our institutional context so we have made the decision not to address this in our intervention strategies.
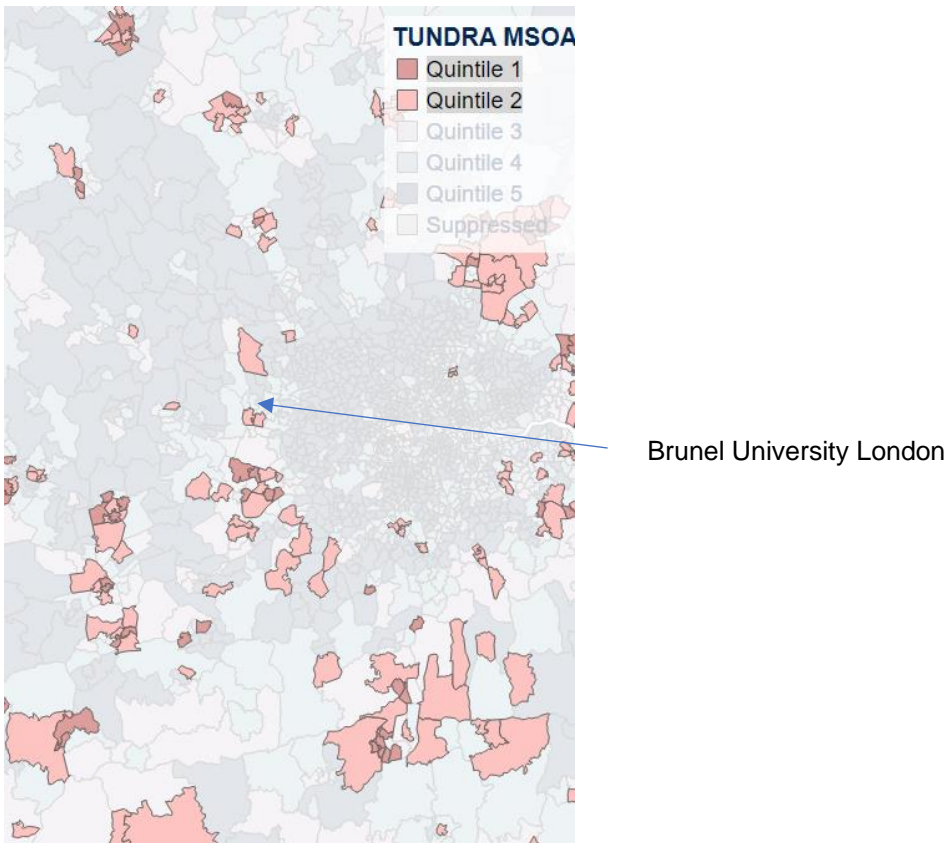
Figure 7: Map of TUNDRA Quintile 1 and 2 areas in relation to Brunel (OfS data)

In comparison to the sector, the number of Brunel entrants declaring a disability appears to be lower than the sector on average, with 12% of entrants in 2021/22 declaring a disability compared to a sector average of 17% (Figure 8). This has remained relatively stable over the last six years.
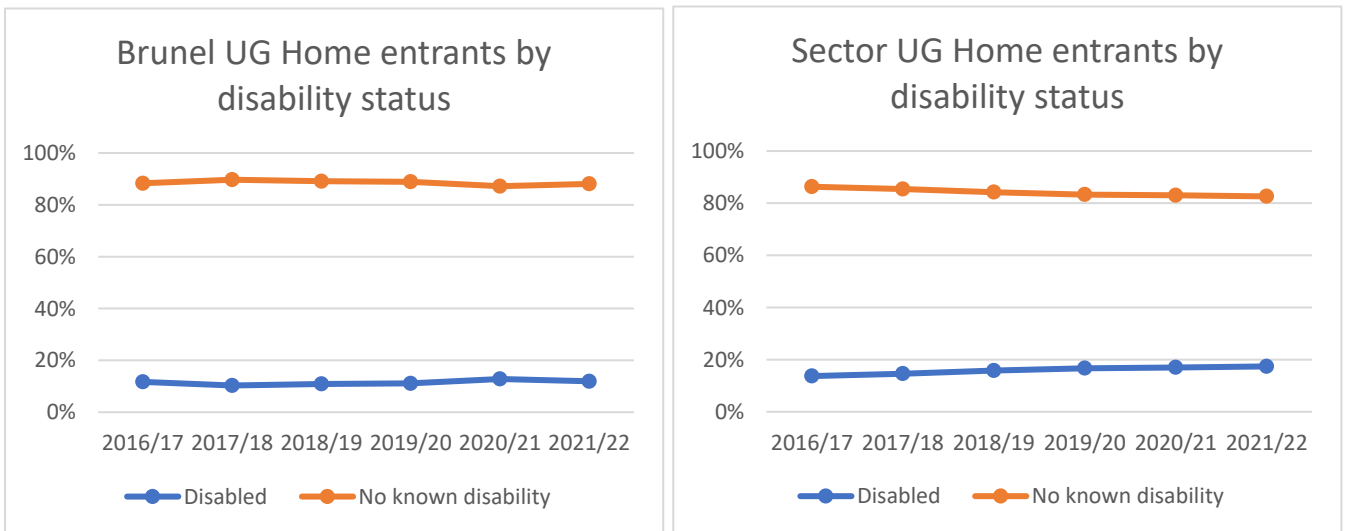
Figure 8: Entrants to Brunel by disability status compared with the sector (OfS data)

Our internal data focussing on our Home UG Level 4 population suggests, however, that the percentage of students declaring a disability is slightly higher than that shown in the data held externally in the OfS Access and Participation dashboard, with 16% of Level 4 students having declared a disability in 2021/22 and this figure has increased in our internal data to 18% in 2023/24. We are also aware that there is a reluctance amongst some of our students to declare a

disability due, it seems, to concerns that such a declaration could negatively impact their success, progression and experience whilst studying. We have undertaken work to encourage students to declare a disability if they have one and this work will continue during the lifetime of this Plan.

In line with the sector, a disaggregation of our data around types of disability, demonstrates that of those students who have declared a disabilty, a cognitive and learning or mental health condition are those which we see most commonly within our student population (3.6% and 3.5% respectively in 2021/22) (Figure 9). Also in line with the sector, we have seen the largest increase (but only of 1 percentage point) in students declaring a mental health condition (compared to a 2.1 percentage point increase in the sector).
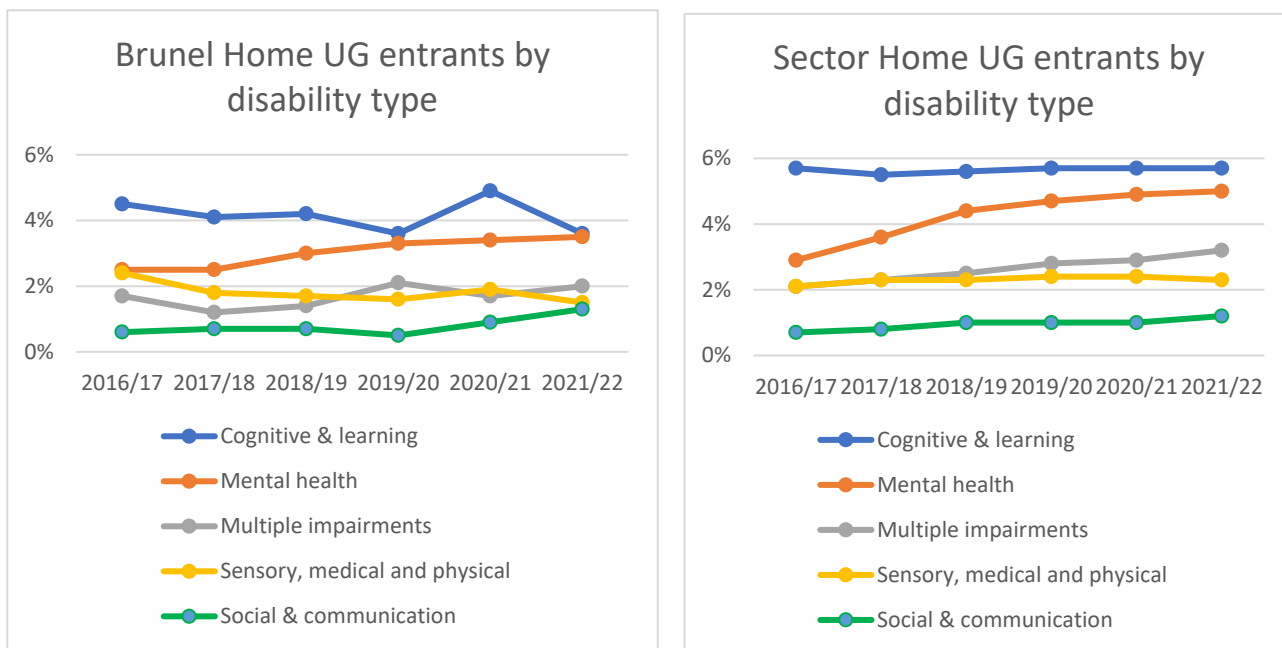
Figure 9: Entrants to Brunel by disability type compared with the sector (OfS data)

Our populations of students identifying as care-experienced, estranged, carers or refugees remain small relative to the student body as a whole and have also remained largely stable over the last five years. In 2023/24, our internal data shows that 1.9% of our Home UG Level 4 population were care-experienced (up from 1.7% in 2019/20); 2.7% identified as young carers in 2023/24 (compared to 2.9% in 2019/20); and 1.1% as refugees in 2023/24 (compared to 0.6% in 2019/20). We have seen a drop in the numbers of students identifying as estranged since 2019/20 (1.5%), with a sudden drop in 2023/24 (0.3%). This may be due in part to the fact that students may come forward during the course of the year (our internal figures are taken from our December census), but we will closely monitor the numbers for all these groups and continue to provide support and activities during the access lifecycle stage.

We saw a drop in the percentage of entrants aged 21 and over in 2017/18 and 2018/19 but this figure then slightly increased and has since remained relatively stable (Figure 10). We are below sector average in terms of mature student entrants and will continue to provide individual support, advice and guidance to mature students interested in studying at Brunel. Mature applicants are also considered as part of our contextualised admissions approach.
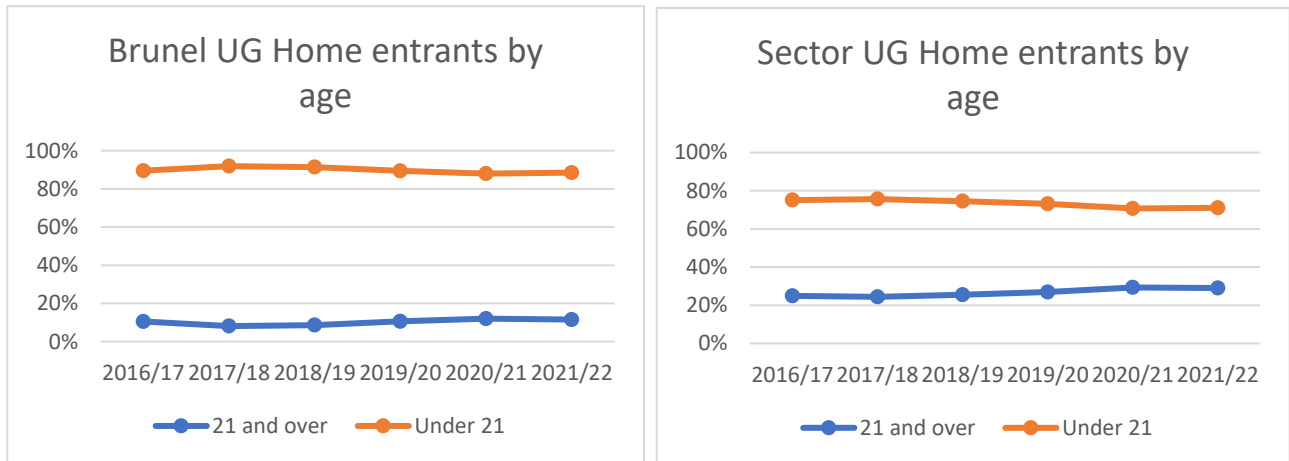
Figure 10: *Entrants to Brunel by age compared with the sector (OfS data)*

<u>Continuation</u>

The OfS data for TUNDRA Q1/Q2 and from IMD Q1/Q2 show that Brunel is performing above sector averages for continuation and that there are no marked differences in our Q1/Q2 data compared with Q4/Q5 for both measures.

Internal data looking at entry qualifications indicate that students with non-A-level qualifications (especially BTECs) have lower continuation rates than those with A-levels (Figure 11). Further pilot analysis of performance across Level 4 modules suggest that specific modules are contributing to student outcomes, implying that students may be lacking in skills or academic support (Figure 12). Our analysis of the student survey supports this finding with 36.5% of students having some challenges adapting to expectations compared to previous educational experiences and nearly one third citing academic or skills-related factors in response to the question 'What else would you like to have known, or what support would you like to have had, when starting off as a university student?'
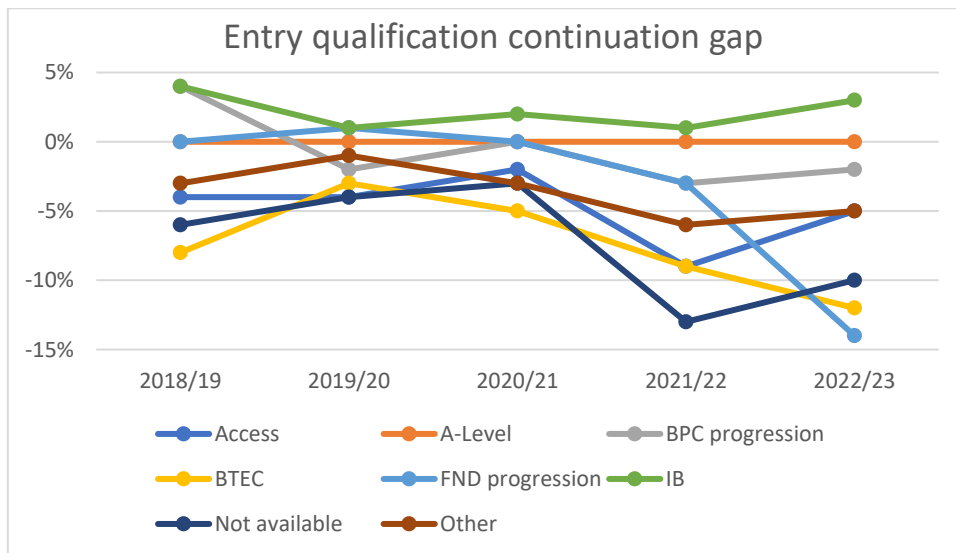
Figure 11: Continuation gap for Brunel students by qualification group, relative to A-levels (orange) as a base line (Brunel data).
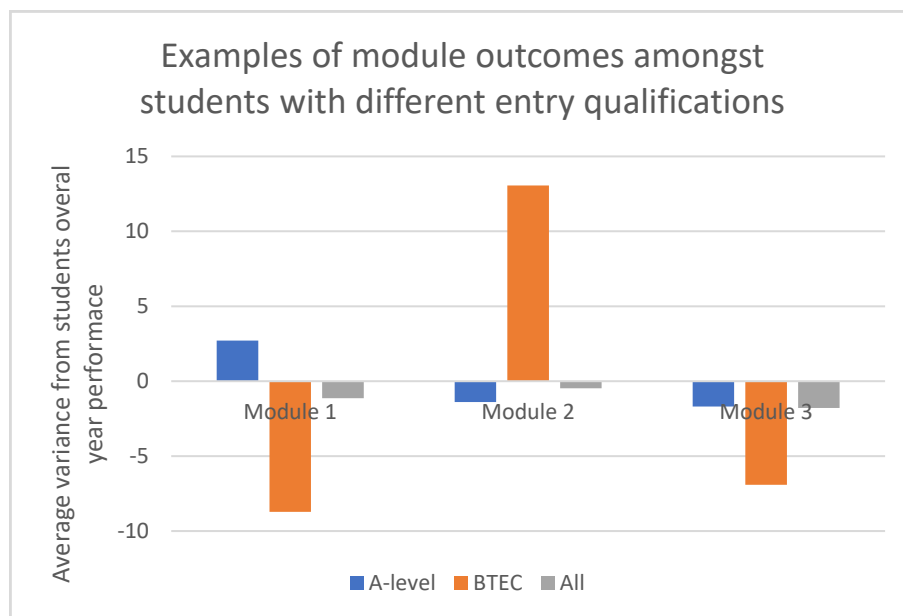
Figure 12: Examples of module outcomes based on entry qualifications; on a student by student basis module scores were compared against that student's overall performance and the results amalgamated to illustrate overall outcome. BTEC students perform the worst on module 1, but better on module 2. Relative to all modules in the year, students with either A-levels of BTECs do less well on module 3 compared to their year averages with BTEC-students performing the worst (Brunel data).

The data for continuation based on ethnicity show that, again, we are performing above sector average; however, our Black student continuation is lower than that for White and/or Asian students (Figure 13). The continuation gap widened in 2020-21 compared with 2019-20, and our internal data suggest that this gap has remained (and is growing) in 2021-22 and 2022-23 with Black male students more at risk (Figure 14). Internal data also indicate that entry qualification type does not contribute to this ethnicity gap.
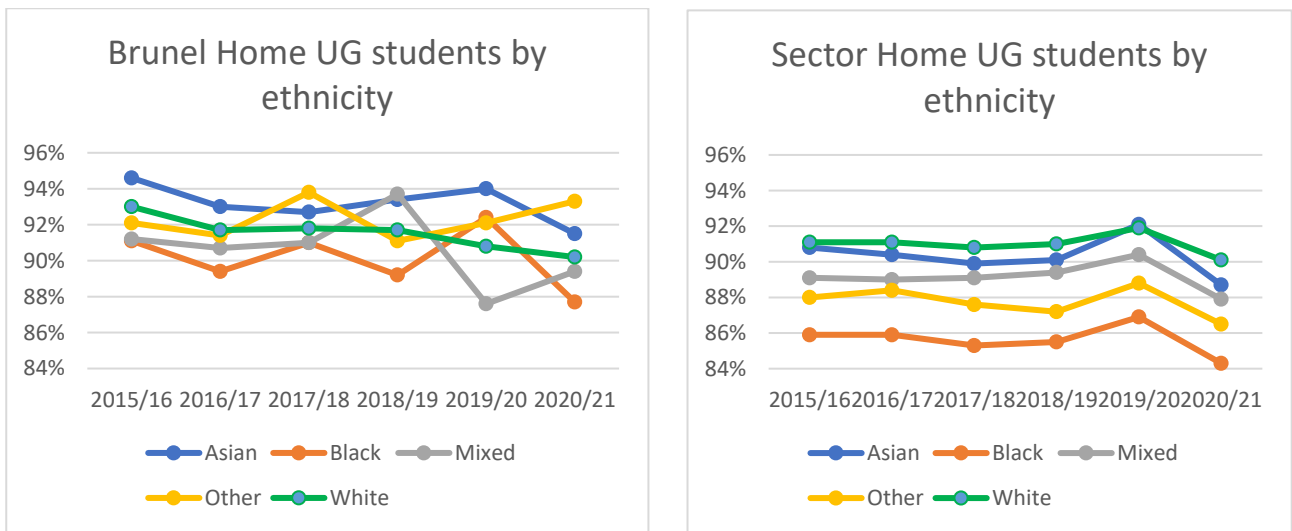
Figure 13: Continuation gap by ethnicity for Brunel students compared with the sector (OfS data)
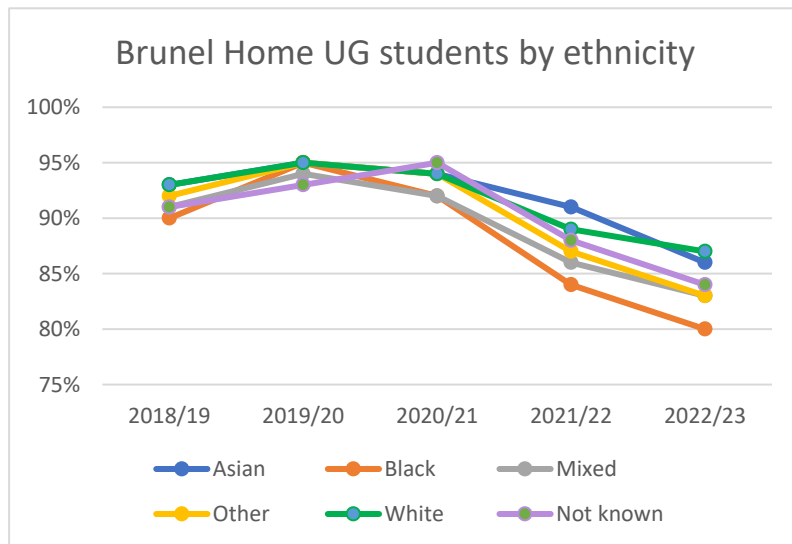
Figure 14:Continuation gap by ethnicity for Brunel students (Brunel data)

Although the data show we are above the sector average, given the diversity of Brunel students (23% of entrants self-identify as Black), this represents a significant risk for us.

Mature student continuation remains above the sector average but we still see a continuation gap; however, our numbers of mature students are low (see access).

Continuation for students who are care experienced is similar to those who are not care experienced (83% vs 85%). Students who are estranged from their families are low in number (typically 10-20); and the continuation is varied with some years producing a lower continuation gap (72% vs 85% in 2022-23) and other showing no (2020-21) or little difference (91%vs 92% in 2018-19). We will continue to monitor these trends and take appropriate action as required. Our revised laptop loan and bursary schemes will be available to support this group.

Continuation based on household income does not present a significant risk, suggesting that our current interventions are having a positive impact on students from low-income households. Continuation rates are similar across all household income groups.

Year	£25k or under	£25,001 - £42,600	£42,601 and above	Unknown
2018/19	94%	95%	95%	89%
2019/20	96%	96%	97%	93%
2020/21	94%	95%	95%	92%
2021/22	88%	88%	92%	87%
2022/23	86%	86%	87%	82%

Table 1: Continuation of Brunel students relative to household income (Brunel data).

Continuation rates for disabled students do not present a significant risk for us. They dropped in 2020-21 (OfS data dashboard) (Figure 15) but our internal data show they are better than continuation rates for students who don't declare a disability in both 2021-22 (90% vs 88%) and 2022-23 (88% vs 84%). Further analysis shows that, unlike the sector averages, we see no significant continuation patterns based on disability type; however, we will continue to monitor this.
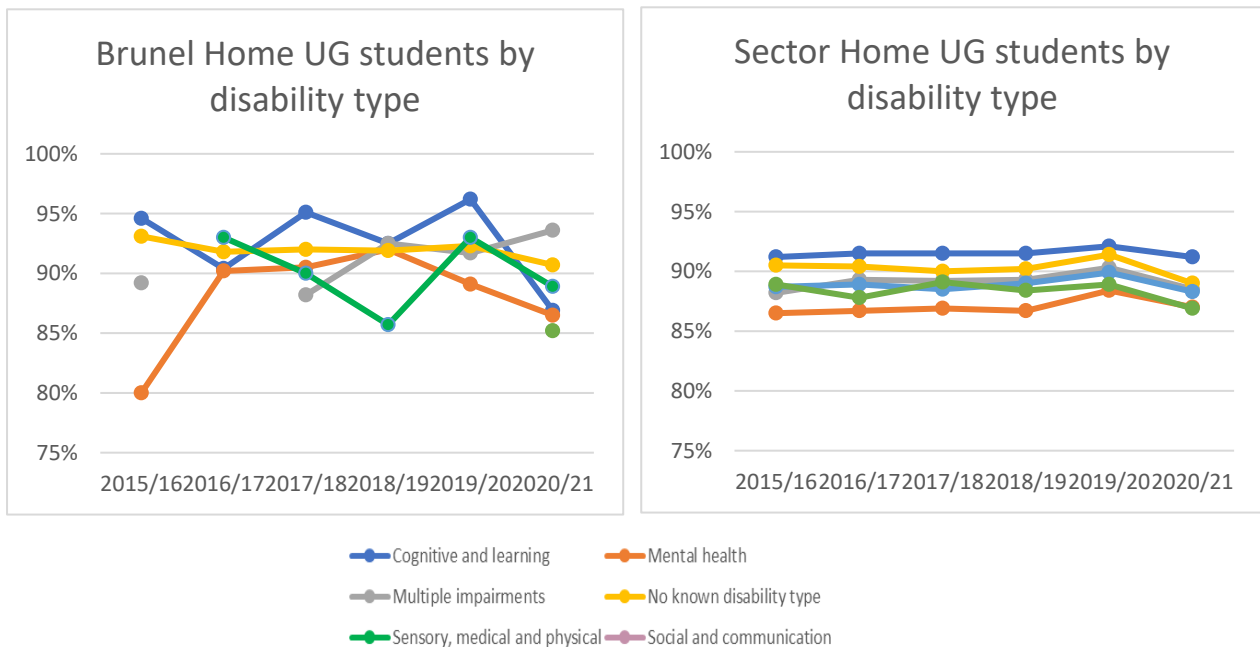
Figure 15: Continuation of Brunel disabled students by disability type compared with the sector (OfS data)

Continuation Risk Indicators: Lower continuation for Black students and those with BTEC qualifications.

<u>Completion</u>

OfS data indicate that relative to the sector we perform well. We have closed the gap for disabled student completion that existed prior to 2018 and the closing of the gaps for students who have declared a mental health disability compared with students who do not declare a disability is evidence that our current support is having a positive impact. We will continue to provide this support (IS) and monitor these trends.

We are also closing the completion gap for mature students. Our completion rates for students from TUNDRA and IMD quintiles Q1 and Q2 are in line with Q4 and Q5 areas for both measures (Figures 16 and 17).
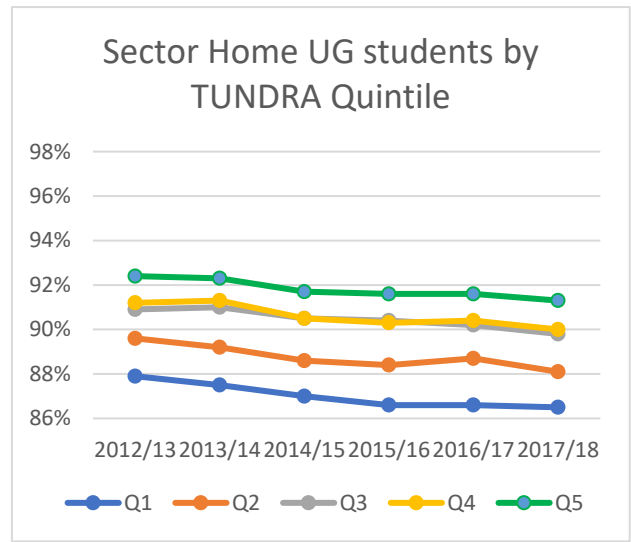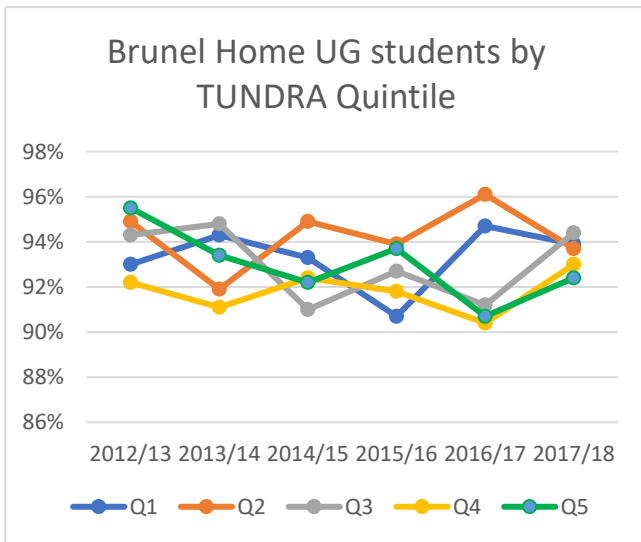
Figure 16: Completion indictors for Brunel students by TUNDRA Quintiles compared to the sector (OfS data)
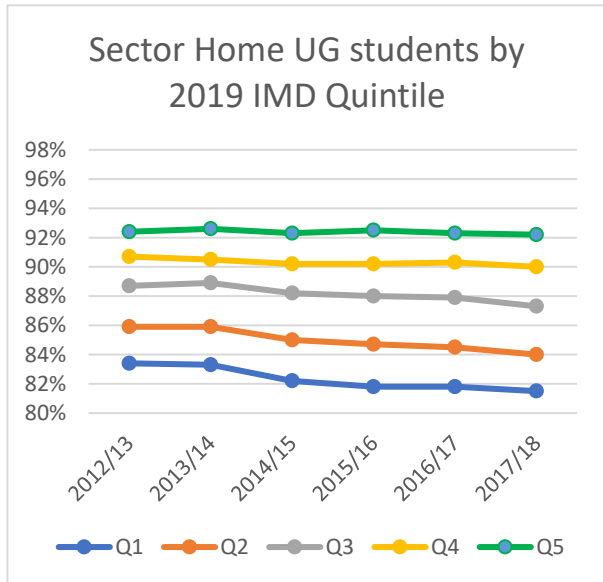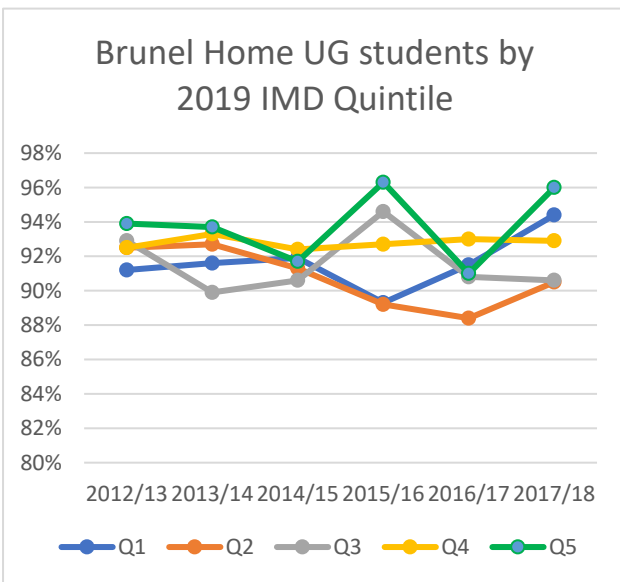
Figure 17: Completion indictors for Brunel students by IMD 2019 Quintiles compared to the sector (OfS data)

Although our data are better than the sector averages, where we do see a gap is in Black student completion which is marginally (~2%) below that for white students (Figure 18).
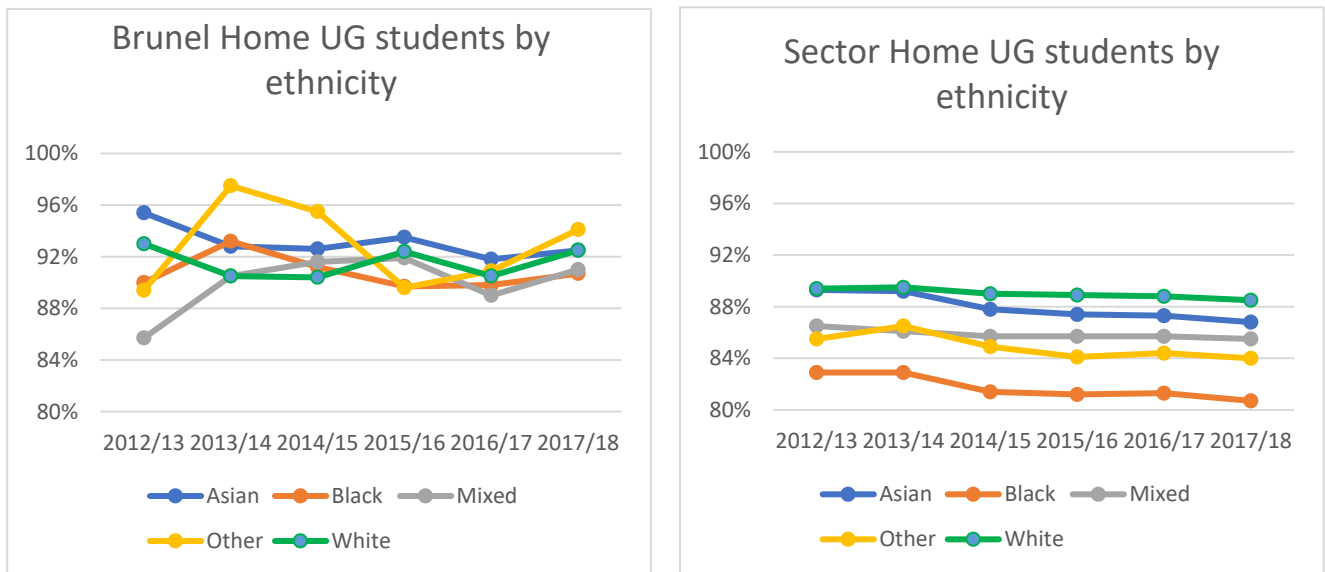
Figure 18: Completion indictors for Brunel students by ethnicity compared to the sector (OfS data)

Completion Risk Indicators: Small completion gap for Black students

Award (Attainment)

TUNDRA measures indicate we have no differences in award outcomes for students from Q1/Q2 quintiles compared with Q4/Q5 and we see a similar picture between students who report a disability and those who don't; however, IMD measures do indicate an awarding gap between students from IMD Q1/Q2 areas compared with Q4/Q5 areas (Figure 19). Brunel saw a sharper drop in the proportion of students being awarded a 2.1 or 1st class degree in 2021-22 compared with the rest of the sector.
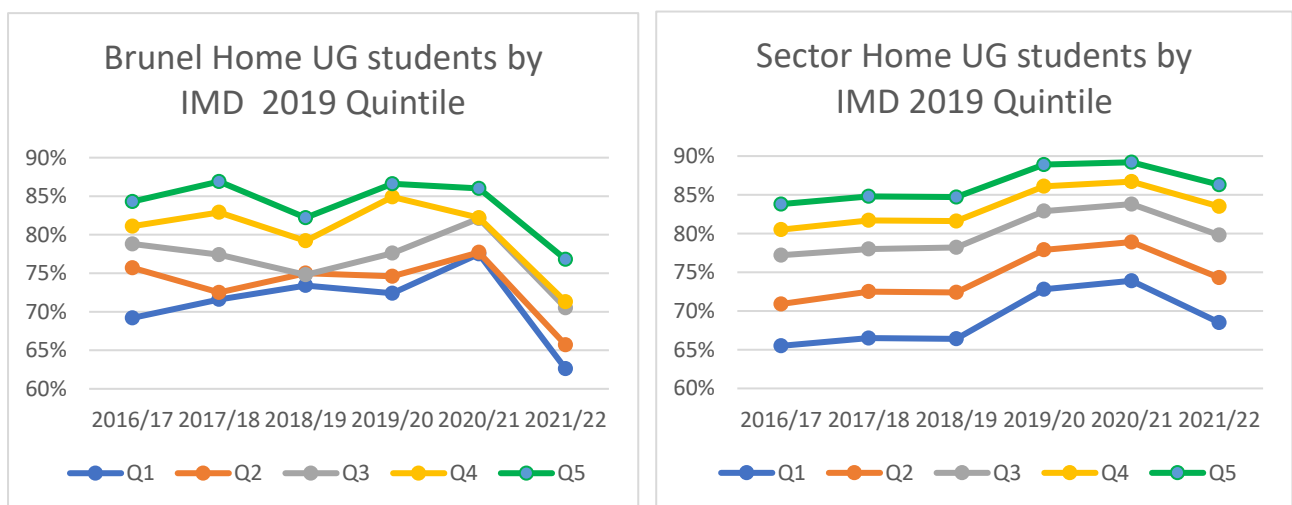
Figure 19: Award indictors showing percentage of Brunel students awarded either a 2.1 or 1st class degree by IMD 2019 Quintile compared with the sector (OfS data)

Data from our student survey and focus groups indicate that many of our students work to either support their studies or their families with 14% of those surveyed citing financial challenges as a

barrier to study and this is having an impact on award outcomes. It is also likely that changes to our awarding regulations have had an impact (see below).

OfS data show also that we have an awarding gap for students who were eligible for free school meals (FSM) and those who were not (Figure 20).
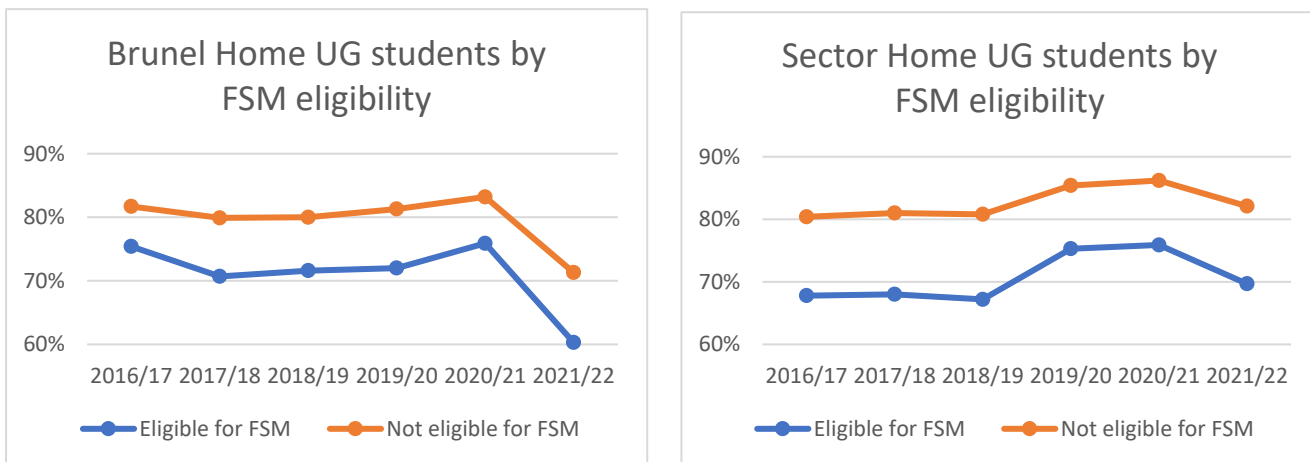
Figure 20: Award indictors showing percentage of Brunel students awarded either a 2.1 or 1st class degree by free school meal eligibility compared with the sector (OfS data)

Outcomes for students who are care experienced are not vastly different to those who are not and we have closed the gap between those who are estranged and those who are not; however, it is possible that the gap closure is an artefact to changes in our regulations disproportionally affecting non-estranged students. We will continue to monitor this trend and take appropriate action if needed.

Our internal data suggest that students with BTEC entry qualifications are less likely to be awarded 2.1 or 1st class degrees than students who did A-levels. Feedback from the student survey (see continuation) suggests that this may be linked to academic support.

Despite carrying out a lot of work to close our ethnicity awarding gap between Asian and Black students with those from white backgrounds, we have made little progress (Figure 21).
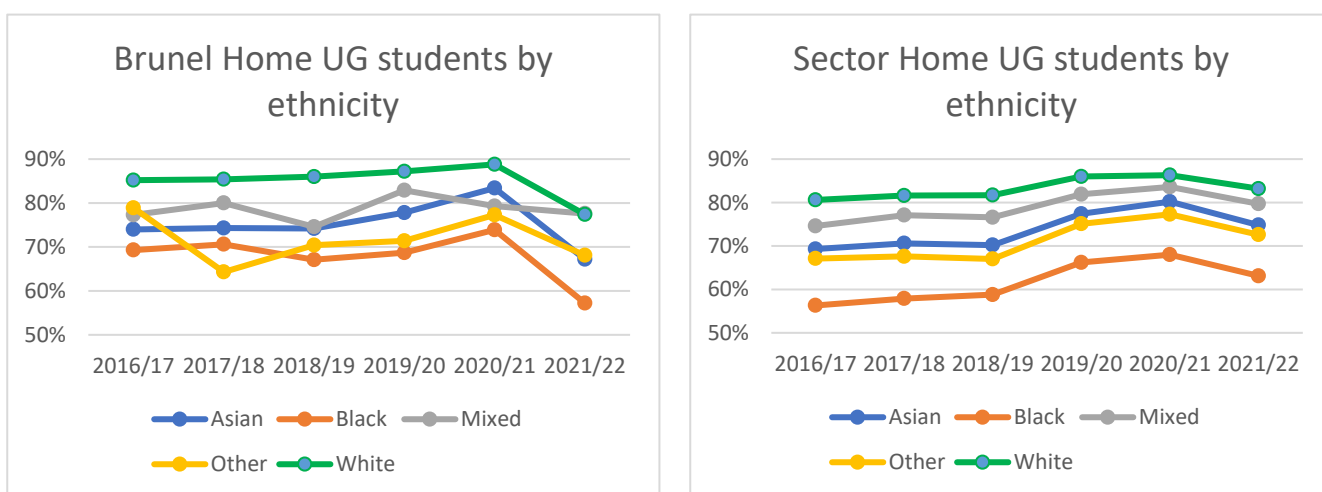
Figure 21: Award indictors showing percentage of Brunel students awarded either a 2.1 or 1st class degree by ethnicity compared with the sector (OfS data)

Internal data suggest that in 2022-23 this has grown further. Further analysis reveals that this is linked to changes in our awarding regulations for students joining Brunel from 2019, which has disproportionately affected students from ethnic minority backgrounds graduating in 2022 and 2023. We also have awarding gaps within our entry qualification groups, for example Black students with BTECs are awarded fewer 1sts and 2.1s than white students with BTECs; the same gap exists within our A-level populations (Table 2). This is strongly indicative of structural barriers to equality of opportunity.

Entry Qualification	Ethnicity Comparison	Difference in % of 1st and 2:1 degrees combined				
		2018-19	2019-20	2020-21	2021-22	2022-23
A-levels	(White to) Asian	9%	7%	4%	7%	14%
A-levels	(White to) Black	14%	16%	16%	20%	24%
A-levels	(White to) Mixed	11%	1%	6%	-6%	5%
BTEC	(White to) Asian	14%	6%	5%	12%	16%
BTEC	(White to) Black	16%	10%	8%	23%	14%
BTEC	(White to) Mixed	0%	30%	22%	8%	-8%

Table 2: Awarding gaps for Black and Asian students compared with White students, split by entry qualification (Brunel data)

Disabled students continue to do well at Brunel (Table 3). There is no awarding gap based on disability and our internal data show that in 2022 and 2023 students who had declared a disability were awarded a higher proportion of 2.1s and 1st class degrees than students with no known disability.

Year	Declared disability	No known disability
2018/19	78%	74%
2019/20	75%	75%
2020/21	80%	81%
2021/22	73%	65%
2022/23	62%	55%

Table 3: Award indictors showing percentage of Brunel students awarded either a 2.1 or 1st class degree by disability status (Brunel data)

Unlike sector data, there is no clear pattern of awards linked to disability type (Figure 22); however, we will continue to monitor these trends as we work towards increasing student confidence in declaring a disability.

Brunel Home UG students by disability type

Sector Home UG students by disability type

Legend: Cognitive and learning, Mental health, Multiple impairments, No known disability type, Sensory, medical and physical, Social and communication
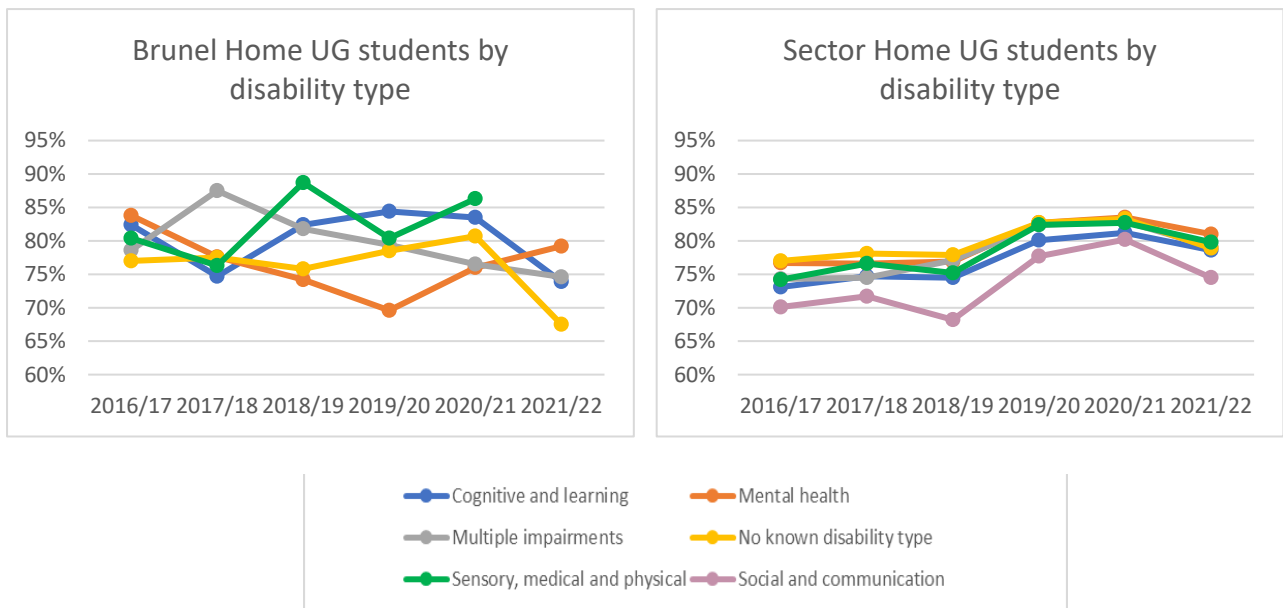
*Figure 22: Award indictors showing percentage of Brunel students awarded either a 2.1 or 1st class degree by disability type compared with the sector (OfS data)*

Award (Attainment) Risk Indicators: Awarding gaps based on ethnicity, FSM eligibility, entry qualification (notably for those with BTECs) and for students from IMD Q1Q2.

Progression

In a recent report published by the Sutton Trust, Brunel was ranked 6th in the UK for its work in helping graduates from disadvantaged backgrounds into high-paid work (28). A close look at the data from the OfS Access and Participation data dashboard corroborates the fact that, overall, and in a positive comparison to the sector, students at Brunel from across different underrepresented groups have high levels of progression into professional work or further study. Brunel students declaring a disability, for example, have consistently seen better progression outcomes than those who do not declare a disability (Figure 23). In 2020/21, 76% of students declaring a disability progressed into professional work or further study, compared to 74% of students who had not declared a disability (and compared to 73% of those who declared a disability and 75% of those who had not declared a disability in the sector).
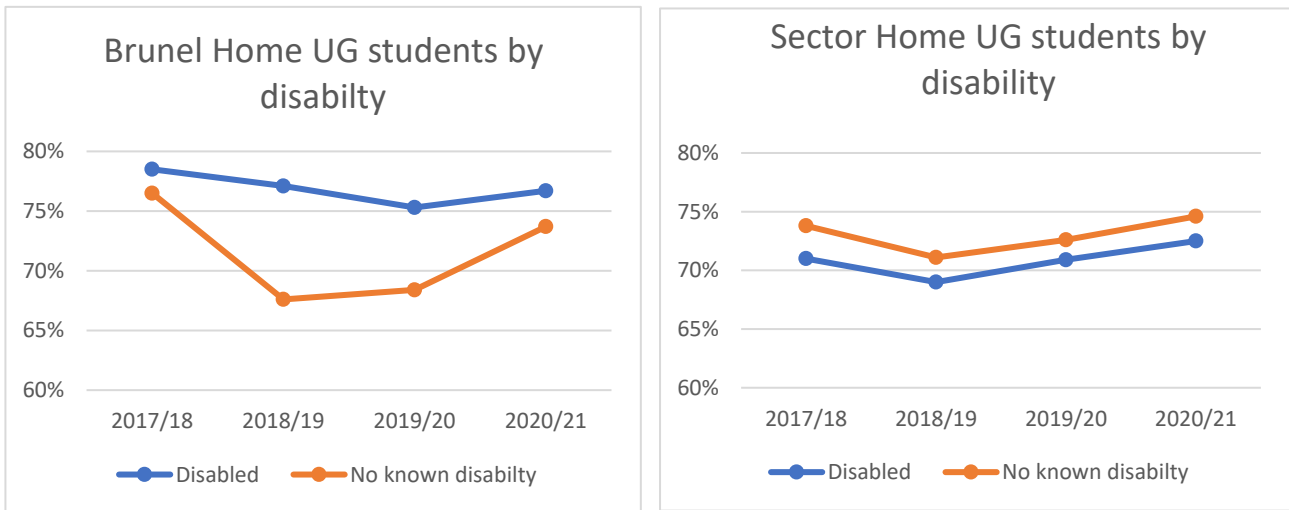
Figure 23: Progression of Brunel students into managerial or professional employment, further study or other positive outcomes by disability compared with the sector (OfS data)

Brunel also compares positively to the sector when considering progression in terms of age (in 2020/21, 78% of students aged 21 and over at the start of their students progressed to professional employment or further studies compared to 72% in the sector) and similar positive comparisons may be seen in comparison with the sector across IMD quintiles, ethnicity and, by 2020/21, gender and students eligible for free schools meals.

Despite these positive indicators, however, within our own context, there are clear indicators of risk to equality of opportunity when considering the successful progression of students from Brunel. In a similar trend to that seen in the sector, students from IMD Quintile 1 and 2 backgrounds are the least likely to progress to professional employment or further study compared to students from IMD Quintile 3, 4 and 5 backgrounds (Figure 24).
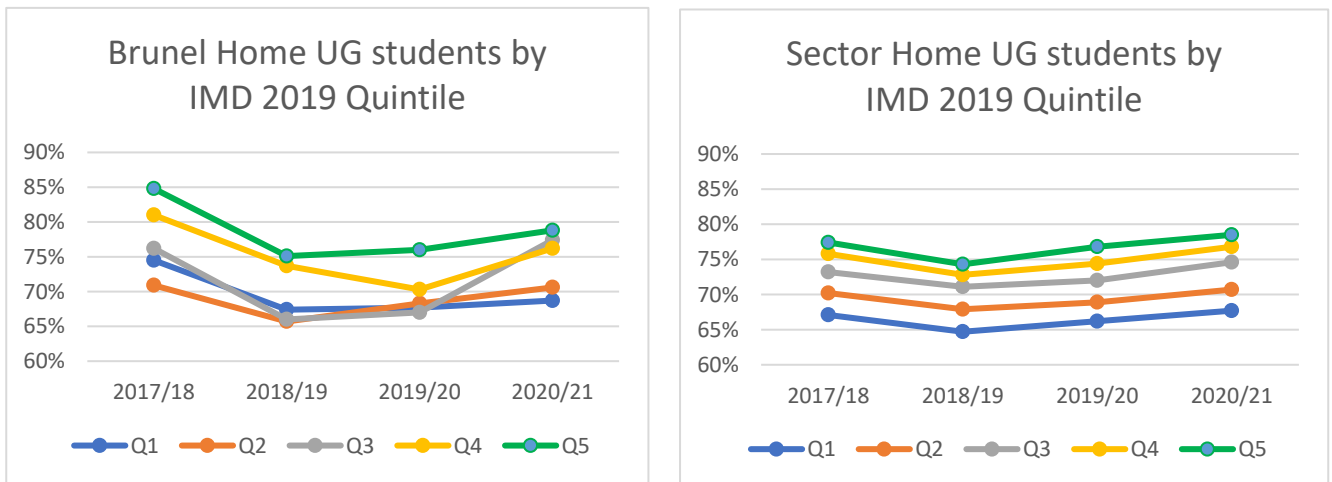
Figure 24: Progression of Brunel students into managerial or professional employment, further study or other positive outcomes by IMD 2019 Quintile compared with the sector (OfS data)

There was an initial indication that the gap in progression between Q1 and Q5 had been reducing slightly in 2018/19 and 2019/20 with a gap of 8 percentage points when compared to 2017/18 with a gap of 10 percentage points. Unfortunately, the gap had increased to 10 percentage points once more in 2020/21. Given the significant number of students in our population from IMD Q1 and 2 backgrounds (54% of entrants in 2020/21 were from IMD Q1 and 2 areas), the existence of a gap

between positive progression outcomes for students from IMD Q1 and 2 in comparison to those from IMD Q 3, 4 and 5 is one of concern for Brunel.

A similar trend may be seen in terms of students who have been in receipt of free school meals (Figure 25). The data suggests that students who have been eligible for free school meals have a lower progression rate to professional employment or further study than students who were not eligible. The gap between these two groups of students, whilst growing in 2018/19 (to 7 percentage points) and 2019/20 (to 8 percentage points), would appear to be decreasing in 2020/21 (to 5 percentage points) but, again given the high number of entrants who have been eligible for free school meals, this is an area of concern for Brunel.
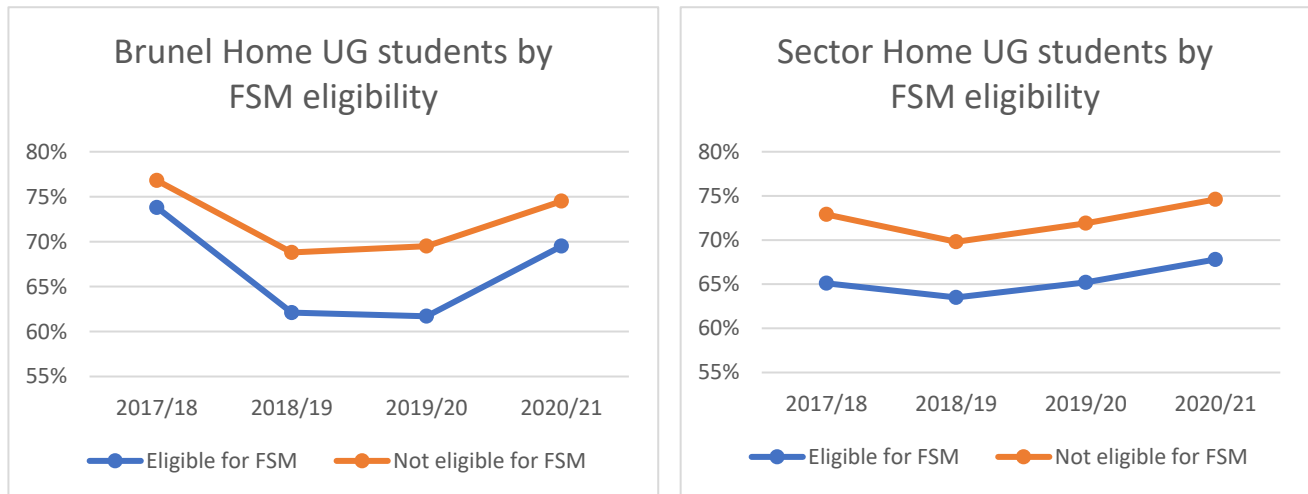
Figure 25: Progression of Brunel students into managerial or professional employment, further study or other positive outcomes by eligibility for free school meals compared with the sector (OfS data)

Progression rates for all ethnicities, having seen a decrease between 2017/18 and 2018/19, have seen positive growth between 2019/20 and 2020/21. Additionally, the gap between the different ethnicities has also decreased, but there still remains sigificant gaps in progression for students of Black and Asian heritage compared to students of White heritage. In 2020/21, 71% of students of Asian heritage and 74% of students of Black heritage progressed to professional employment compared to 78% of students of White heritage.

This is an improvement on 2019/20, when 65% of students of Asian heritage and 71% of students of Black heritage progressed to professional employment or further study compared to 76% of students of White heritage. Within the Brunel context, as figures 26 and 27 illustrate, there are greater gaps between students of different ethnic groups than is seen in the data from across the

sector. Given the highly diverse nature of our Home undergraduate population, this is a clear risk to equality of opportunity within our own context.
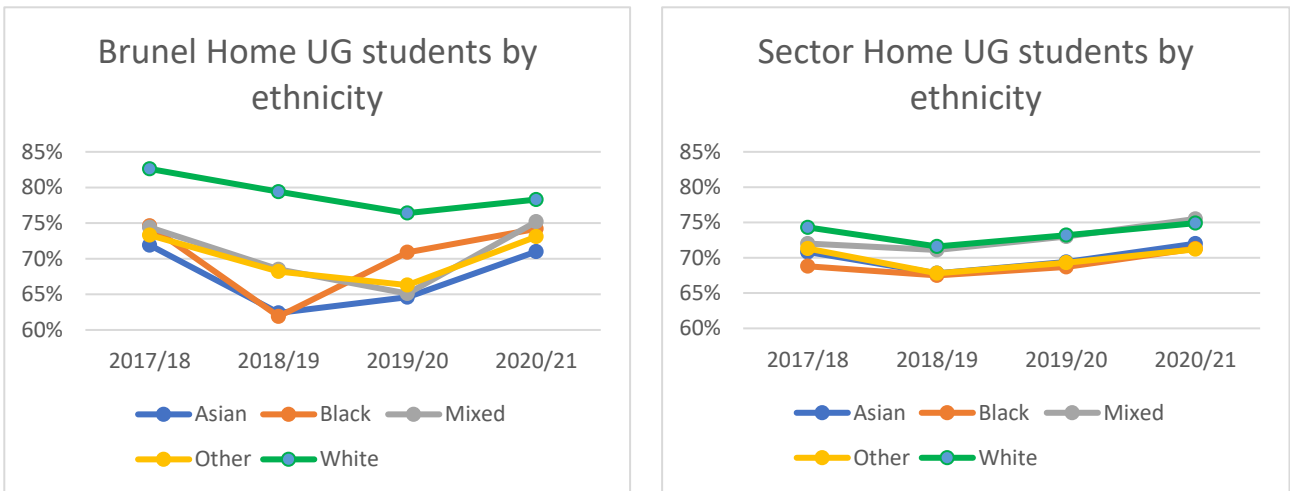
Figure 26: Progression of Brunel students into managerial or professional employment, further study or other positive outcomes by ethnicity compared with the sector (OfS data)

As noted previously in this Annex, our students of Asian, Black, Mixed and Other heritage are significantly more likely to be from IMD Q1 and 2 areas than White students and our progression data also shows that these students have consistently seen less positive outcomes. The progression rate for our students of Asian, Black, Mixed and Other heritage from IMD Q1 and 2 backgrounds has been increasing since 2018/19, but this demographic of students has also, consistently, been the demographic group with one of the lowest progression rates when compared with White students, with the most significant gap being with students of White heritage from IMD Q3, 4 and 5 areas.
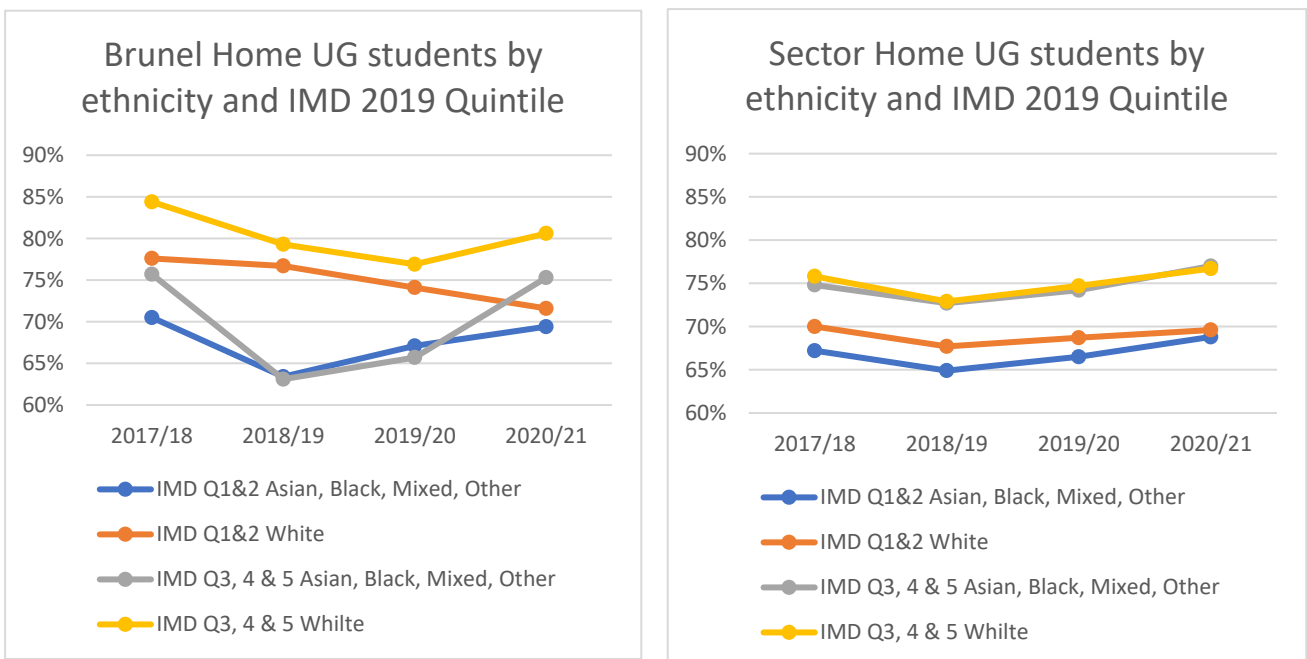

Figure 27: Progression of Brunel students into managerial or professional employment, further study or other positive outcomes by ethnicity and IMD 2019 Quintile compared with the sector (OfS data)

One of the trends we will be monitoring, however, is that of the steadily decreasing progression rate for students of White heritage from IMD Q1 and 2 backgrounds, particularly in light of the research and trends in the sector around decreasing participation in higher education of white students from working class backgrounds. It is worth noting, though, that, for Brunel in 2020/21, the progression rates for Female students from IMD Q1 and 2 backgrounds was almost identical to the progression rate for Male students from IMD Q1 and 2 areas (70.1% for females and 69.7% for males). We will, however, monitor this closely.

In the survey carried out with students, one of the questions focussed on how prepared students felt for getting a graduate job after finishing their course. It must be noted that the majority of respondees were from Levels 4 and 5, but the question received a range of responses, with over 50% of respondees saying that they felt 'somewhat' prepared for graduate employment.

How prepared do you feel for getting a graduate job after you finish your course?	%
I don't know	11%
Not at all prepared	21%
Somewhat prepared	53%
Very prepared	16%
Grand Total	**100%**

Table 4: Summary of student survey responses in which respondees were asked how prepared they feel for getting a graduate job at the end of their course (Brunel data)

A breakdown of these results by demographic group presents more nuanced results. In terms of FSM status, 36% of respondees who were eligible for free school meals stated that they felt 'not at all prepared' for a graduate job (compared to 12% who were not eligible for free school meals), with 64% (FSM eligible) and 67% (not FSM eligible) saying they felt 'somewhat prepared'. It is interesting to view these results in light of the indicators of risk identified around progression.

In terms of ethnicity, the results are more mixed and present an interesting picture when taken in conjunction with the data outcomes for the different ethnic groups.

Ethnicity group				
How prepared do you feel for getting a graduate job after you finish your course?	I don't know	Not at all prepared	Somewhat prepared	Very prepared
Asian	7%	20%	62%	11%
Black	5%	14%	57%	24%
Mixed	8%	33%	33%	25%
Other	13%	7%	60%	20%
White	17%	26%	42%	15%
Not known, refused or prefer not to say	0%	0%	100%	0%
Grand Total	**11%**	**21%**	**53%**	**16%**

Table 5: Summary of student survey responses by ethnicity in which respondees were asked how prepared they feel for getting a graduate job at the end of their course (Brunel data)

Consultation Feedback

Discussion at our focus groups produced a rich body of information, and both staff and students were keen to identify areas of existing good practice. The feedback relating to areas for improvement was collated and grouped into five themes based on the issues raised. Four of these themes (Finance, Access, Academic and Student Support) directly feed into our intervention strategies. The fifth theme (Social Support) has been referred to our newly appointed Associate PVC Education – Student Experience and will feed into our new student experience strategy.
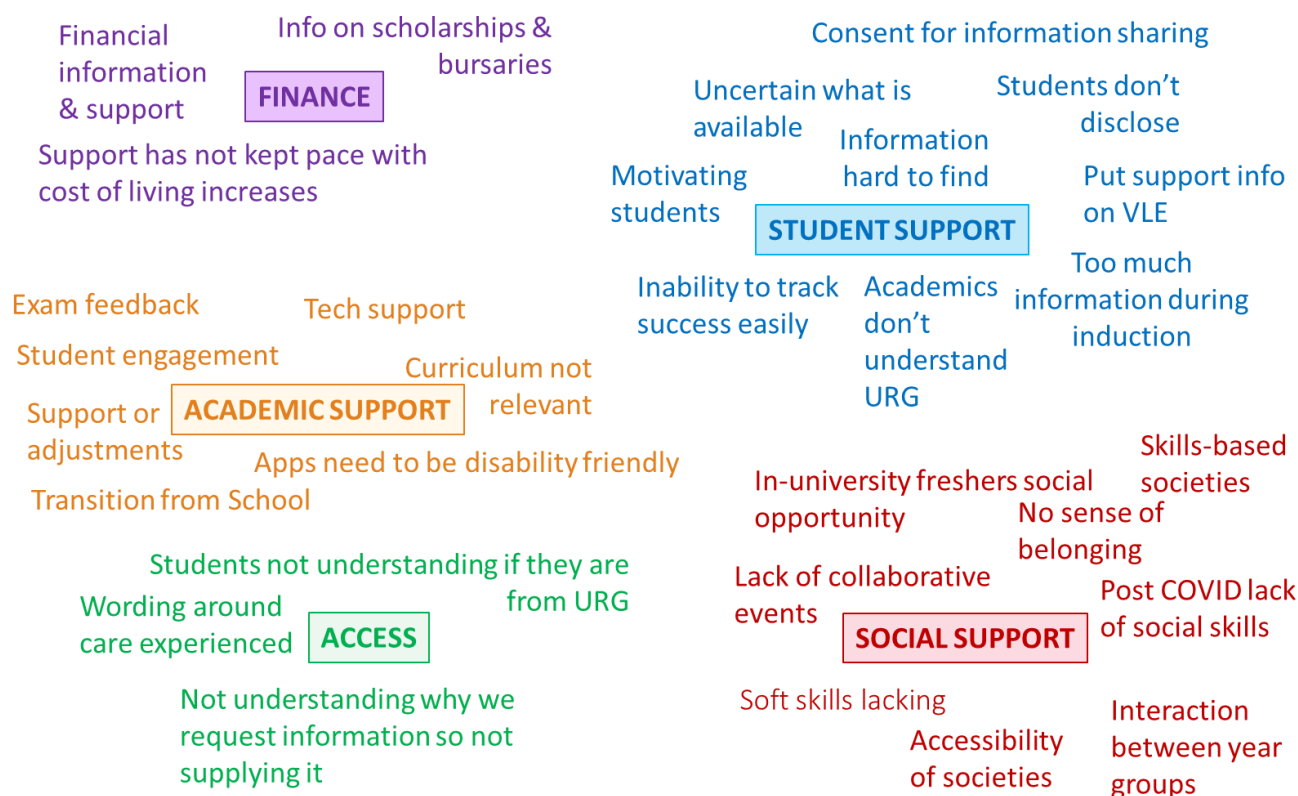
Figure 28: Summary of areas for improvement from staff and student focus groups (Brunel data)

In order the reach a broader cross section of the student population, we co-created an AP survey with our elected officers and this was sent to all home students from underrepresented groups in levels 4 and 5, plus a small number in level 6 who were not part of the NSS target-population.

The response rate was low; however there were some clear trends in responses:

- 36.5% of students had some challenges adapting to expectations compared to previous educational experiences.
- 42.4% of students were not involved in UBS activities but would be interested in doing so.
- 38.9% faced additional challenges during their studies. Of these 14% cited financial challenges and 19% stress and/or mental health challenges
- Only 68.3% of students felt prepared for graduate employment but this needs to be taken in the context that most of the survey recipients were L4 or L5 so is perhaps not unexpected at that level of study.

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

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

Theories of Change

Using a TASO template, adapted to include supporting evidence, we have developed a theory of change for each intervention strategy to clearly evidence the change we want to make through that intervention strategy and its associated activities.

Intervention Strategy 1

Title	Intervention Strategy 1 (Access)				
1 Situation	We have a highly diverse student body with 90% of Home UG students meeting at least one underrepresented criteria				
2 Aims	Maintaining our current diverse student population and ensuring students from underrepresented groups are able to apply for Medicine and have equal opportunity to be successful				
7 Inputs	**5** Activities	**6** Outputs	**3** Outcomes	**4** Impact
	Process		**Impact**	
Widening Access team STEM team Urban Scholars team Contextual Admissions Officer Academic input Staff time Activity budgets	Medicine Outreach activity Urban Scholars Young Scholars Longer-term subject-focussed programmes, including Book Club STEM Outreach activity On- and off-campus activity (general, bespoke and primary) Activity with parents/carers Contextual Admissions	Removal of barriers for individuals from underrepresented groups in progressing to HE Increased support for individuals from underrepresented groups to access HE	Increased knowledge and awareness of HE, subjects and careers Increased attainment Development of academic and soft skills Increased engagement with learning / at school Improved advice and guidance Increased parent/carer understanding and support	Students from all underrepresented backgrounds will continue to progress to HE Students from all underrepresented backgrounds will have equal opportunity to be successful in applying for Medicine
8 Rationale & Assumptions	Targeted activities aimed at underrepresented groups and relevant stakeholders across all age levels will ensure that individuals have the skills, knowledge, qualifications, confidence, and support to access higher education.				
9 Evidence	N. Kaye (2020), 'Evaluating the role of bursaries in widening participation in higher education: a review of the literature and evidence': https://doi/full/10.1080/00131911.2020.1787954				

Intervention Strategy 2

Title	Intervention Strategy 2 (Structural Barriers)
1 Situation	There are increasing qualification and ethnicity-related continuation and awarding gaps
2 Aims	To close the continuation and awarding gaps

7 Inputs	**5** Activities	**6** Outputs	**3** Outcomes	**4** Impact
Process			Impact	
Staff time Anti Racism Officer	Curriculum review Revision of regulations, polices and procedures Review of Institutional Language	Culturally sensitive and relevant curricula Successful assessment strategies Equality of access to learning resources Revised regulations and policies	Increased attendance at teaching sessions Students are more able to understand our policies	Closure of the current continuation and awarding gaps based on entry qualification, free school meal eligibility and ethnicity

8 Rationale & Assumptions	Interventions to increase the relevance of the curricula will lead to improved attendance and engagement resulting in improved student outcomes and closure of continuation and awarding gaps.
9 Evidence	Thomas and Quinlan 2021 https://doi.org/10.5456/WPLL.23.3.37 Thomas and Quinlan 2022 https://doi.org/10.1080/03075079.2022.2134332

Intervention Strategy 3

Title	Intervention Strategy S1 (Success-Finance)
1 Situation	Continuation and completion rates are dropping and the cost of living concerns are ongoing
2 Aims	To improve continuation and completion rates.

7 Inputs	**5** Activities	**6** Outputs	**3** Outcomes	**4** Impact
Process			Impact	
Financial Support Staff time Finance management software Laptops	Targeted Scholarships Hardship Fund Financial management support Loan laptops scheme	Increased Hardship support during the current (and foreseeably ongoing) cost of living concerns. Loan laptops given to those who need them most	Students accessing and receiving financial support and guidance when they need it. Students are able to access course material	Student continuation and completion rates will improve

8 Rationale & Assumptions	Students with financial difficulties are more likely to experience issues on their programme have lower academic outcomes than students who do not experience financial need.
9 Evidence	Harding et al 2011 https://doi.org/10.1080/0309877X.2011.584969;

Intervention Strategy 4

Title	Intervention Strategy 4 (Student Support)
1 Situation	There are increasing qualification and ethnicity-related continuation and awarding gaps
2 Aims	To close the continuation and awarding gaps

7 Inputs	**5** Activities	**6** Outputs	**3** Outcomes	**4** Impact
Process			**Impact**	
Staff Time	Increase capacity of diagnostic assessments.	An assistive technology centre that remains up to date.	More students coming forward for diagnostic assessment and/or declaring a disability, and then being appropriately supported.	Closure of the current continuation and awarding gaps based on entry qualification, free school meal eligibility and ethnicity.
Resource for ATC	Increase the number of support workers	Increased support.		
Support Workers	Expansion of PAL		Increased proportion of students feeling prepared for their assessments	
Library budgets	Expansion of ASK			
Academic skills Outreach Officer	Attendance and engagement monitoring		Improved attendance and engagement	
Funds to pay PAL leaders			Improved student engagement with academic support	
Attendance monitoring system				

8 Rationale & Assumptions	Students are not declaring a disability when they first register and are disclosing/being diagnosed part way through the course.
9 Evidence	Internal data showing that disabled students have similar (or slightly better) outcomes to students who don't declare a disability.

Intervention Strategy 5: Progression

Title	Intervention Strategy 5: Progression
1 Situation	There are ethnicity- and socio-economic-related gaps in progression to graduate level employment or further study
2 Aims	To close the gap in progression to graduate level employment or further study

7 Inputs	**5** Activities	**6** Outputs	**3** Outcomes	**4** Impact
Process			**Impact**	
Staff time	Brunel Students in Schools	Increased numbers of students accessing support to enhance their employability skills	Development of employability skills	Closure of the current progression gap based on free school meal eligibility, IMD Q1 and 2 and ethnicity
Activity budgets	Part-time Internship Scheme		Increased participation in summer internships and paid placements	
Internship provision	Graduate Kickstart programme	Increased numbers of students completing internships, placements		
Coaches	Professional Career Mentoring & Workplace Meeting Bursary		Improved confidence in participation in recruitment processes	
External employer time and support	READY Programme		Improved employment outcomes	
External mentors	Placement and Internship Mobility Bursary			
MentorNet	Mock Group Assessment		Increased opportunities for students to gain professional experience	
	Brunel Summer Internship Programme		Increased attainment	
	Social Mobility Project			

8 Rationale & Assumptions	Increasing opportunities for students from underrepresented groups to gain professional experience while studying will help level the playing field after graduation.
9 Evidence	R. Thaler & C. Sunstein, *Nudge: Improving Decisions about Health, Wealth, and Happiness*, 2008; S. Friedman and D. Laurison, 'The Class Ceiling: Why it Pays to be Privileged', Social Forces, Vol 99, Issue 1, September 2020, https://doi.org/10.1093/sf/soz170

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Fees, investments and targets

2025-26 to 2028-29

Provider name: Brunel University London

Provider UKPRN: 10000961

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Unregulated individual course fees are subject to specific review and fee increases set accordingly, subject to the maximum fee limits set out in Brunel Regulations. Regulated fees are published in line with national increases, where applicable.

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Also applicable to final year top up degree	N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year		N/A	1385
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years		N/A	1385
Other	Final year intergrated Masters	N/A	9250
Other	Modular (10 Credits)	N/A	770
Other	On study year abroad for part of the year	N/A	9250

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

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Navitas UK Holdings Limited	10053304	9250
Foundation degree	*	*	*
Foundation year/Year 0	Navitas UK Holdings Limited	10053304	9250
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Also applicable to final year top up degree	N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0		N/A	6935
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	Final year integrated Masters	N/A	6935
Other	Modular (10 Credits)	N/A	770

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

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Navitas UK Holdings Limited	10053304	6935
Foundation degree	*	*	*
Foundation year/Year 0	Navitas UK Holdings Limited	10053304	6935
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Brunel University London

Provider UKPRN: 10000961

Investment summary

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

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£888,000	£888,000	£888,000	£888,000
Financial support (£)	NA	£1,516,000	£835,000	£715,000	£715,000
Research and evaluation (£)	NA	£108,000	£178,000	£178,000	£178,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£592,000	£592,000	£592,000	£592,000
Access activity investment	Post-16 access activities (£)	£286,000	£286,000	£286,000	£286,000
Access activity investment	Other access activities (£)	£10,000	£10,000	£10,000	£10,000
Access activity investment	**Total access investment (£)**	**£888,000**	**£888,000**	**£888,000**	**£888,000**
Access activity investment	*Total access investment (as % of HFI)*	7.3%	7.6%	7.3%	6.8%
Access activity investment	**Total access investment funded from HFI (£)**	**£888,000**	**£888,000**	**£888,000**	**£888,000**
Access activity investment	*Total access investment from other funding (as specified) (£)*	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£1,117,000	£277,000	£157,000	£157,000
Financial support investment	Fee waivers (£)	£149,000	£158,000	£158,000	£158,000
Financial support investment	Hardship funds (£)	£250,000	£400,000	£400,000	£400,000
Financial support investment	**Total financial support investment (£)**	**£1,516,000**	**£835,000**	**£715,000**	**£715,000**
Financial support investment	*Total financial support investment (as % of HFI)*	12.5%	7.1%	5.9%	5.5%
Research and evaluation investment	Research and evaluation investment (£)	£108,000	£178,000	£178,000	£178,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.9%	1.5%	1.5%	1.4%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Brunel University London

Provider UKPRN: 10000961

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To ensure 80% of home medical entrants are from underrepresented groups by 2028/29.	PTA_1	Access	Other	Other (please specify in description)		The first cohort of home students will commence their studies on the MBBS in September 2024. As such, we do not yet have a concrete baseline figure, but an early analysis of applicant data suggests that the number of students who meet at least one underrepresented criteria is around 40% and so we have used this number as our baseline. This is based on our internal data.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	40%	50%	60%	70%	80%
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the continuation gap between students with A-Level qualifications and those with BTEC qualifications to 5% by 2028/29	PTS_1	Continuation	Other	Other (please specify in description)	Other (please specify in description)	Target group: students who have entered HE study with BTEC qualifications. Comparator group: students who entered with A-Level qualifications. Our internal data has been used to define this target and we will use our internal data to measure our progress.	No	Other data source (please include details in commentary)	2022-23	Percentage points	12%	11%	9%	7%	5%
To reduce the continuation gap between Black students compared with white students to 3% by 2028/29	PTS_2	Continuation	Ethnicity	Black	White	Our internal data indicates a significant difference in continuation between Black students when compared with white students. We have taken 2022/23 as our baseline year. Our milestone and final targets have been determined in light of our internal data and we will use our internal data to measure our progress against this target.	No	Other data source (please include details in commentary)	2022-23	Percentage points	7%	6%	5%	4%	3%
To decrease the differences in degrees awarded between Black and white students to 8% by 2028/29	PTS_3	Attainment	Ethnicity	Black	White		No	The access and participation dashboard	2021-22	Percentage points	20.2%	18%	15%	12%	8%
To decrease the differences in degrees awarded between Asian and white students to 5% by 2028/29	PTS_4	Attainment	Ethnicity	Asian	White		No	The access and participation dashboard	2021-22	Percentage points	10.2%	9%	8%	7%	5%

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To halve the difference in degrees awarded between students with BTEC qualifications and those with A-Levels by 2028/29	PTS_5	Attainment	Other	Other (please specify in description)	Other (please specify in description)	Target group: students who have entered HE study with BTEC qualifications. Comparator group: students who entered with A-Level qualifications. Our internal data has been used to define this target and we will use our internal data to measure progress against this target.	No	Other data source (please include details in commentary)	2022-23	Percentage points	18%	16%	14%	11%	9%
To reduce the awarding gap between students who were eligible for free school meals and those who were not to 6% by 2028/29	PTS_6	Attainment	Eligibility for Free School Meals (FSM)	Eligible	Not eligible		No	The access and participation dashboard	2021-22	Percentage points	11%	10%	9%	8%	6%
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To close the current gap to ensure students from IMD Q1&2 have equal opportunity to progress to graduate level employment or further study by 2028/29	PTP_1	Progression	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 5		No	The access and participation dashboard	2020-21	Percentage points	8.8%	6.8%	4.8%	2.8%	0%
To close the current gap to ensure students who have been eligible for free school meals have equal opportunity to progress to graduate level employment or further study by 2028/29	PTP_2	Progression	Eligibility for Free School Meals (FSM)	Eligible	Not eligible		No	The access and participation dashboard	2020-21	Percentage points	5%	4%	3%	2%	0%
To close the current gap to ensure that Black students have equal opportunity to progress to graduate level employment or further study by 2028/29	PTP_3	Progression	Ethnicity	Black	White		No	The access and participation dashboard	2020-21	Percentage points	4.1%	3%	2%	1%	0%
To close the current gap to ensure that Asian students have equal opportunity to progress to graduate level employment or further study by 2028/29	PTP_4	Progression	Ethnicity	Asian	White		No	The access and participation dashboard	2020-21	Percentage points	7.3%	6.3%	4.3%	2.3%	0%
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														