Access and Participation Plan

2023/4

Name of Provider: Brunel University London
UKPRN: 10000961

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Students from low household incomes are the least likely to obtain a   1st or 2. 1 degree, across   all ethnicities (Table   5).

Household Income		Black	White

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The 1 st/2.1 attainment gap is more pronounced for BTEC than A   -level entrants (Table   9), which is noted
nationally   . However, this is smaller than the gap between BTEC and A   -level entrants   of the same   ethnicity,   and
clearly highlights B   TEC qualifications as a significant driver of the attainment gap   .

Entry Qualification	Asian	Black	White
A -level	78.1%	76.4%	86.9%
BTEC	49.7%	52.4%	66.0%

1.3.4   Progression

Progression rates have improved for all ethnicities but t   here   continue to be   significant gaps in progression to
professional   employment or higher study for Black   and Asian   students   compare   d to White students   (gaps of
13% and 12%   respectively   in 2016   /17), which are larger than th Q q Tghts B

1.4.3   Success t Attainment

A chievement of 1   st and 2.1 degrees has increased over time for mature students,   resulting in a reduction of the gap to near zero over the past four years,   and 9% below sector average   in 2017/18   (Figure   5).

Howev   er, the attainment gap between Black and W   hite mature students is double the gap for young students (~30% compared to 15%), and has not been   reducing over the past five years   (Table 12   ). Th e numbers of Black mature students are low for each year of data (n=~60 per year)   , but the pattern remains a concern.

	2013/14	2014/15	2015/16	2016/17	2017/18
Mature (>21)					
Black	50.0%	46.7%	50.0%	46.3%	50.9%
White	79.1%	82.2%	78.1%		

1.5   Disability

1.5.1   Access

The proportion of entrants with a declared disability has remained between   10 -11 % over the last five years   .
A na lysis of our internal data show   that disclosure rates increase   as students progress through their studies   ,
and our o

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1.7   PGCE students

Our   one -year Primary and Secondary Teacher Training programmes have   a collective   annual intake of   about
175   students.   Characteristics of the student entrants show little   year on year variation, and a   summary of the
population characteristics for the last fiv   e years is presented in Table 15   .

Total

To23 W* n BT /F2 1142-4f 1 0 013.5   BT0 g 0 Q g 0.000008871 0 595.32

1.9   Summary

Brunel attracts a diverse student body, with   78% of the   Home undergraduate   population falling into one or more of the following categories: low household income; POLAR   4 Q 1; BAME; mature; disabled; and Care Leavers. However, the proportion of mature entrants (8.6 %) and students from   the   lowest -participation neighbourhoods (3.7   % and 8.1%   from POLAR   4 Q 1 and Q2,   respectively   ) are low   by comparison to the sector; although as noted above IMD is a better measure than POLAR   4 of relative disadvantage of our students.

Non -continuation rates overall compare favourably with the sector, but there are identified gaps fo   r mature, Black (in particular M   ale) , IMD Q1, low household income   and Care L   eaver students. Attainment gaps in achievement of 1 st and 2. 1 classifications   are noted for   IMD Q1 , Care L eavers   and low household income   ; though no concerns are evident for   POLAR   4 Q 1 students. The largest attainment gap is noted for Black students, and whilst we   have been   successful in reducing the 1 st and 2 .1 gap (15 % in 201 7 /1 8) to significantly below that for the sector,   progress has slowed over the past three years   and we are aw   are   that there may be an impact   of the   inequality resulting from structural factors such as qualifications on entry and socio   -economic disadvantage.   Professional employment/   higher   study is a strength for Brunel, and we compare well against the sector. Howe   ver,   there are gaps by gender, ethnicity and IMD.

A notable outcome of this analysis is the need to   better   understand the intersection between BTEC qualifications and retention, attainment and progression, as this may address   many   of the o bserved differe   nces in outcomes   .

Table 17   summar   ises our a nalysis of   performance   and highlights where increased focus is necessary in order to ensure   equality of opportunity for   all students   across access, success and progression.   For groups   with   no significant gaps   we   will

    x   To reduce the progression   gap between   IMD Q1   and Q5   by 2024/25

3. Strategic measures

3.1   Whole provider strategic approach

With   a diverse   student body   where underrepresented groups constitute 7   8% of

aspirations   [11] and raise attainment   .[12]   We will also consider our own academic offering and   introduce new, flexible provision,   a s well as developing our collaborative work across the education system.

Activities to raise attainment

recognised   Urban Scholars   programme.   [13]   This Saturday   -school programme focuses specifically on interventions with identified gifted and talented students in receipt   of pupil premium from the G   reater London area   and Milton Keynes   . It is based upon proven techniques in realising aspir   ations and channelling talent through successfully improving core subjects and critical thinking skills, and is supported by a body of evaluative evidence from parallel research undertaken by our Education Department in previous years. The success of the p
Foundation. The Scholars are assisted to access the highest tariff institutions and courses such as Medicine, which Brunel does not offer, and this programme directly cont   ributes to improving acces   s to the HE sector as a whole   (Target PTA3   ). We aim to expand our   Urban Scholars programme by developing provision for specific underrepresented   groups , namely Refugees and   looked after children   , to improve   their short and medium   - term education and learning skills to increase academic engagement and achievement   .

To provide specialist one on one support for   pupils , we have partnered with   Brightside   to deliver an   e - mentoring   programme   , which   matches trained Brunel Student Ambassadors with sixth form/college students from targeted schools   /colleges   to provide   support as   students   make decisions about post   -18 options or prepare to transition to higher education. The programme runs over 10 weeks w   ith suggested   activities each week   and participants complete pre   - and post -programme surveys to demonstrate impact   [14]. We will be

provide   further support for pupils with the expectation that this will be scaled   -up following the pilot. Current Brunel students will be placed in the schools over a sustained period of time to provide additional support to pupils in the classroom   , both   supportin g the pupils   learning   and providing experience and employability skills for our undergraduate students   . We also support our   PGR students   to work with the   B rilliant Club   to deliver tutorials   as part of their Schen foBri ì` 2> q ó á ¿  O  DQ...6ƒ î4`à ˆq...   ˆq ˜A SN¿ •ô S #3Óä-C®‚3ãF ˆq†YS(A'á` ‡ e ðˆqà qŽ   ... G à ˆèA Pñ O¿ O DH#ƒ

to four schools in 2020/21   as part of a suite of virtual activity delivered during the pandemic and will be included in our expanded programme of primary activity   . Our expectation is that we will   collaborate with schools to fully de   velop and cost the programme   of activities   in 2022/23 ready to scale up delivery from 2023/ 24.

In addition to our work with pupils   , we know it is important to directly support teachers   and schools/colleges. Our Education   D epartment has close links to our   local schools   through delivery of Initial Teaching Training   and we   lead the   Hillingdon   Widening Access   Network   to deliver   information and resources to   teachers   in our local borough   . These resources include   a regular schools newsletter and   , since 2019 , an annual teachers conference   which provides CPD and networking opportunities.   Our outreach programme also supports schools as they work to   wards   the Gatsby Benchmarks of good career gui   dance;   our programme of activity contributes to several of the benchmarks but,   in particular, engagement with our staff, students and activities provides school students with the opportunity to   encounter   higher education and gain an understanding of what i   t is like to study   in that environment (Benchmark 7).   In addition, a number of staff act as   governors for   local schools and colleges   which is supported by our staff volunteering policy, and we provide particular support to Heathrow UTC.   We will also expa   nd our support and resources available to staff acting as governors.

We intend to build on these activities by   further develop   ing our existing UK schools/college strategy by increasing and   formalising   our partnerships . We will work in these partnerships   to develop   a tailored programme   , drawing on institution   -wide   activity , to support KS   1 - KS5, including transition into Brunel for those who choose to study with us. Use of the NERUPI Framework will ensure that activities are designed to embed core skills,   introduce career pathways, and widen aspirations from a young age. Interactions will be built upon across the years while also supporting schools to achieve their Gatsby Benchmarks. Influencers (parents/carers, families, teachers, support workers) will b   e engaged as part of these partnerships with sessions specifically delivered to cover how they can support their learner/child through to returning to education as an adult learner themselves.

Quality Mark to enable us t   o demonstrate our support for the inclusion and success of care experienced students.   In 2019, we appointed a Contextual Admissions Officer to work in our Admissions team   to provide support to enquirers and applicants from under   -represented groups, their   teachers and supporters.   In addition to p   roviding advice and   guidance, the role supports the Admissions team to take into account

We will use student ambassadors at the heart of our   activities to ensure their expertise is utilised, support their employability and enable them to act as role models to   prospective   students.

Flexible provision

We are   continuing to   develop   flexible provision that enables a   range   of routes into HE, including foundation programmes, apprenticeships, Foundation Degrees and pathways from FE via the HCUC   -Brunel   West London Institute of Technology   , and see this as key to   attracting a greater numbe   r of mature students   as well as providing routes to professional employment   [16] (Target PTA2   ).

Our approach to degree apprenticeships includes a focus on public services   and providing a   pipeline   of talent into key   roles . We offer   a police   constable degree a   pprenticeship (L6)   , and a Nursing Associate   apprenticeship programme   (L5) . We also offer   CPD opportunitie   s for Physiotherapists   via associate access to a range of modules   designed for allied health practi   tioners.

O ur first   Electronic Engineering   Level 6 top   -up degree students enter   ed Brunel from the   HCUC -Brunel   West London   Institute of   Technology   in September   20 21 , and we are   working to develop our range of Level 6   top - ups degrees   on offer   to cover a wider range   of engineeri   ng specialties   . We envisage these programmes   will appeal   to a wider pool of learners than just those progr am offer

we have pledged our   support for the 2019 NUS/UUK report on closing the BAME attainment gap at UK universities (#ClosingtheGap).   [24]

We believe that BTEC entrants benefit from   all supporting activities, but we have piloted an inclusive   e subject area where the curriculum is diversified to draw on the strengths of the student cohort   with good outcomes   , and are exploring ways in which this can be adapted to other subject contexts.

In order to support a joined   -up approach, our   A ccess and   P articipation priorities   are embedded into our annual education review   processes   and we   analyse   engagement   with access and participation activities   , allowing us to identify students in need of support   and also to consider the outcomes for students   who   enga ge compared to those who do not   . Analysis of   engagement data   has shown that   students from underrepresented groups who engage   the engagement rates   of some   underrepresented   groups is lower than we would like   . O ur future focus is therefore to try and increase engagement levels with these g   roups   and take a proactive approach to offering them support and monitoring engagement. This will be supported and delivered by a dedicated Student Engagement Team which will be fully up and running for the 2022/23 academic year.

3.3.3 Progression

The   activities set out below support our objective of   halving   the gap in   progression of students from underrepresented groups into professional employment or higher study   participation   , specifically   Black and

activities have been shown to have benefits for academic success as well as graduate outcomes [26][27], and we will support students from underrepresented groups to access these opportunities in line with our pledge to the Go International: Stand Out campaign [28] (Target PTP-1; PTP-2).

We will work to continue to embed employability and skills development [29] within the curriculum via employer engagement and research-led teaching, taking a joined-up approach with both our professional services and academic activities. The student voice is at the heart of our Access and P

. A diverse range of students have been involved in the development of our Access and Participation work which they contribute to as delivery partners, critique via feedback (both through University representative and other channels such as focus groups and surveys) and lobbying the University to develop new activities in certain areas. Students have contributed to our thinking at every step, and as a result of sustained student engagement this Plan and our Access Participation Strategy reflect the priorities and activities that are important to our students. In part endorse using students as experts to co-deliver the Plan, which ensures authenticity in the delivery of activities and provides students with leadership and development opportunities.

Our Students Union are highly engaged and have taken the opportunity to give their own contribut plan (Annex A) which shows the benefits of their work to date and their priority areas for future w

3.5   Evaluation Strategy

3.5.1   Mechanisms and improving practice

Our strategy for evaluation is based on five principles:
1) Theory of Change, 2) Proportionality, 3) Ethics, 4) Transparency, and 5) Dissemination

All projects are required to articulate a Theory of Change, which ensures that activities are under evidence and have defined outcomes and success measures. We are committed to evaluating propo and will not over-invest resources where there is strong and credible evidence to suggest that an inte will have the intended outcome. Our practices are ethical, with due regard to appropriate data storage access in compliance with GDPR. Transparency of the process and outcomes that evaluation is an opportunity to share and improve practice. The process also support the creation of a strong evidence base that is disseminated widely by sector networks across the student lifecycle recent examples include contributions to AccessHE and NEON symposiums, presentations and Workshops at ALDinHE and AUA conferences, and contributions to the annual AGCAS conference. We also fund and host conferences on campus, such as our   and Dismantling Hegemonies and Anti

Our academic community is supported to undertake research related to our activities, and a number of pap have been published covering topics such as the experiences of University students from, Military methods to predict academic performance including socio characteristics and perspectives on Peer Assisted Learning to support student success. These papers are all published on our external access and participation website and shared with the sector.[32]

Over the course of this plan we will enhance our approach to evaluating embedded, as opposed to stand-alone, projects and activities. Improving the visual representation of each Theory of Change wi facilitate communication, and streamlining ethical approval will support the publication and of engagement with TASO.[34]

3.5.2   How we evaluate
We take a structured, robust and transparent approach to evaluation, and all Access and Participation activities (time-limited projects and ongoing activities) are evaluated annually. We have adapted Sir Michael B   to ensure activities are cost-effective and achieve the anticipated impacts; have clarity about what needs to be achieved.

ANNEX A

Access and Participation Plan 2020/21t2024/25

Union of Brunel Students

1. Introduction

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may negatively impact attai
course and improve the overall student experience.

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As well as studying, students can engage with a variety of extracurricular activities   . With over 50 sport clubs

3.1 Liberation

The black attainment gap is a key issue and the Union will continue to work in partnership with the University to identify and addres   s challenges. We feel a key area of work is engaging students, delivering activities that they would be interested to take part in and attend. An example of this is Black History Month which was funded by the Student Success Project where in 2018/19 the ca   mpaign held successful and meaningful events which celebrated the success of black people, raised awareness of black issues and created a culture of diverse collective celebration. We engaged with over 500 students through a variety of different events suc   h as a Comedy Night, Food Fayre, Art showcase and film nights. We have also continued to work to diversify the curriculum   and   during this academic year we looked at the new Engineering Common Level   4 curriculum reading lists and made sure it was diverse.

We are committed to ensuring that the campus is accessible and inclusive for disabled students. Our Disability Officer has been actively involved in recent improvements, including consultation meetings about accessibility for the campus new Learning and Te   aching Centre, and lobbied to change some building access around campus.

The Union is also working to improve support and fair representation for mature students. We started a Mature and Part   -time student society, which contributes to an effective activit   ies plan for this particula   r group of students   . Examples of this contribution includes passed motions in Student Assembly for improvements in

children   .

3.2 Preparing for Success

This year the Union hosted its Third Annual Women in Leadership Confer   ence, which was funded through the Access and   Participation   Committee   . The vision of the conference is to empower and inspire a new generation of women to
for jobs unless they are 100% qualified or over qualified, whereas men are confident if they just meet 60% of the criteria. This is particularly useful for wome   n from underrepresented backgrounds to broaden their opportunities and maximise and add to their skillset and confidence. The Conference was attended by almost 90 women and featured panel discussions about liberation in the workplace, being a women in STEM   and going into academia and research, as well as skill   -based workshops.

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Students have the opportunity to engage in a range of leadership roles via the Union, including full   -time and part -time officers, student reps and club and societies committee positions. Students are also central to delivering activities funded via the Acc   ess and Participation plan, including as peer assisted learning (PAL) leaders and widening access student ambassadors. A number of students have highly commended the peer assisted learning (PAL) programme, stating it has greatly increased their understand   ing of their subject.

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

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The Union believes that work to support BTEC student is important to student success. The attrition   gap between

*course type not listed
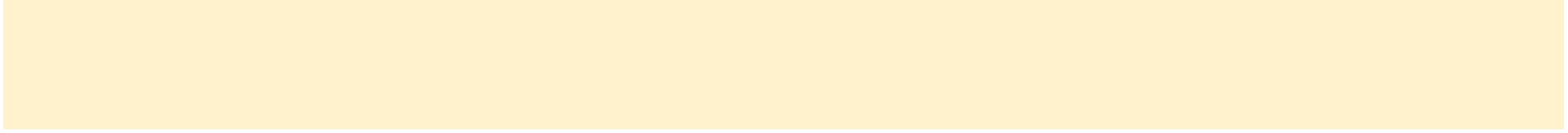
Inflationary statement:

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year/Year 0		

Targets and investment plan
2020-21 to 2024-25

Provider name: Brunel University London

Provider UKPRN: 10000961

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£853,975.49	£858,975.49	£863,975.49	£863,975.49	£863,975.49
Access (pre-16)	£448,284.98	£448,284.98	£448,284.98	£448,284.98	£448,284.98
Access (post-16)	£347,981.85	£352,981.85	£352,981.85	£352,981.85	£352,981.85
Access (adults and the community)	£57,708.66	£57,708.66	£62,708.66	£62,708.66	£62,708.66
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£1,922,500.00	£1,950,000.00	£2,051,500.00	£2,051,500.00	£2,051,500.00
Research and evaluation (£)	£100,000.00	£100,000.00	£100,000.00	£100,000.00	£100,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£29,992,195.00	£30,136,770.00	£30,225,615.00	£30,245,085.00	£30,248,790.00
Access investment	2.6%	2.6%	2.6%	2.6%	2.6%
Financial support	6.2%	6.2%	6.5%	6.5%	6.5%
Research and evaluation	0.3%	0.3%	0.3%	0.3%	0.3%
Total investment (as %HFI)	9.1%	9.1%	9.5%	9.5%	9.5%