

Foreword

Brunel University London has an enviable reputation for both encouraging aspiration and providing high quality, research-led teaching to a very diverse student population. Enabling all students to realise their potential, irrespective of their social or cultural backgrounds, is important to us, and we aspire to be recognised across the world as an engine of social mobility. These are built on solid foundations of: outreach to focus aspirations attainment and access to higher education; supporting students to achieve academically; and of preparing them for successful futures. This Access and Participation Plan sets out how we will continue to underpin our valuable work with the community at large whilst re

data) but this appears to have had a limited impact on our overall population. White students are more likely to be from POLAR4 Q1-2 areas than our BAME students (18.6% vs 7.9% in 2017/18) and the gender split is equal, with 12% of Male students from POLAR4 Q1 areas compared to 11.5% of Female students.

It should be noted that there are few POLAR4 Q1 core catchment areas in London and 35% from the six local boroughs and we believe this results in our relatively low POLAR4 Q1 population. However, these areas contain deprived neighbourhoods as indicated by the proportion of IMD Q1 entrants to Brunel as further illustrated below by the outcomes analysis. POLAR4 is not an indicator of disadvantage for our students

For those declaring household income (about 60% of students) the majority (58%) come from households with income of £25,000 or less, a proportion that has remained fairly consistent over the past five years.

1.2.2 Success Continuation

Attrition rates are highest for IMD Q1 students (10.5% in 2017/18) and lowest for IMD Q5 students (6.1% in 2017/18) (Brunel data), indicating that students from deprived areas are more likely to leave Brunel in their first year. The non-continuation rates for IMD Q1 students are lower than, but not significantly different to, other quintiles.

In the latest year of data (2017/18), attrition is lowest for POLAR4 Q1 (5.5%) and highest for Q3 (12.7%) (Brunel data). There are no consistent patterns or significant differences in non-continuation rates by quintiles over the past five years, indicating that POLAR4 status is not a significant factor in Brunel students dropping out from HE within their first year. However, lower household income appears to be correlated with an increased rate of attrition (Table 3).

Table 3 Attrition by household income (Source: Brunel data).

Household Income	2013/14	2014/15	2015/16	2016/17	2017/18	Five-year aggregate
£0-£25,000	13.1%	11.9%	12.5%	13.6%	10.6%	12.5%
£25,001-£50,020	8.9%	8.1%	5.9%	8.2%	8.6%	8.1%
£50,021 and above	10.3%	7.4%	7.0%	7.6%	3.5%	7.5%

1.2.3 Success Attainment

Students from POLAR4 Q1 areas are the most likely to obtain a 2.1 degree and in 2015/16 there was a significant gap of 15.2% to POLAR4 Q5. Differences in attainment by POLAR4 quintiles have narrowed in the last two years, resulting in no significant gaps in 2017/18 (Table 4). IMD Q1 students are significantly less likely to obtain a 1st or 2.1 classification compared to IMD Q5 students and the gap has remained at ~15% for the last five years (Figure 1). There is also a significant gap between IMD Q1 and IMD Q5 students, which may reflect variations in the ethnicity of the groups as noted above.

Table 4: Attainment of a 1

Figure 1: Attainment by Index of Multiple Deprivation Quintile (Source: Access and Participation Dataset)

Students from low household incomes are the least likely to obtain a 2.1 degree, across all ethnicities (Table 5).

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The 1/2.1 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 BTEC qualifications as a significant driver of the attainment gap

Table 9: Attainment by ethnicity and qualification; average 2014/15 - 2017/18 (Source: Brunel data).

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 there continue to be significant gaps in progression to professional employment or higher study for Black and Asian students compared to White students (gaps of 13% and 12% respectively in 2016/17), which are larger than the sector gaps of 8% and 4.8% respectively. For all ethnicities the positive outcomes for Males are better than Females, but the gender gap is greatest for Asian students (Table 10).

Table 10 Progression outcomes by ethnicity and gender; average 2013 - 2016/17 (Source: Brunel data).

Positive Outcome	Asian		Black		White	
	M	F	M	F	M	F
Professional Employment	46.1%	38.4%	47.6%	41.1%	56.5%	53.7%
Employment and Further Study	5.5%	5.9%	1.9%	4.1%	4.7%	5.9%
Further Study	18.0%	17.3%	13.1%	15.0%	11.8%	12.9%
Total	69.7%	61.6%	62.6%	60.2%	73.0%	72.5%

1.4 Age

1.4.1 Access

entry) most heavily represented in the subject areas of Allied Health (45% mature) or Nursing (100% mature n = 26) (TEF18-19)

1.5 Disability

1.5.1 Access

The proportion of entrants with a declared disability has remained between 11% over the last five years. Analysis of our internal data shows that disclosure rates increase as students progress through their studies and our current declared disabled student population is 13.4% in 2018/19. We have seen a drop in the percentage of students in receipt of Disabled Student Allowance (DSA) to 6.2% in 2017/18 from 9.2% in 2012/13 (HESA data) which is most likely due to the national changes to DSA in this period. We have committed to mitigating the effects of these changes and our inclusive approach ensures students receive tailored support regardless of whether they claim DSA or not.

Disaggregation of the disabled student population shows that a majority of disabled entrants have cognitive and learning disabilities (between 45% of the student population) (Table 14) and that the rates of disclosure for mental health conditions has increased 1% over the last five years, although we are aware that many more students are likely to have mental health conditions that they choose not to disclose.

Table 14: Disability type for 2017/18 entrants (Source of S)

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 five years is presented in Table 15

Table 15: Summary PGCE population data for 2013/14-2017/18 (Source: Brunel data).

Total entrants over 5 years	Female	BAME	Mature 25+	Disabled	POLAR Q1	IMD Q1	Home/EU
878	662	501	333	97	18	103	872
100%	75.2%	57.1%	37.9%	11.0%	2%	12%	99.3%

¹percentage of English entrants

Overall, outcomes for PGCE students are very good. The overall attrition rate is 90% achieve a PGCE award, and 94% are in graduate employment (a year average). Outcomes by characteristic are shown in Table 16, which shows very little variation between student groups.

Table 16: PGCE student outcome data for 2013/14-2017/18, including overseas (with the exception of IMD which is just home students). Figures have been rounded to the nearest percent (Source: Brunel data).

	Numbers	Attrition	Attainment	Graduate work or study
Male	214	9%	88%	96%
Female	662	6%	92%	98%
Young (<25)	542	7%	91%	98%
Mature (25+)	333	9%	88%	95%
Asian	285	9%	90%	96%
Black	97	7%	90%	96%
White	261	7%	91%	98%
Disabled	97	8%	89%	97%
Non-disabled	781	7%	91%	97%

1.9 Summary

Brunel attracts a diverse student body, with 76% of the Home undergraduate population falling into one or more of the following categories: low household income; POLAR BAME; mature; disabled; and Care Leavers. However, the proportion of mature entrants (8.6%) and students from the lowest-participation neighbourhoods (3% and 8.1% from POLAR Q1 and Q2, respectively) are low by comparison to the sector; although as noted above IMD is a better measure than POLAR. Relative disadvantage of our students.

Non-continuation rates overall compare favourably with the sector, but there are identified gaps for Black (in particular male), IMD Q1, low household income and Care Leaver students. Attainment gaps in achievement of 1 and 2.1 classifications are noted for IMD Q1, Care Leavers and low household income though no concerns are evident for POLAR Q1 students. The largest attainment gap is noted for Black students, and whilst we have been successful in reducing the 1 and 2.1 gap (15% in 2017/18) to significantly below that for the sector progress has slowed over the past three years and we are aware that there may be an impact of the inequality resulting from structural factors such as qualifications on entry and economic disadvantage. Professional employment higher study is a strength for Brunel, and we compare well against the sector. However, 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 some of the observed differences in outcomes.

Table 17 summarises our analysis 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 maintain our current efforts to ensure that gaps do not open up, as well as targeting work to support smaller groups of students where data analysis is not yet possible.

Table 17: Summary of outcomes for each underrepresented group for each life cycle stage. Red indicates significant gaps in outcomes, yellow indicates gaps that are not significant and green indicates no gaps.

Underrepresented group	Access	Continuation	Attainment	Progression
POLAR				
Household Income				
IMD				
Ethnicity				
Age				
Disability				
Care Leavers				

2. Strategic Aims and Objectives

to realise their potential irrespective of social or cultural backgrounds and we are proud to be signatories to the Social Mobility Pledge and Brunel's Success for All strategy.

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 78% of Home/EU and 56% of the total population, Access and Participation work is the heart of education at Brunel and is the responsibility of the Vice Provost (Education). We recognise that to make a difference it is necessary to engage academic and professional staff from across the institution and to take an inclusive and embedded approach.

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aspirations¹¹ and raise attainment.¹² We will support the national effort to increase participation from POLAR Q1-2 areas through wider targeted outreach and improved contextual admissions processes from 2019/20 (Target PTA1).

We are continuing to develop an increasingly flexible provision that enables a range of routes into HE, including foundation programmes, apprenticeships, Foundation Degrees and pathways from FE via the Brunel West London Institute of Technology (opening September 2020), and see this as key to attracting a greater number of mature students as well as providing routes to professional employment (Target PTA2).

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Short Term Expected impact: 1 to 2 years	Medium Term
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endorse using students as experts to 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 contribution to this plan (Annex A) which shows both the benefits of their work and their priority areas for future work.

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;
- 5) Dissemination

All projects are required to articulate a Theory of Change, which ensures that activities are underpinned by evidence and have defined outcomes and success measures. We are committed to evaluating proportionally, and will not overinvest resources where there is strong and credible evidence to suggest that an intervention will have the intended outcomes

ANNEX A

Access and Participation Plan 2020/21-2024/25

Union of Brunel Students

1. Introduction

The Access and Participation Plan highlights the benefits of Union engagement, tackle non-completion and ensure students are genuine partners in decision-making. The partnership between the Union and the University allows these aims to be delivered through a variety of formal and informal settings. Our contribution to the Access and Participation Plan highlights areas where the Union works collaboratively with the University for the benefit of all students, and highlights priority areas for future partnership. Our contribution to the Plan comes from the union's involvement in a number of committees (including the Access and Participation Committee, Student Experience and Welfare Committee (chaired by the Union President), Senate and Council, all of which Union officers are members of) that go beyond input through committee membership.

2. Engagement with the University

The Union of Brunel Students consists of six democratically elected salaried, full-time support staff and a number of part-time volunteers. Students are active partners in improving access, success and participation across the whole University and the student view is embedded at all levels. The sabbatical officers are embedded in the University through their roles on the Access and Participation Committee, Student Experience and Welfare Committee (chaired by the Union President), Senate and Council, all of which Union officers are members of.

Before committee meetings the opportunity for discussion of items of interest and to note are encouraged and officers often attend pre-meets. During meetings, officers actively discuss and challenge the agenda items. Discussions held can often turn to the creation of working groups where, again, the officers actively take part. Additionally, officers are encouraged to write papers in collaboration with staff members and present these to the relevant committees. Officers and students are also encouraged to be involved in policy development. A recent example of this was the development of the Transgender Student Policy, where our LGBT+ Officer worked closely with the Equality and Diversity Manager of the University. Currently, the full-time Officers are part of consultation groups for the development of new Bullying and Harassment (previously known as Dignity at S

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course and improve the overall student experience.

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into the operation and organisation of courses. As a student you get to draw on your own experiences with

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 address 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 campaign 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 el G [(2)7f et6443.380.00000

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from 12% to 16% in just one year. This is something we will continue working on for the next strategic plan, as our demographics keeps increasing on students from this particular background. The funding allows to work with an FE institution to support them in increasing participation levels, and we choose to work with Uxbridge College to deliver sessions to increase sporting engagement of their BAME stu

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Access and participation plan

Provider name: Brunel University London

Provider UKPRN: 10000961

*course type not listed

Inflationary statement:

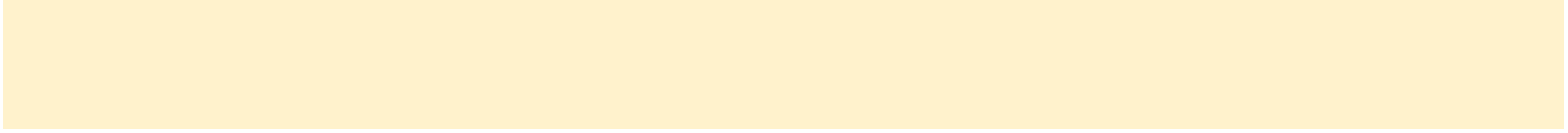


Table 4a - Full-time course fee levels for 2020-21 entrants

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

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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 provider 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 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 are 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

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%

