

BRUNEL UNIVERSITY LONDON ACCESS AGREEMENT

applying to new entrants commencing courses in 2018/19

Summary

Brunel University London wishes to set its fees above the basic fee and is therefore submitting an access agreement which sets out how it intends to utilise a percentage of the extra fee income generated to maintain access and to deliver positive outcomes for students from under-represented backgrounds at the University. It is our aim to maintain our OFFA expenditure at around 20% of additional fee income in any individual year.

The University has a strong reputation for widening access both within the sector and with its partners in both mainstream education and further education. We believe that our efforts to widen access are amongst the strongest of any pre-1992 research-intensive university. It also undertakes considerable activity to improve transition, retention, academic attainment and employability for its widening participation (WP) cohort.

The University has historically performed well against HESA benchmarks for underrepresented groups in higher education (HE). We will seek to maintain our record of fair access and diverse admissions whilst focussing more closely on the outcomes for these students in regard to retention, academic attainment and progression to ensure they achieve levels of success comparable to our student population as a whole. Consequently, this access agreement continues to see a higher percentage of additional fee income spent on student success and progression activities. In order to support this aim, we will continue to strengthen initiatives to address the attainment gap for specific targeted groups through the University-wide Student Success Project while maintaining schemes to ensure that under-represented groups can benefit from employment opportunities, such as internships, placements and activities to expose students to the world of work and to develop skills.

Brunel University London has a diverse student population and therefore the focus of our access agreement will be to prioritise young and mature students from low participation neighbourhoods (LPNs), students with a registered disability, care leavers and young carers. In addition, Brunel University London will support the access and success of Home/EU students who enrol through our affiliate College, London Brunel International College (LBIC).

We will maintain financial support programmes aimed at our target groups to ensure that they continue to view higher education as a viable choice and to maximise their student success and progression, and to uphold our policy of admission to Brunel being based on academic ability rather than ability to pay.

An outline of the university's widening participation activities and the current Access and Student Success Strategy is available at:

www.brunel.ac.uk/about/administration/access-and-widening-participation

1. Fees, student numbers and fee income

The University intends to set a fee of £9,250 for all Home and EU undergraduate students commencing on full-time undergraduate studies, in autumn 2018 and subsequently to review tuition fees annually, as permitted. For students on four-year sandwich courses the fee for the sandwich year is £1,000. With regard to our BEng and BSc programmes with an integrated foundation year, we will charge a fee of £6,165 for the initial year. This agreement also gives a commitment to reduce the final year tuition fee for the four year integrated masters' programmes to the national basic fee. Full information on the University's fee and scholarship levels will be published on the University's website at www.brunel.ac.uk. If universities are allowed to raise their fees above the current levels, then we will review these fees as appropriate.

The University currently has twenty-two undergraduate courses in the Arts, Business, Social Sciences, Engineering, Clinical Sciences and Sport which recruit part-time students. The fee for admission to a part-time undergraduate course will be based pro rata on the enhanced fee. The University will continue to pro-rata the standard fee for those students taking only part of their programme of studies in order to redress academic failure or to make up time lost through illness.

The fee for Home and EU undergraduate students commencing full-time Foundation or Year 0 studies at the London Brunel International College (LBIC), in autumn 2018, will be set at £9,250.

Scholarships and Bursaries funded from the OFFA Agreement budget will not be available to those undergraduates whose fees are funded by other agencies (except ITT students) or where the full tuition fee is not charged.

2. Access, Student Success and Progression measures

The University's access agreement is structured to mirror our support for students throughout the whole lifecycle and is comprised of the following key sections:

- A) Access (Outreach/Access/Transition)
- B) Student Success (Student Success/Retention/Attainment)
- C) Progression (Progression/Employability)

A) Access

Outreach/Access Activities

Brunel University London has had a dedicated team since 2001/02 focussing on outreach, transition and retention and has achieved considerable success both directly with local schools and colleges in West London and through its partnership programme with the London Borough of Hillingdon. In 2016/17, 18.2% of Brunel's undergraduate intake came from the six targeted boroughs of Brent, Ealing, Hammersmith and Fulham, Harrow, Hillingdon and Hounslow where there are significant numbers of students in receipt of Pupil Premium. A wide programme of

tailored activities will continue to be provided to meet individual schools' and colleges' needs, in order to raise attainment and further HE entry.

This agreement details our performance and targets for students from LPNs for the future.

Our longstanding focus on Hillingdon in particular is supported by recent statistics which show that the estimated percentage of Hillingdon students from state-funded schools aged 18 or 19 who entered HE in 2012/13 or 2013/14, although improving, continued to be among the lowest of the Outer London boroughs and on a par with Barking and Dagenham where the London National Collaborative Outreach Programme (NCOP) work is mainly targeted (www.gov.uk/government/statistics/widening-participation-in-higher-education-2015). Hillingdon students also perform relatively poorly against many of the KS4 attainment and progress measures published by the DFE for 2015/16, the key indicator of future HE success (www.gov.uk/government/collections/statistics-gcses-key-stage-4).

Two wards in Hillingdon are identified in the latest HEFCE maps as having much lower than expected participation rates – Yiewsley and Harefield where our two partner academies are located (www.hefce.ac.uk/analysis/yp/gaps). By continuing to deliver aspiration and attainment-raising activities in these areas we will complement the NCOP and ensure that local under-represented groups in need of support are not missed. In 2016/17, for example, we ran a pilot project in one partner academy for Year 11 white males from socio-economically disadvantaged backgrounds with the aim of boosting English GCSE attainment. Depending on the outcome of the pilot, we anticipate offering similar activities to meet specific school-identified needs in future.

Brunel's general widening participation (WP) outreach programme each year engages on average 3,500 visitors, from primary Year 5 upwards, and includes our annual Parents' Information Evening for parents/carers of Pupil Premium students and our annual University Awareness Day for disabled students, parents and staff. It is our aim to maintain this level of performance in 2018/19, attracting relevant target groups, through continuation of our current schedule of activities. Thus, currently c.69% of Brunel's student population is from a BME background and c.15% of Home/EU UG students are from Polar 3, Quintiles 1 and 2.

In addition, as part of our access activities, staff from the Brunel Disability and Dyslexia Service (DDS) visit local schools and colleges to talk about the range of support that is available for disabled students at Brunel.

Brunel staff will also continue to support the governance of local schools and colleges, in particular the Heathrow Aviation UTC and Uxbridge College.

Specific outreach/access activities

Brunel's most longstanding outreach activity is the highly regarded, nationally recognised **Urban Scholars** programme (www.brunel.ac.uk/cbass/education/research/bace/urban)

This Saturday-school programme focuses specifically on interventions with identified gifted and talented students from publicly funded schools in receipt of pupil premium. It is based upon proven techniques in raising aspirations and channelling talent through improving, among other things, core subjects and critical thinking skills and is supported by a body of evaluative evidence from parallel research undertaken by our Education Department in previous years. It is funded in part by charitable donations, notably The Moody's Foundation, but will continue to be supported through the access agreement budget. It should be noted that this activity mainly contributes to improving participation to the HE sector as a whole, rather than to Brunel, as many Scholars are assisted to access the highest tariff institutions and courses such as Medicine which Brunel does not offer. We will track the attainment levels of the two new cohorts of Scholars joining the programme in 2017/18 who will sit their GCSEs in 2018/19. We have set an attainment target relating to the percentage of students who meet their school-predicted GCSE grades in English and Maths in summer 2019, given that English and Maths are 'passport' subjects to destination options. Monitoring and evaluation are carried out by the Urban Scholars Director and staff. The Urban Scholars programme works with 31 Schools and 300 Scholars, of which 250 students are drawn from eight Local Authorities.

Brunel University London has been recognised for its work to encourage the entry of **Care Leavers** into the University and its efforts to provide specialist support for this group. We are active members of the **National Network for the Education of Care Leavers (NNECL)**. A dedicated WP Co-ordinator has been in post since February 2016, funded by the access agreement budget, and has worked to introduce an enhanced programme of activities and support measures to improve the recruitment and retention of this group and those young people who are estranged, young carers and mature students. The dedicated post has improved the information, advice and guidance provided and new initiatives include outreach programmes, introductory mornings for mature learners, progression events and one to one support.

In 2016 Brunel signed up to the **Stand Alone Pledge**, committing the University to put in place a raft of measures to support students estranged from their families. In addition, we have set two targets relating to access and success of care leaver students in this new access agreement, recognising that their progression is often fractured and non-linear.

In autumn 2017 Brunel University London will open a **STEM Learning Centre** dedicated to inspiring young people to study science subjects and increasing the number of students, especially women, studying STEM. This exciting project, which has been supported with HEFCE funding, presents a major opportunity to increase the aspiration and attainment of young students throughout South East England. The Centre is part of a plan to create significant long-term growth in the number of students studying STEM at Brunel and has stretching visitor targets. We intend to utilise access agreement funding to ensure that WP cohorts from primary and secondary schools and colleges have the opportunity from 2017 onwards to visit and benefit from this new facility through the **INSPIRE** programme.

Brunel University London is the lead partner in the **Heathrow Aviation UTC**, in collaboration with the London Borough of Hillingdon and a number of industrial

partners, which provides a range of new and exciting pathways into engineering and other STEM subjects. The UTC will continue to be supported with targeted outreach activity and attainment-raising initiatives to assist progression to relevant career choices.

Collaborative outreach/access activities

Brunel University London believes that a collaborative approach to outreach can bring a wider range of higher education opportunities to local students and as such we are founder members of **AccessHE**. AccessHE is the largest regional network in England engaging with over 300 higher education institutions, schools, and colleges working in London to widen access to HE. Being part of AccessHE enables Brunel University London both to develop strong, reciprocal collaborative relationships with other HEIs in London and to participate in joint activities with shared goals. We anticipate engaging in a range of these activities as they link to the specific priorities of Brunel University London, notably in the areas of disability, young people in care, estranged and asylum-seeking students. In 2016/17 we funded and contributed to a research project through the AccessHE National Network for Collaborative Outreach (NNCO) programme entitled 'Falling through the Cracks: Enabling access to HE for unaccompanied asylum seeker children'. AccessHE will also be supporting its members to work together in the area of retention, success and progression in 2018/19 and we will continue to use their joint expertise to strengthen our evaluation work.

We are members of the **AccessHE NNCO/SPOC** which was established in 2014 with HEFCE funding and will utilise access agreement funds to maintain our contribution to this network.

In 2016/17 we also joined **Linking London**. Partners work both collaboratively, and individually, to maximise their contribution to targeted student engagement and achievement. Membership has enabled Brunel to connect with a wider network of FE providers and to engage with the growing number of different, more vocational pathways to higher education.

We will continue to subscribe to the **HEAT** (Higher Education Access Tracker) service which assists HEIs in England to target, monitor and evaluate their outreach activity. Brunel records data about its outreach and participants on the HEAT database. This is then entered into the HEAT longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. Tracking reports received from HEAT help the University to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We are able to track student progression to any HEI, including this institution, so that we can assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole.

The University is a member of and contributes to the **National Education Opportunities Network (NEON)**, which is the professional organisation for access

to HE in England with over 60 HEI members. It represents the only member-based national vehicle developing collaborative relationships through professional development specifically focused on widening access to HE. In 2017-18 NEON will be providing opportunities for professional development and collaboration in the Government's key priority areas of Black and Minority Ethnic (BAME) learners, supporting those with disabilities, enabling greater progression for white disadvantaged males, widening the participation of mature learners, as well as ensuring improvements in the evaluation of access to higher education work. It will be extending this programme of activities through to 2018-19 providing Brunel University London with the opportunity to draw on the strength of collaborative working to enhance initiatives across the student lifecycle. It also offers us a platform to share our experience, good practice and research findings. The Director of the Brunel Urban Scholars programme has delivered workshops at the NEON Summer Symposium in 2013, 2015, 2016 and 2017.

Transition

Brunel University London has operated the **HeadStart** programme for nine years. It aims to give students at higher risk of non-continuation a clear insight into university life and learning, the level of work expected at university and the study skills support available. We will continue to use our additional fee income to increase the numbers of students taking advantage of this weeklong pre-session programme which is delivered through a series of activities and workshops. It is our experience that transition support is critical in ensuring WP students have a successful start at university and this contributes significantly to student success (www.brunel.ac.uk/services/head-start). To continue the expansion and development of this successful initiative, a full time HeadStart co-ordinator was appointed in January 2017, funded by the access agreement.

The 3 year **Transition Project** initially jointly funded by the HEA and the access agreement, and now funded only through the access agreement, aims to improve transition into Brunel and the learning outcomes for vocational learners. Initial impact including guidelines and information are available on the HEA website. Access agreement funding will continue to be used to improve the teaching and assessment methods to meet the needs of a variety of learners. This work will further enhance existing structures and support mechanisms as well as programme design and development, based on rigorous monitoring and evaluation.

Other bespoke transition projects include:

- The successful annual **Intro2Uni Day** and **Asperger's Transition Day**, both designed to provide a bridge into the University for targeted disabled students and their parents
- The **Peer Assisted Learning Scheme** (PALs) which aims to assist first-year undergraduate students' transition into university. The scheme has helped students build friendships, networks and confidence in both their academic work and in developing important transferable skills. PALs has been equally important for the PAL leaders by enhancing their professional and personal

development. The scheme has been expanded and now operates across all three academic Colleges and the number of PAL leaders has tripled.

As stated above, we will continue to utilise access agreement funding in 2018/19 to provide a **post within the University** to manage relations with looked after children, care leavers, estranged students, mature learners and young carers in order to raise aspirations and increase applications to Brunel University London. The WP Co-ordinator also monitors and supports the transition and learning experiences of the target groups at Brunel aimed at improving progression, retention, attainment and employability.

B) Student Success

Student Success and Retention

A significant percentage of access agreement funds at Brunel will be directed in 2018/19 towards student success activities including retention. Our data analysis has shown that certain groups, including mature students and care leavers, are less likely to achieve the retention levels common to other cohorts. The reasons for non-completion are varied and can be both academic and due to external pressures. We are refining our strategies to support these groups of students. We will continue to fund academic skills staff to assist students throughout the student lifecycle and, as part of a wider plan, the Brunel Educational Excellence Centre (BEEC) will continuously examine our cohorts in detail to understand how we can intervene effectively to increase retention and boost outcomes for under-represented groups.

We will also be utilising this funding stream to continue provision of a **Hardship Fund** which can be critical in aiding the retention of disadvantaged groups. Similarly, in order to aid retention and outcomes, we will commit access agreement funding to ensure current levels of support for **disabled students** are maintained, following the recent changes to the DSA eligibility criteria. We also aim to extend support to those disabled students affected by any further changes to government funding.

As a further measure, we will take a strategic and targeted approach to supporting the growing need in the area of **mental health**. A four-year project led by the Student Services will identify relevant interventions and support needed, including the appointment of mental health advisors and financial assistance to the Brunel Counselling Service. This will seek both to support students in acute need, and also to develop resilience in our students.

This agreement details our performance and targets for retention of students for the future.

C) Progression

Student Attainment and Retention

Brunel is committed to addressing the attainment gap between specific groups of students. For example, recent data analysis shows that degree outcomes in terms of Firsts/2.1s differ between black, Asian and white students and this cannot be

explained solely by entry qualification type. In February 2016 the University agreed to make the attainment gap an institutional KPI that is monitored annually and in September 2016 the University appointed a Student Success Project Manager to implement the 'Student Success Action Plan', and who is working across both academic and professional departments. This project, supported by the Brunel Education Strategy and Equality and Diversity Strategy, aims to achieve a culture shift in the University through a co-ordinated approach, overseen by our Pro-Vice Chancellor (Quality Assurance and Enhancement). Our target is to halve the attainment gap in degree outcome (as measured by the difference between the groups with the most disparate performance) by 2020/21 through a diverse range of activities related to awareness, curriculum, assessment, retention and support.

Progression to employment or/and further study

Our analysis suggests that student success is improved where students take an industrial or other work related placement and this is recognised in our current Education Strategy Action Plan targets. As an institution Brunel University London strongly believes in a student experience built upon the foundations of employer engagement and research-led teaching and has a Professional Development Centre to further improve employability outcomes for our students.

We remain committed to the continued provision of placement options across our course portfolio. However, our research shows that students from LPNs and mature students are less likely to take up this option. In order to improve take up of placements by under-represented groups we will provide a fee-waiver to students from such groups during the placement year. Where placements are unpaid, we will continue to provide financial support to each student where applicable to ensure take up of this opportunity. We will also continue to provide bursaries to ensure students from underrepresented groups are able to take up internships and therefore assist with entry into low mobility professions. We will also seek to reduce the gap in terms of progression onto highly skilled employment and further study.

Our paid **WP Ambassador scheme** allows students to gain valuable work experience to support their employability while at the same time contributing to the University's WP outreach activities.

Specific progression schemes

Access agreement funding will continue to support the development of:

- Our flagship **Professional Mentoring Programmes** for students from underrepresented groups and internal "buddying" and peer mentoring schemes to aid transition, retention and progression to employment or postgraduate study. For a description of the Professional Mentoring Programmes, see: The National Strategy for Access and Student Success in Higher Education, OFFA and HEFCE 2014, p.89
www.offa.org.uk/publications/national-strategy-for-access

- The **WP Summer Internship Scheme** which is now in its fourth year provides an increasing number of paid internships/work experience to our first year WP students. Research commissioned into the impact of these internships in 2013/15 confirmed that 87% of interns reported that they gained valuable industry knowledge from participating in the scheme.
- The **Brunel+ programme** which is designed to give recognition for the non-academic activities that students participate in during their time at University with the aim of enhancing employability.

3. Financial Support

The University will undertake an in-depth review of all financial assistance to WP students in 2017/18 with a view to revising the package of support to ensure maximum impact. A number of scholarships identify the minimum eligibility and further eligibility may be added following the review in Summer 2017. Current bursaries include **Brunel Bursary, Local Boroughs Bursary, Care Leavers Bursary, PGCE Access Scholarship** and **Placement Scholarship**.

Brunel Bursary

Brunel will continue to offer bursaries to students from low income backgrounds and under-represented groups who choose Brunel as their first choice of institution (i.e. have unconditional firm status with Brunel University London) and meet the published terms and conditions, including income, in receipt of DSA, being a care leaver amongst a number of specific criteria. The Bursary is worth £1000 per year in cash (except the placement year where separate placement year support is available).

Local Boroughs Bursary

We intend to continue our **Local Boroughs Bursaries** with a minimum commitment of **£3,000**, subject to satisfactory progression, paid in a fee waiver or cash. Research commissioned into the impact of these bursaries in 2015/16 confirmed the importance of retaining this type of financial support for local WP students in terms of their influence on student success and progression.

We anticipate providing 35 bursaries to undergraduate students in 2018/19, on the basis of academic excellence. Eligible students must have attended a maintained school or college in one of the six London boroughs with whom the University operates widening participation partnerships – **Brent, Ealing, Hammersmith and Fulham, Harrow, Hillingdon and Hounslow**.

Students must also meet one or more of the following under-represented criteria:

- have a disability, including dyslexia

- are a care leaver
- come from a low-income or low socio-economic background

Care Leavers Bursary

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

PGCE Access Scholarships

We anticipate providing around 10% of our PGCE students with a one-year scholarship. Consisting of a £2,500 fee waiver, these scholarships will be available to students from under-represented groups.

Placement Scholarships

A £1,000 full placement year fee waiver will be made to all those students who are from a low-participation neighbourhood.

Scholarships and awards additional to those funded through our OFFA Agreement

The scholarships described above form part of a wider suite of scholarships and bursaries. No more than one scholarship is available to applicants, with the exception of care leavers.

Full details of all our scholarships and bursaries, including eligibility can be found on our website www.brunel.ac.uk/courses/ug/fees.

4. Current Performance

The University's first time undergraduate cohort for 2015/16 is expressed in the following tables.

We observed a slight decrease in the 2015/16 performance to meet our location adjusted benchmark for students from low participation neighbourhoods, due to changes in student recruitment trends. Our approach continues to be focused on outreach activities in LPNs as detailed previously. The number of students entering Brunel who are eligible for DSA remains high, exceeding our expected benchmark by a considerable margin, no doubt a function of our dedicated Disability and Dyslexia service. However, the review of DSA eligibility criteria will probably affect this benchmark and we will undertake a review of our performance against this indicator by 2017/18 in the light of our own disability data. In common with much of the sector, efforts to increase the number of mature students have not been successful and the percentage has dropped. The appointment of a co-ordinator in 2016 with responsibility for mature learners is helping to redress the situation.

Young Full Time first degree entrants			
HESA Table T1a	<i>From low participation neighbourhoods (POLAR3)</i>		
Year	Brunel %	Location adjusted Benchmark	UK Average
2015/16	4.6	5.7	11.3
2014/15	5.9	6.0	11.4
2013/14	5.7	5.7	10.9
2012/13	5.0	5.4	10.9
2011/12	5.2	5.6	10.2
2010/11	5.0	5.0	10.0
2009/10	4.0	4.8	9.6

Data Source: HESA Performance Indicators

ALL STUDENTS - Full Time Undergraduates			
HESA Table T7	<i>In Receipt of Disabled Students' Allowance</i>		
Year	% with DSA	Benchmark	UK Average
2015/16	7.0	6.4	6.8
2014/15	8.2	6.5	7.0
2013/14	8.7	6.5	6.9
2012/13	9.2	6.2	6.5
2011/12	8.0	5.7	5.9
2010/11	7.0	5.2	5.3
2009/10	5.4	4.7	4.9

Data Source: HESA Performance Indicators

MATURE - Full Time First Degree Entrants	
HESA Table T2a	<i>From low participation neighbourhoods (POLAR3)</i>

Year	Brunel %	Location adjusted Benchmark	UK Average
2015/16	2.8	6.1	12.3
2014/15	3.9	5.8	12.8
2013/14	4.7	7.5	11.9
2012/13	4.8	6.9	11.6
2011/12	4.5	5.7	10.9
2010/11	4.3	5.7	10.9
2009/10	3.7	5.7	10.6

Data Source: HESA Performance Indicators

5. Targets

The University's aim is to sustain its access and retention performance as measured by the percentages from the various groups identified in relevant HESA Performance Indicators (apart from NS-SEC 4-7) whilst delivering improvements over time in measures related to LPNs and mature entrants.

The table below sets out our targets and milestones relating to performance against HESA benchmarks from 2018/19 onwards. Note that Brunel does not have a course portfolio which attracts a significant part-time and mature cohort and we have therefore not set targets for part-time students although they will be eligible for our scholarship packages.

HESA statistical targets – access and student success

Number	Measure	2018/19 Target	2021/22 Target	Progress to date, by academic year				
				2011/12	2012/13	2013/14	2014/15	2015/16
1	Mature Entrants - Low participation neighbourhoods (POLAR3) (HESA T2a - full-time, first degree entrants)	4.9	5.2	4.5	4.8	4.7	3.9	2.8
2	Students in receipt of DSA (HESA T7 - full-time, all undergraduate entrants)	9.8	10.4	8.0	9.2	8.7	8.2	7.0
3	No longer in HE after 1 year (HESA T3a - Mature, full-time, first degree entrants)	12	11.2	13.4	11.9	17.4	9.1	10.4
4	Postgraduate ITT: Disabled - Disability profiles of intake - first year trainees Primary & Secondary - NCTL	12.8	13.2	10.7	13.0	9.4	5.5	***
5	Postgraduate ITT: Mature - Age profiles of intake (Age 25+) - first year trainees Primary & Secondary - NCTL	53	59	53.6	44.9	43.1	50.3	***
6	No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (HESA T3b - Young, full-time, first degree entrants)	5	4	8.1	7.8	4.1	7.1	9.5
7	Low participation neighbourhoods (POLAR3) (HESA T1a - Young, full-time, first degree entrants)	5.9	6.2	5.2	5.0	5.7	5.9	4.6
8	Attainment gap between Black and White students achieving 1st or 2.1s	17	11	-	-	-	23	18
9	Proportion (%) of black students with 1st or 2.1s progressing onto graduate-level jobs or further study	73.85	77	-	-	71.6	70	***
10	Increase linear, consecutive progression of care-leaver students from Level 1 to Level	78	85	-	-	-	-	72

Data Source: Numbers 1, 2, 3 and 6 are sourced from HESA Performance Indicators and are released in March of each year. Numbers 4 and 5 are sourced from the National College for Teaching & Leadership (NCTL) performance profile reports, released in August/September of each year. Numbers 8, 9 and 10 are internal targets, using the HESA data source.

*** Not available

Other targets and milestones

Our additional targets and milestones focus on long-term outreach, transition, progression / employment and collaboration. See Table 7b

6. Monitoring and Evaluation Arrangements

This access agreement is developed and monitored by the Brunel Inclusion, Access and Student Success Committee (BIASSC) chaired by the Deputy Vice Chancellor (Education and International) and includes student representation. This committee is responsible for tracking institutional performance against the agreement and setting the University's strategic direction on behalf of the Education Strategy Committee. The Education Strategy Committee is a sub-committee of the University Executive Board.

The University continually monitors and measures the success of its WP students and makes changes to its access, student success and progression initiatives as a result. An Impact Evaluation Officer will be appointed in 2017/18 to ensure the University has a robust approach to monitoring, evaluating and assessing the impact of all OFFA funded activity.

Periodically, specific institutional research projects are carried out to understand the needs and issues of particular under-represented groups entering or studying at Brunel and these studies also influence University policy and the direction of our access strategy. For example, research into the experiences of mature students in 2015 supported the appointment of an additional WP Co-ordinator, part of whose remit is to engage with the mature cohort and ensure better success and progression outcomes.

We aim to capture the long-term impact of our access activities through our membership of HEAT. We continue to look at a wide range of methods by which we can effectively evaluate the impact of our access agreement funded projects based on research from across the sector. The University participates fully in any collaborative monitoring and evaluation arrangements instigated by partner networks such as AccessHE.

7. Equality and Diversity

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

In 2018/19 the access agreement will link directly to the University's Equality and Diversity action plan, the Education Strategy and the Student Success action plan.

The Equality and Diversity Manager for Students and WP Officers sit on the OFFA Working Group. The WP Office is represented on the Student Experience and Welfare Committee.

To ensure a strategic approach in making decisions we currently:

- Carry out Equality Impact Assessments (EIA) on all access agreement funded projects
- Evaluate access agreement funded projects and monitor the outcomes for underrepresented groups and students with protected characteristics.

To ensure continuous improvement and development we will:

- Collaborate closely with colleagues across the University working on related widening participation schemes. This approach will result in greater coherence and efficiency.
- Continue to carry out EIAs annually as required and ensure that appropriate action is taken where recommended.

For the Brunel University London Equality and Diversity Strategy, see: www.brunel.ac.uk/about/administration/equality-and-diversity

8. Provision of Information to Prospective Students

Information detailing the Bursaries and financial benefits package and eligibility criteria will be made available in print form, and via the web, prior to the University's June Open Day for 2018 entry. Detailed information regarding the timing, processes and procedures necessary to receive or apply for a scholarship will be available prior to our September Open Day for 2018 entry and will be made available to prospective students and HE advisors within schools and colleges in both print and electronic form.

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

9. Consulting with Students

A salaried officer of the Union of Brunel Students is a member of the Brunel Inclusion, Access and Student Success Committee.

Aaron Lowman, Vice President of the Union of Brunel Students (2015-2017), has endorsed the access agreement.

“As Vice-President of the Student Union I support the Access Agreement as proposed for 2018/19. As a Union we believe that every student matters and we are constantly striving to ensure Brunel students receive the best teaching and support possible. This agreement contains support for students throughout their time at Brunel and the Student Union looks forward to working with the University to ensure

the financial support and student success initiatives contained within it bring real benefits to the whole student community at Brunel.”

Table 7 - Targets and milestones

Institution name: Brunel University London

Institution UKPRN: 10000961

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Participation of under-represented groups in higher education: young full-time first degree entrants	No	2013-14	42.1	42.6	42.8	43	n/a		This target is to be removed.
T16a_02	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	HESA Tables T2a: Participation of under-represented groups in higher education: mature full-time first degree entrants (based on POLAR3 method)	No	2013-14	4.7	4.8	4.9	5	5.1		
T16a_03	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	HESA Table T7 - Participation of students in higher education who are in receipt of Disabled Students' Allowance (DSA): Full-time all undergraduates	No	2013-14	8.7	9.5	9.8	10	10.2		
T16a_04	Student success	Mature	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Table T3a - Non-continuation following year of entry: full-time first degree entrants	No	2013-14	17.4	13	12	11.7	11.3		
T16a_05	Access	Disabled	Other statistic - Postgraduate (please give details in the next column)	Postgraduate ITT: Disabled - Disability profiles of intake - first year trainees Primary & Secondary - NCTL	No	Other (please give details in Description column)	11.3	12.5	12.8	13	13.1		Baseline data calculated using 3 year average of NCTL data. See access agreement page 9 for last 3 years data used in calculation.
T16a_06	Access	Mature	Other statistic - Postgraduate (please give details in the next column)	Postgraduate ITT: Mature - Age profiles of intake (Age 25+) - first year trainees Primary & Secondary - NCTL	No	2012-13	44.9	50	53	55	57		
T16a_07	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	HESA Tables T3b -Non-continuation following year of entry: young full-time first degree entrants (Young entrants from low participation neighbourhoods (based on POLAR3 method)	No	Other (please give details in Description column)	6.7	5.5	5	4	4		
T16a_08	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Participation of under-represented groups in higher education: young full-time first degree entrants (based on POLAR3 method)	No	2013-14	5.7	5.9	5.9	6	6.1		
T16a_09	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Attainment gap between Black and White students achieving 1st or 2.1s	No	2014-15	23	20	17	14	12		Data from internal sources the gap between % of white students achieving 1 or 2.1s and % of black students achieving 1 or 2.1s
T16a_10	Progression	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Proportion (%) of black students with 1st or 2.1s progressing onto graduate-level jobs or further study	No	2013-14	71.6	73.1	73.85	74.6	75.35		Data from DLHE survey looking at % of black students who attain 1st or 2.1s progressing onto a graduate level job or further study
T16a_11	Student success	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Increase linear, consecutive progression of care-leaver students from Level 1 to Level 2, to be achieved through dedicated staff support and bespoke initiatives	No	2015-16	72% achieve linear progress	75%	78%	81%	84%		Targeted support to be provided by dedicated WP Co-ordinator and other University support programmes to reduce the attrition rate of care-leaver students and assist with 'normal' progression from Level 1 to Level 2.

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Organise activities for WP students Yrs 6 - 13 in connection with new STEM Learning Centre opening Winter 2016	No	2016-17	2 events for min 30 students	4 events for min 60 students	5 events for min 75 students	6 events for min 90 students	7 events for min 105 students		We aim to raise awareness of STEM subjects by providing inspiring, curriculum-linked STEM activities. We also aim to address the gender imbalance in STEM subjects by increasing the number of females attending STEM outreach events.
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Organise activities for WP students in collaboration with other HEIs, in partnership with AccessHE members and other organisations such as LAs and voluntary organisations	Yes	2015-16	6 events for min 160 students	6 events for min 160 students	6 events for min 160 students	6 events for min 160 students	6 events for min 160 students		We aim to organise, deliver and/or contribute to a range of HE awareness and attainment-raising activities in collaboration with a variety of partners to improve HE orientation and achievement for 'hard to reach' groups such as young parents, young carers and looked-after children.
T16b_03	Student success	Multiple	Student support services	Expansion of HeadStart transition programme	No	2015-16	100 participants	120 participants	130 participants	140 participants	150 participants		Appoint a full-time HeadStart manager and re-introduce HeadStart Online to increase the number of participants benefiting from the course in order to secure further improvement in progression rates from L1 to L2.
T16b_04	Progression	Multiple	Student support services	Expansion of Professional Mentoring Programmes in collaboration with employers	Yes	2015-16	90 participants	180 participants	180 participants	180 participants	180 participants		Appoint a second Mentoring Co-ordinator to increase the number of professional mentors working with undergraduate mentees by 100% in order to support student progression and employment prospects.
T16b_05	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	Outreach activities for care leavers, ranging from IAG to residentials, in collaboration with Virtual Schools and voluntary organisations	Yes	2016-17	38 participants	40 participants	42 participants	44 participants	46 participants		Organise a range of events specifically for looked-after children, foster carers and support staff to raise aspiration and encourage access to university.
T16b_06	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Increase the percentage of Yr 10 Scholars starting the Brunel Urban Scholars programme in 2017/18 who meet or exceed their end-of-year target grades in English and Maths, as reported by their schools. Baseline data is pre-entry 2016-17 and reflects end of Year 9 assessment and three-year GCSE course target grades. Future groups (2019 onwards) cannot as yet be identified because of the charitable funding element of the programme (still to be confirmed) which requires us to take into account funders' wishes e.g. in respect of the entry year group and the duration of the funded programme.	No	2016-17	20%	40%	75%	Group not yet identified	Group not yet identified		Many Urban Scholars are chosen for the programme because they are not achieving their full potential, hence the target of a percentage increase in those exceeding their predicted grades in English and Maths - key elements of the programme and passport subjects to further/higher education and employment. All of the Scholars' schools measure progress in different ways but this problem is overcome by recording whether students are performing on, below or above target, as reported by the school. The chosen cohort will be sitting GCSEs in summer 2019.

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