

BRUNEL UNIVERSITY ACCESS AGREEMENT - applying to new entrants commencing courses in 2014/15

“Brunel University has an enviable reputation for both encouraging aspiration and in providing high quality, research-led teaching to a very diverse student population. Our approach, which includes a considerable focus on employability and employer links, is perhaps unique in an institution of our kind. This Access Agreement looks to continue to underpin our valuable work with the community at large whilst re-doubling our efforts on the activities which will provide even better outcomes and success for our students in future years.”

Julia Buckingham, Vice Chancellor and Principal

Summary

In line with current practice Brunel University wishes to charge fees in excess of £6,000 and is therefore submitting an Access Agreement which sets out how it intends to utilise a percentage of the extra fee income generated to continue and expand the activities that have proved successful in widening access and delivering positive outcomes for students from under-represented backgrounds at the University. In particular we intend to increase the percentage of the additional fee income we spend on student success activities and employability initiatives. Also, and in anticipation of the new national strategy for access and student success, we intend to align more closely our HEFCE funded Widening Participation activities and our OFFA related expenditure, focusing our outreach within our WPSS and student success activities within OFFA. The exception to this is our renowned Urban Scholars Programme which will continue to be funded through, amongst other sources, our OFFA Agreement to give continuity to the programme and enable the sector as a whole to benefit from the long term research backing this project. It is our aim to maintain our OFFA expenditure at around 20% of additional fee income in any individual year.

We have consulted with the President of the Student Union in preparing this agreement and he has consulted the Union’s executive with regard to its content. As members of Senate and Council the Student Union will continue to have strategic input to this agreement and will be represented on the University’s newly created Fees, OFFA and Widening Participation Board and the Fees and Funding Group which work to deliver the agreement on a strategic and practical level respectively.

Given that the University has a diverse population our OFFA Agreement will focus on students from low participation neighbourhoods, low socio-economic groups, those with a

registered disability and care leavers. It will not specifically focus on any particular ethnic minority.

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

The University has a diverse student population and has historically performed well against benchmarks for “under-represented” groups in Higher Education. We will seek to maintain our record of fair access and diverse admissions whilst focusing more closely on the outcomes for these students in regard to both academic achievement and employability.

We intend to increase our work in the areas of transition, progression and achievement to ensure our under-represented groups achieve outcomes comparable to our student population as a whole. We intend to match the Government's National Scholarship Scheme in a way which benefits our students both fairly and flexibly, recognising the diversity of need represented within our student population. To aid retention we will continue to offer NSP students funding in future years rather than focus support in the first year.

The University's current highly successful Widening Participation Strategy is available at <http://www.brunel.ac.uk/about/strategy/strat/wps>.

Since its inception in 1966 Brunel University has also had a very strong focus on employability and employer engagement and this OFFA Agreement also contains details of schemes to ensure that under-represented groups can benefit from internships and placement years which we believe can improve outcomes for those students.

The University intends to set a fee of £9,000 for all Home & EU undergraduate students commencing full-time undergraduate studies in autumn 2014 and subsequently to review tuition fees annually for new students. The University has a small number of part time programmes for which the fee will be based pro rata on the enhanced fee. For students on four-year sandwich courses the fee for the sandwich year is £1,000. Full information on the university's fee and scholarship levels will be published on the University's website at <http://www.brunel.ac.uk>.

The University has a small number of undergraduate courses in the Arts, Health and Social Care and Sport which recruit part-time. 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-rate

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.

Scholarships 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. Students from the EU, Northern Ireland and Scotland are also ineligible for OFFA Scholarships.

The University's Access Agreement has four main strands:

- Current Performance
- Outreach
- Transition, retention, achievement and employment outcomes (Student Success)
- Targets

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Current Performance

The University's Undergraduate cohort is expressed in the following tables.

In this OFFA agreement we have changed our performance monitoring to utilise POLAR 3 data throughout. This decision is logical as POLAR 2 will not be available for comparison for future years. This change has meant that in addition to meeting a range of benchmarks under the POLAR 2 system we are now also showing continuous improvement towards most targets and a particularly strong performance for disabled students, exceeding the national average by a considerable margin. This no doubt reflects the excellence of our award winning Disability and Dyslexia service. In common with much of the sector the impact of the national decline in part time and mature students has meant that efforts to grow this cohort have not been successful despite a performance which is better than previous years.

Young Full Time first degree entrants								
HESA Table T1a	<i>From Social Classes 4-7</i>				<i>From low participation neighbourhoods (POLAR3)</i>			
Year	Brunel %	Benchmark	Location adjusted Benchmark	UK Average	Brunel %	Benchmark	Location adjusted Benchmark	UK Average
2011/12	31.9	32.3	32.9	30.7	5.2	10.6	5.6	10.2
2010/11	37.1	33.1	33.9	30.6	5.0	10.3	5.0	10.0
2009/10	36.4	32.1	32.1	30	4.0	10.2	4.8	9.6

MATURE - Full Time First Degree Entrants				
HESA Table T2a	<i>From low participation neighbourhoods (POLAR3)</i>			
Year	Brunel %	Benchmark	Location adjusted Benchmark	UK Average
2011/12	4.5	13.1	5.7	10.9
2010/11	4.3	12.9	5.7	10.9
2009/10	3.7	13.7	5.7	10.6

ALL STUDENTS - Full Time Undergraduates			
HESA Table T7	<i>In Receipt of Disabled Students' Allowance (POLAR3)</i>		
Year	% with DSA	Benchmark	UK Average
2011/12	8.0	5.6	5.9
2010/11	7.0	5.2	5.3
2009/10	5.4	4.7	4.9

Brunel National Scholarship Programme

The University will offer the allocated number of NSPs to eligible prospective students who choose Brunel as their 1st choice of institution (i.e. have unconditional firm status with Brunel University) and meet appropriate criteria, including income. The funding for those NSP prospective students who fail to achieve their predicted grades and are rejected by the University will be reallocated to students coming in through "Clearing and adjustment" who meet the established criteria.

Brunel has been allocated NSP students accounting for around 13% of the planned student intake in 2014. However the University intends to match the NSP scheme scholarships for the 2014 cohort during their period of study. Students will be provided with two-thirds of this £3000 package as fee waiver and £1k in cash. It is clear from experience that students require much greater clarity from institutions around scholarship offers and a small number of simple schemes and therefore we have focussed our major scholarship offering on NSP. It is anticipated that Brunel will offer scholarships to around 30% of eligible students in 2014 and will be providing around 14% of additional income in scholarship support by 2017/18.

Local Boroughs Scholarships

We intend to continue our Local Boroughs Scholarships which will be worth £6,000 annually, subject to satisfactory progression, paid as £5k in fee waiver and £1k in cash or kind. They will be provided to 10 Undergraduate students in 2014-15, on the basis of academic excellence and require high levels of academic achievement.

Eligible students must have attended a maintained school or college (not an independent or private school) 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 (i.e. are entitled to a full Government Maintenance Grant or Special Support grant).

Care Leaver (Federation Foyer) 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, up to a maximum of three years. Those students on a sandwich programme will be entitled to a Placement Scholarship to cover the fee for their placement year. 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.

Scholarships and awards additional to those funded through our OFFA Agreement

The University has a range of existing annual scholarships currently available to new full-time undergraduates at Brunel which are not included in our OFFA arrangements.

Applicants cannot receive more than one Scholarship of this type. The University has been successful in obtaining support from The London Borough of Hillingdon, TATA Global Beverages, and Nexen to provide additional scholarship opportunities for our students.

Excellence Scholarships

Excellence Scholarships are worth £3,000 per year and are available to up to 150 students who achieve three A's at A-level or equivalent subject to satisfactory academic progress.

Alumni Scholarships

Brunel Alumni Scholarships (funded by alumni donations) are non-repayable cash awards of £6,000, paid each year on the same basis as Local Borough Scholarships to the 5 applicants who achieve the highest number of UCAS tariff points.

Brunel Urban Scholarships

Brunel Urban Scholarships are non-repayable cash awards of up to £3,000 per year for all students who have attended the renowned Urban Scholars programme at Brunel University for a minimum of two years, who meet our entry criteria and who meet the requirements for obtaining UK fee and maintenance support. TATA Global Beverages intend to contribute £15,000 pa to provide funds for these scholarships.

Brunel Mathematics Scholarships

The Department of Mathematical Sciences offers up to 10 scholarships annually for UK students admitted to one of the undergraduate Mathematics degree programmes (Mathematics, Financial Mathematics, Mathematics and Computing, Mathematics with Computer Science, Mathematical and Management Studies or Mathematics and Statistics with Management). To qualify for a scholarship, students must achieve at least grades AAB at A-level, with grade A in Mathematics or Further Mathematics. Successful applicants will receive £1,000 in each year of study (except in a placement year), subject to the recipient maintaining at least an upper second class honours standard of academic performance.

For full details of Scholarships available from Brunel University see:

<http://www.brunel.ac.uk/ugfunding>

Our Strategic Approach to Fair Access

As an institution we intend to continue to undertake considerable outreach work which is will be targeted at students from under-represented groups with particular emphasis on students with disabilities and care-leavers, as well as focussing on specific schools, colleges and neighbourhoods to continue to exceed our participation from Low Participation Neighbourhoods. The aim is to consolidate further work carried out to date to ensure that Brunel continues to exceed its benchmarks in key areas and endeavours to meet its benchmarks in areas where it currently falls short by concentrating its activities on specific institutions and groups.

This latest agreement also reflects changes in anticipation of the new national strategy for access and student success, we intend to align more closely our HEFCE funded Widening Participation activities and our OFFA related expenditure, focusing our outreach within our WPSS and student success activities within OFFA

We have assessed our student success activities rigorously and follow a data driven approach utilising, where appropriate, pilot schemes as well as undertaking primary research into impacts on retention activities for specific cohorts. In particular we are looking to introduce schemes aimed at enhancing the employability of our students in partnership with industry, recognising that fair access goes beyond simply access to learning but also into equality of opportunity post-study. Recent primary research into our activities includes:

- Mentoring – Impact on Students and Employment; the Care Leaver Experience; Students with Caring Responsibilities; Headstart – Transition into University; Regional Partnership Scholarships and the Disability Peer Mentoring programme

The current Brunel combined OFFA Agreement and WPSS has four strategic aims:

- To increase the number of students attending Brunel from low participating neighbourhoods.
- To increase the number of disabled students at Brunel in receipt of the Disabled Students' Allowance (DSA) and enhance the support available to students who disclose a disability.
- To encourage care-leavers to apply to Brunel and to support their progression and retention.
- To improve the successful transition, progression, retention and employability of all WP students.

Outreach Activities

Brunel University has a strong reputation for widening access both within the sector and with its partners in both mainstream education and further education. The University has

had a dedicated team since 2002 focussing on outreach, transition and retention and has achieved considerable success both directly with local Schools and Colleges in West London and through its award winning partnership programme with the London Borough of Hillingdon. Brunel also is recognised by Buttle UK for its efforts to encourage the entry of care- leavers into the University and its efforts to provide specialist support for this group.

Our long term outreach strategy is based upon years of providing evolving forms of activity and targeting interventions on very specific cohorts to achieve objectives. Given the inexorable rise in requests from Schools and Colleges for IAG support we have found that focussing on establishments in receipt of the newly introduced “Pupil Premium” helps to more accurately target activity. A large percentage of our students are from WP backgrounds which is unusual for a research-intensive institution.

Key activities undertaken annually include:

- HE awareness visits, master classes, subject taster days, IAG sessions and summer schools focusing on the 5 west London boroughs of Brent, Ealing, Hammersmith and Fulham, Harrow and Hounslow - high priority schools/colleges and low participation neighbourhoods from Year 5/6 upwards
- Events in partnership with local schools, FE colleges, HEIs, voluntary organizations, local authorities, regional or national progression projects
- Parents/carers annual event
- Campus visits for disabled students from local schools/colleges
- Annual pre-induction day for students with disabilities plus induction week programme
- Activities in schools, colleges, community settings etc to aid successful transition to HE of WP students
- LB Hillingdon Primary school campus visits and other awareness raising activities (12 annually)
- Bespoke activities for LB Hillingdon partnership Academies in low participation neighbourhoods (LPNs) – Harefield and Stockley

All activities are fully evaluated through written feedback, focus groups and action research within a developing formal evaluation framework covering both the OFFA Access Agreement and the WPSS. However through membership of AccessHE, the pan-London partnership body, we intend to start to use data tracking approaches to enable us to track the outcomes from our work regardless of whether student’s progress to Brunel in a powerful and holistic way.

Each year 4,000 children attend aspirational events delivered by Brunel. It is our aim to maintain this level of performance in attracting students from such groups through continuation of our Outreach activities, although we will need to work hard to do so as the

cohort may prove attractive to other institutions due to the volatile nature of the HE market currently.

Detailed targetry for our Outreach activity can be found within our University Widening Participation Strategic Statement. Efforts to increase the number of mature students at Brunel suggest our proposed targets to increase the numbers from this group are unrealistic given the national impact of the new fees regime on part time, predominantly mature applicants and we have therefore revised them to focus on maintaining our mature student base.

In our 2012 agreement we anticipated that we would explore the possibility of supporting a UTC in collaboration with the London Borough of Hillingdon as we recognise that there are many pathways into Higher Education. As a result we are the lead partner in the Heathrow Aviation UTC which will provide a range of pathways into engineering and other STEM subjects. The UTC will open in autumn 2014 and we plan to support the UTC with further targeted outreach activity.

Brunel University strongly 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, a social enterprise developed within London's HE sector formed from within the former Aimhigher partnerships of the capital. We believe that this collaboration complements our existing, and highly successful, outreach programme.

AccessHE enables the development of new approaches and the sharing of best practice through specific forums. Brunel is already a participant in the LAC (Looked After Children and Care Leavers) Forum, Disability Forum, Student Ambassador Forum, Evidence and Evaluation Forum and Retention Forum. Membership also provides valuable data to enable the targeting of activity to monitor progress on access issues across London in a holistic way.

Joint activities on IAG Information, Advice and Guidance and collaborations between Brunel and the Royal Central School of Speech and Drama and Royal Veterinary College have already taken place. We anticipate further collaboration to bring a broader perspective on HE to our local WP cohort.

It is anticipated that we will be particularly active in the following areas of collaboration:

- Participation in outreach/learner events organised by AccessHE, London South Aimhigher and other WP groups
- Participation in a long term pan-London approach to assessing the impact of collaborative outreach activity through targeting specific individuals and monitoring progress longitudinally.

- Contribution to WP forums and conferences convened by AccessHE and other groups (focussing on care leavers, retention issues, disabled students and student ambassadors)
- Provision of Information, Advice and Guidance (IAG) sessions in collaboration with partner HEIs
- Input into the London Access Data Service run by AccessHE for partner institutions to provide more accurate monitoring and tracking of WP students

We are also members of NEON (National Education Opportunities Network) which is the professional organisation supporting those involved in widening access to higher education. NEON aims to enable those working to widen access to HE at all levels and in all sectors to affect change in their own organisations and communities.

NEON is based on a cross-sector, bottom up approach bringing together HEIs, schools, colleges, student unions, the voluntary sector, professional bodies and statutory stakeholders. The focus is on both how the progression to HE for under-represented communities and individuals can be increased and also how their success when they enter, progress through, and leave, HE can be ensured.

We recognise that HEFCE and OFFA wish to see closer alignment between outreach activity funded through both channels and this agreement sees the concentration of traditional outreach activity through our WP strategy whilst OFFA funding is used to support collaborative approaches and the continued expansion of our current gifted and talented “Urban Scholars” programme, and its associated research programme, to focus on Hillingdon and other West London Schools which was funded from previous access agreements. Hillingdon has a long history of low participation and our work within the Borough is ongoing and welcomed by the local authority.

Student Success - transition, retention, achievement and improved employment outcomes for students

Just as the focus of our outreach activity is predominantly funded from HEFCE grants our transition, retention and achievement activities (student success) are funded in the main from our OFFA Agreement. Brunel has operated a programme called “Headstart” for a number of years which aims to give students with little or no experience of Higher Education a clear insight into the level of work expected at University and the study skills required. We will use our additional fee income to continually increase the numbers of students taking advantage of this pre-sessional scheme which is delivered partly on line and partly through on site workshops. It is our experience that transition is critical in ensuring widening access students have a successful start at university and this contributes significantly to student success. Brunel’s success in attracting WP students requires a

greater focus on activities to improve retention and achievement and therefore we anticipate this will form a significant element of our OFFA Agreements for the foreseeable future.

Data analysis has also shown that certain groups, including mature students, are less likely to achieve the retention levels common to other cohorts. We will continue to fund and develop pilot schemes within academic schools to examine how best to deliver an improvement in retention amongst specified groups, including care-leavers, with the aim of rolling out best practice. This rolling programme of student success activities will be in addition to major pan-University retention programmes allied to our Learning and Teaching Strategy. This Agreement also details our targets for retention of students for the future.

Our analysis suggests that student success is improved where students take an industrial or other work related placement. As an institution Brunel University strongly believes in a student experience built upon the foundations of employer engagement and research-led teaching and has continued to provide placement options across its portfolio. However our research shows that students from Low participation neighbourhoods 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 provide £1k to each student where applicable to ensure take up of this opportunity.

We intend to focus on development of employability skills with new university wide initiatives scheduled to be piloted in 2013/14 with a full launch in 2014/15 as we recognise the importance for our students. We also intend to provide bursaries to around 20% of the student population by 2016/17 to ensure students or recent graduates from under-represented groups are able to take up internships and therefore assist with entry into low mobility professions such as Law and Psychology. We will look to take steps to improve employability outcomes for our students and graduates utilising a range of means, both financial and through providing additional skills activity.

To encourage high performing students from under-represented groups to apply for, or transfer to, our four year integral undergraduate Masters degrees in Mathematics and Engineering we will offer successful candidates a fee waiver of £3k for the fourth year of study. This reduces the cost to the national basic fee and encourages such students to pursue excellence in STEM subjects.

Targets

The University's aim is to sustain its performance as measured by the percentages from the various groups identified in relevant HESA Performance Indicators whilst delivering improvements over time in measures related to low participation neighbourhoods.

The table below sets out our targetry and milestones relating to performance against benchmarks from 2014 /15 onwards, using a baseline percentage dataset. Note that Brunel does not have a portfolio which attracts a significant part time cohort (around 10 fte) and we have therefore not set targets for part time students although they will be eligible for our scholarship packages.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					
				2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
NS-SEC (HESA Table T1a)	Participation of under-represented groups in higher education: young full-time first degree entrants 2009/10	2009/0	36.4	36.4	36.4	36.4	36.4	36.4	36.4
LPN (HESA Table T1a)	Participation of under-represented groups in higher education: young full-time first degree entrants 2009/10	2009/0	6	6.4	6.7				
Mature	HESA Tables T2a: Participation of under-represented groups in higher education: mature full-time undergraduate entrants 2011/12 (based on POLAR3 method)	2010/11	4.2	4.5	4.5	4.5	4.5	4.5	4.5
Disabled	HESA Table T7 - Participation of students in higher education who are in receipt of Disabled Students' Allowance (DSA): Full-time all undergraduates 2009/10	2009/0	5.4	5.4	5.5	5.6	5.7	5.8	5.8
Non continuation: Mature (HESA Table T3a)	Table T3a - Non-continuation following year of entry: full-time first degree entrants 2008/09	2009/0	17.4	14.5	13.8	13.1	12.4	11.7	11.7
Postgraduate ITT: Disabled	Disability profiles of intake - first year trainees (2009/2010) Primary & Secondary - Training and Development Agency for schools Performance profiles aggregate dataset for the year 2011	2009/0	6.1	6.2	6.2	6.2	6.2	6.2	6.2
Postgraduate ITT: Mature	Age profiles of intake (Age 25+) - first year trainees (2009/2010) Primary & Secondary - Training and Development Agency for schools Performance profiles aggregate dataset for the year 2011	2009/0	54	55	55	55	55	55	55
Non continuation: LPN (HESA Table T3b)	HESA Tables T3b -Non-continuation following year of entry: young full-time first degree entrants 2009/10 (Young entrants from low participation neighbourhoods (based on POLAR3 method)(#4)	2009/0	9.8	9	8.5	8	7.7	7.3	7
LPN (location adjusted) (HESA Table T1a)	Participation of under-represented groups in higher education: young full-time first degree entrants 2009/10 (based on POLAR3 method)	2009/0	4	4.2	4.3	4.5	4.7	4.8	5

Brunel is currently developing a revised learning and teaching strategy for the institution and it is intended that issues such as retention and employability will be central to that strategy as will the use of data to drive enhancement.

Institutional Monitoring Arrangements

The Strategic Planning and Resources Committee of the University (a joint committee of Senate and Council) has responsibility for monitoring progress towards the strategic goals of the University and considers performance against targets through the Annual Monitoring Statement report, which is submitted to Council and to HEFCE annually. In addition the University has created a management board to oversee both our Access agreement and our Widening Participation activity funded by HEFCE to ensure the best possible cohesion and synergy in our overall outreach and student success activities. We intend to evaluate our initiatives robustly and to work collaboratively on evaluating some aspects of our work as required. Our Equality statement is at Annex 1, however all University policies and strategies, including this OFFA Agreement, are subject to impact assessment and monitored for compliance with our Equality and Diversity Policy.

Publication of details of fees and financial support available

As previously summary information detailing the Scholarships and benefits package and eligibility criteria will be made available in print form, and via the web, prior to the University's June Open days for 2014 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 days for 2014 entry and will be made available to prospective students and HE advisors within Schools and Colleges in both print and electronic form.

Meeting our responsibilities under the Equality Act 2010 and setting our Equality Objectives 2012-2016

The publication of the Equality data on 31st January 2012 met part of the University's statutory requirements under the Equality Act 2010. In publishing its Equality Objectives on Friday 6th April 2012, the University met the remaining requirements.

The Equality Objectives are set out in the University's Equality Plan in which the University is accountable to staff, students and other service users. It also gives the public the information needed to hold the University to account as far as our performance on equality is concerned. The publication of the Objectives is part of the University's Specific Duty under the Equality Act 2010. The Specific Duty requires the University to:

- set and publish equality objectives no later than the required date and review these objectives annually

Public bodies subject to Specific Duties must publish information to show their compliance with the Equality Duty, and all published information must show that the University has due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

The three aims of the Equality Duty are intended to support good decision-making by ensuring that the University considers how different people are affected by its activities. They also help us to deliver policies and services which are efficient, effective and accessible to all, and which meet different people's needs.

The protected characteristics covered by the Equality Duty under the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage and civil partnership (but only in respect of eliminating unlawful discrimination)

- pregnancy and maternity
- race, including ethnic or national origins, colour or nationality
- religion or belief, including lack of belief
- sex
- sexual orientation

The Equality Strategy Group formed part of the consultation process in the formulation of the Equality Objectives.

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OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: Brunel University
Institution UKPRN: 10000961

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	NS-SEC (HESA Table T1a)	Participation of under-represented groups in higher education: young full-time first degree entrants 2009/10	No	2009/0	36.4	36.4	36.4	36.4	36.4	36.4	36.4	Brunel has an excellent record in attracting this cohort. Competition for these students in the market means we will have to work hard to maintain current performance.
2	Mature	HESA Tables T2a: Participation of under-represented groups in higher education: mature full-time undergraduate entrants 2011/12 (based on POLAR3 method)	No	2010/11	4.2	4.5	4.5	4.5	4.5	4.5	4.5	Brunel has seen its share of mature students fall and this target to maintain our percentage of mature students will require continued commitment to targeting this group.
3	Disabled	students in higher education who are in receipt of Disabled Students' Allowance (DSA): Full-time all undergraduates 2009/10	No	2009/0	5.4	5.4	5.5	5.6	5.7	5.8	5.8	We wish to continue our success in attracting growing numbers of disabled students and have developed a dedicated service to meet their needs.
4	Non continuation: Mature (HESA Table T3a)	Table T3a - Non-continuation following year of entry: full-time first degree entrants 2008/09	No	2009/0	17.4	14.5	13.8	13.1	12.4	11.7	11.7	A programme of retention projects is being funded within our academic schools to improve retention of key groups.
5	Postgraduate ITT: Disabled	Disability profiles of intake - first year trainees (2009/2010) Primary & Secondary - Training and Development Agency for schools Performance profiles aggregate dataset for the year 2011	No	2009/0	6.1	6.2	6.2	6.2	6.2	6.2	6.2	We wish to continue our success in attracting growing numbers of disabled students and have developed a dedicated service to meet their needs.
6	Postgraduate ITT: Mature	Age profiles of intake (Age 25+) - first year trainees (2009/2010) Primary & Secondary - Training and Development Agency for schools Performance profiles aggregate dataset for the year 2011	No	2009/0	54	55	55	55	55	55	55	Brunel has a healthy number of Mature (25+) students in ITT courses above sector average of 51% and this target represents a wish to maintain it.
7	Non continuation: LPN (HESA Table T3b)	HESA Tables T3b -Non-continuation following year of entry: young full-time first degree entrants 2009/10 (Young entrants from low participation neighbourhoods (based on POLAR3 method)(#4)	No	2009/0	9.8	9	8.5	8	7.7	7.3	7	Brunel plans to improve retention.
8	LPN (location adjusted) (HESA Table T1a)	Participation of under-represented groups in higher education: young full-time first degree entrants 2009/10 (based on POLAR3 method)	No	2009/0	4	4.2	4.3	4.5	4.7	4.8	5	Many of this cohort enter on integrated foundation courses and Brunel will need to provide an attractive package to increase numbers in the light of cheaper provision in FE colleges.

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1												
2												
3												

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.