



BRUNEL UNIVERSITY LONDON ACCESS AGREEMENT

applying to new entrants commencing courses in 2017/18

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 and employability for its widening participation (WP) cohort.

The University has historically performed well against HESA benchmarks for under-represented 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 achievement and progression to ensure they achieve levels of success comparable to our student population as a whole. Consequently this agreement continues to see a higher percentage of additional fee income spent on student success and progression activities in order to support this aim. As well as schemes to ensure that under-represented groups can benefit from internships and placement years and activities to expose students to the world of work and to develop skills which we believe can improve outcomes for those students, we will strengthen initiatives to address the attainment gap for specific targeted groups.

Brunel University London has a very diverse student population and therefore the focus of our OFFA Agreement will be to prioritise young and mature students from low participation neighbourhoods (LPNs), students with a registered disability, care leavers and young carers.

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 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 interim Widening Participation Strategic Statement is available at:

<http://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 full-time undergraduate studies in autumn 2017 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 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 <http://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 ten undergraduate courses in the Arts, Business, Social Sciences, Health and Social Care 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-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 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:

- Outreach/access
- Transition
- Student Success/retention
- Progression/employment

a) Outreach/Access Activities

Brunel University London has had a dedicated team since 2001 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 2015/16 24.5% 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. Our 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 2011/12 or 2012/13, although improving, continued to be among the lowest of the Outer London boroughs (<https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2015>). Two wards in Hillingdon are identified in the latest HEFCE maps as having much lower than expected participation rates (<http://www.hefce.ac.uk/analysis/yp/gaps/>). A wide programme of tailored activities will be provided to meet individual schools' needs, both primary and secondary, in order to further HE entry.

Brunel's general aspiration and attainment-raising outreach programme each year engages around 4,000 visitors, from primary Year 5 upwards. It is our aim to maintain this level of performance, attracting relevant target groups, through continuation of our current outreach activities. Currently over 43% of the student intake comes from NS-SEC 4-7 (HESA Performance Indicators 2014/15).

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. From early 2016 a dedicated WP Co-ordinator, funded by the access agreement budget, 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. Research to gauge its success will be undertaken in 2017/18.

This agreement details our performance and targets for students from LPNs for the future. Other targets for our outreach activity are currently found within our interim Widening Participation Strategic Statement but will, in future, be incorporated in a new all-encompassing Widening Participation Strategy. Given changes to HEFCE Student Opportunity funding it is anticipated that future outreach work will be almost wholly funded from within the OFFA agreement.

Specific outreach/access activities

Brunel's most longstanding outreach activity is the highly regarded, nationally recognised **Urban Scholars** programme. This programme focuses specifically on interventions with identified gifted and talented students in receipt of free school meals from the London area. The programme is based upon proven techniques in raising aspirations and channelling talent through improving, among other things, 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 teach.

In autumn 2016 Brunel University London will open a **STEM Learning Centre** dedicated to inspiring young people to study science subjects and increase the number of students, especially women, studying engineering. This exciting project, which has been supported with HEFCE funding, presents a major opportunity to increase the aspiration of young students throughout south east England and we intend to utilise access agreement funding to ensure that WP cohorts from primary and secondary schools have the opportunity from 2017 onwards to visit and benefit from this new facility.

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.

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 widening 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. In 2017/18 AccessHE will be convening action forums across a range of outreach areas including working with Black and Minority Ethnic (BAME) learners and those with disabilities and facilitating joint projects to raise attainment/improve knowledge of HE via 'AccessHE Online' and to evaluate outreach work through 'Impact London'. We anticipate engaging in a range of these activities as they link to the specific priorities of Brunel University London. AccessHE will also be supporting its members to work together in the area of retention, success and progression in 2017/18 and we will be exploring how that can strengthen our work.

We are also members of the **AccessHE National Network for Collaborative Outreach/SPOC** which was established in 2014 with HEFCE funding. We will utilise OFFA funds to maintain our contribution to this network beyond the initial publicly-funded period.

We will continue to subscribe to the Higher Education Access Tracker (**HEAT**) service which assists members in the targeting, monitoring and evaluation of both their individual and collaborative access activities. It allows member universities to demonstrate outreach participation in relation to success at key transition points and collectively to explore best practice in combining qualitative and quantitative research on outreach. Matured HEAT data shows enrolment not only to Brunel but to all other HEIs, thus demonstrating the contribution of our activities to the sector as a whole.

We are also members of **NEON** (National Education Opportunities Network) which is the professional organisation for access to HE in England with over 60 Higher Education

Institution (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 key priority areas of BAME learners, supporting those with disabilities, enabling greater progression for white disadvantaged males, as well as ensuring improvements in the evaluation of access to higher education work. Membership of NEON allows Brunel University London to improve the quality and range of its access work by being part of a collaborative national community of practice. 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 and 2016.

b) Transition

Brunel University London has operated a programme called **HeadStart** for eight years which aims to give students with little or no experience of HE and who are at higher risk of non-continuation a clear insight into the level of work expected at university and the study skills support available. We will use our additional fee income to continually increase the numbers of students taking advantage of this pre-session scheme which is delivered through on site 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. See: Danvers, E. and Crooks, B. (2013) Brunel University HeadStart Week – an introduction to university life and learning in Compendium of Effective Practice in Higher Education: Volume 2. HEA, pp. 22-24. Recent research (2016) has shown that students who participated in the HeadStart programme were more likely to progress to Level 2 than those eligible students who chose not to attend. They were also more likely to be retained.

The University accepts students with a variety of entry qualifications. The **Transition Project**, set up in 2015/16 as a one-year pilot, aims to improve transition into Brunel and between levels, particularly for vocational learners. Access agreement funding will ensure the continuation of this project which will enhance existing structures and support mechanisms as well as programme design and development.

As stated above, we will continue to utilise access agreement funding in 2017/18 to provide a **post within the University** to manage relations with looked after children, care leavers, mature learners and young carers in order to raise aspirations and increase applications to Brunel University London and to manage, develop and monitor the impact of a learning community for the target group at Brunel aimed at improving progression, retention, attainment and employability.

c) Student Success/ Retention

A significant percentage of access agreement funds at Brunel will be directed in 2017/18 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 where this is shown to be necessary. We will also be utilising this funding stream to continue provision of a **Hardship Fund** which can be critical in aiding 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 eligibility criteria. In addition we will provide ongoing financial assistance to the **Brunel Counselling Service** as they seek new ways of supporting WP students experiencing mental health issues, in particular through group cognitive hypnotherapy sessions.

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

d) Progression/Employment

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 to appoint a Student Success Project Co-ordinator to implement the 'Bridging the Attainment Gap Action Plan' who will work 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 a senior management champion. 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. We will also seek to reduce the gap in terms of progression onto graduate level jobs 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 established a Professional Development Centre to further improve employability outcomes for our students. We also 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 £1K to each student where applicable to ensure take up of this

opportunity. We will also continue to provide bursaries to ensure students from under-represented groups are able to take up internships and therefore assist with entry into low mobility professions.

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 under-represented 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 <https://www.offa.org.uk/publications/national-strategy-for-access>
- The **WP Summer Internship Scheme** which provides a number of paid internships/work experience to our first year WP students
- 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

Brunel Bursary

Brunel will continue to offer bursaries to students from 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 Scholarships

We intend to continue our Local Boroughs Scholarships which are worth £6,000 annually, subject to satisfactory progression, paid as £6K in fee waiver or cash. Research commissioned into the impact of these scholarships 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.

The scholarships will be provided to 30 max undergraduate students in 2017/18, on the basis of academic excellence. 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 maintenance loan or Special Support grant).

Care Leaver (Foyer Federation) Bursary

A £1000 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, 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.

Accommodation Bursary

The University plans to introduce a financial support bursary of £500 to eligible WP students (maximum of 200 awards) towards student campus accommodation in 2016/17. The impact of this bursary will be evaluated at the end of the academic year and the evaluation outcomes will inform the extension of the bursary for future years.

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. With the exception of care leavers, applicants cannot receive more than one scholarship. The University has been successful in obtaining support from Ford, Bourne Engineering and Nexen to provide additional scholarship opportunities for our students.

For full details of Scholarships available from Brunel University, see:

<http://www.brunel.ac.uk/courses/ug/fees>

4. Current Performance

The University's first time undergraduate cohort for 2014/15 is expressed in the following tables.

With regards to performance against HESA benchmarks, Brunel performs well in exceeding the location adjusted benchmark for first degree entrants from NS-SEC 4-7. However, we realise that this metric will no longer be used by HESA after 2016 and we will await publication of possible new UKPIs before deciding whether to replace this target with an alternative. We have improved our performance and continue to meet/approach our location adjusted benchmark for students from low participation neighbourhoods. 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 award winning 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 may help to redress the situation.

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 %	Location adjusted Benchmark	UK Average	Brunel %	Location adjusted Benchmark	UK Average
2014/15	43.3	36.9	33.0	5.9	6.0	11.4
2013/14	42.1	36.9	32.6	5.7	5.7	10.9
2012/13	39.4	35.1	32.3	5.0	5.4	10.9
2011/12	31.9	32.9	30.7	5.2	5.6	10.2
2010/11	37.1	33.9	30.6	5.0	5.0	10.0
2009/10	36.4	32.1	30.0	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 (POLAR3)</i>		
Year	% with DSA	Benchmark	UK Average
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
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 target and milestones relating to performance against HESA benchmarks from 2017/18 onwards. Note that Brunel does not have a course portfolio which attracts a significant part-time 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/retention

Number	Measure	2017/18 Target	2020/21 Target	Progress to date, by academic year				
				2010/11	2011/12	2012/13	2013/14	2014/15
1	NS-SEC classes 4-7 (HESA T1a - Young, full-time, first degree entrants)	36.4	.*	37.1	31.9	39.4	42.1	43.3
2	Mature Entrants - Low participation neighbourhoods (POLAR3) (HESA T2a - full-time, first degree entrants)	4.5	5.1	4.3	4.5	4.8	4.7	3.9
3	Students in receipt of DSA (HESA T7 - full-time, all undergraduate entrants)	5.8	10.1	7.0	8.0	9.2	8.7	8.2
4	No longer in HE after 1 year (HESA T3a - Mature, full-time, first degree entrants)	11.7	11.5**	17.4	13.4	11.9	17.4	9.1
5	Postgraduate ITT: Disabled - Disability profiles of intake - first year trainees Primary & Secondary - NCTL	6.2	13.1	10.2	10.7	13.0	9.4	-
6	Postgraduate ITT: Mature - Age profiles of intake (Age 25+) - first year trainees Primary & Secondary - NCTL	55.0	55.0	54.1	53.6	44.9	43.1	-
7	No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (HESA T3b - Young, full-time, first degree entrants)	7.0	4.0	9.8	8.1	7.8	4.1	7.1
8	Low participation neighbourhoods (POLAR3) (HESA T1a - Young, full-time, first degree entrants)	5.0	6.1	5.0	5.2	5.0	5.7	5.9
9	Attainment gap between Black and White students achieving 1st or 2.1s	20	12	-	-	-	-	23
10	Proportion (%) of black students with 1st or 2.1s progressing onto graduate-level jobs or further study	73.6	75.4	-	-	-	71.6	***

Data Source: Numbers 1, 2, 3, 4, 7 and 8 are sourced from HESA Performance Indicators and are released in March of each year. Numbers 5 and 6 are sourced from the National College for Teaching & Leadership (NCTL) performance profile reports, released in August/September of each year. Numbers 9 and 10 are internal targets, using the HESA data source.

* NS-SEC PI to be removed from 2017 from HESA indicators

** Target will be revised if 2014/15 performance is maintained

*** 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 at an operational level by a working group drawn from across the institution and is overseen by the Fees, Scholarships and SASS Committee which includes student representation. This committee is responsible for tracking institutional performance against the agreement. Strategically, the agreement is directed by the Education Strategy Committee, where there is student representation, on behalf of the University's 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. Periodically, specific institutional research projects are carried out to understand the needs and issues of specific 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 2017/18 the access agreement will link directly to the University's Equality and Diversity action plan, the Education Strategy and the Bridging the Attainment Gap action plan. The Equality and Diversity Manager for Students and WP Officers sit on the Access Agreement Working Group. The WP Office is represented on the Equality and Diversity Committee for Students.

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 under presented 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:

<http://www.brunel.ac.uk/about/administration/equality-and-diversity>

8. Provision of Information to Prospective Students

As previously, summary information detailing the Scholarships 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 2017 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 2017 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 Access Agreement Working Group.

Ali Milani, President of the Union of Brunel Students, has endorsed the access agreement.

“As President of the Student Union I support the Access Agreement as proposed for 2017/18. 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)	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	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	42.4	42.6	42.8	43		This target is to be removed.
T16a_02	Access	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	4.7	4.8	4.9	5	5.1	
T16a_03	Access	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	9.2	9.5	9.8	10	10.2	
T16a_04	Student success	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	14	13	12	11.7	11.3	
T16a_05	Access	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	12.2	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	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	48	50	53	55	57	
T16a_07	Student success	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	6	5.5	5	4	4	Baseline data calculated using 3 year average of HESA data. See access agreement page 9 for last 3 years data used in calculation.
T16a_08	Access	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	5.8	5.9	5.9	6	6.1	
T16a_09	Progression	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	22	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	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	72.35	73.1	73.85	74.6	75.35	Data from internal HESA DHLE looking at % of black students who attain 1st or 2.1s progressing onto a graduate level job or further study

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the 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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	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	2 events for min 30 students	4 events for min 60 students	5 events for min 75 students	6 events for min 90 studnets	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	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	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	Student support services	Expansion of HeadStart transition programme	No	2015-16	100 participants	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	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	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.