



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by Brunel University London against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

Brunel University London's ambition and strategy as detailed in the 2019-20 access and participation plan:

Our Brunel 2030 vision drives the University's strategic direction, including the ambition to enable students to realise their potential irrespective of social or cultural backgrounds. The focus on 'success for all' builds on a long history of widening access and successful participation for students from diverse backgrounds, and is articulated in the Strategy for Access and Student Success 2016-2021.



review and curriculum review processes, ensuring that the student voice is at the heart of our programme design and helps to identify any barriers to success.

We will increase engagement with external stakeholders, particularly around sharing what

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Brunel University London of progress against the targets approved in its 2019-20 access and participation plan.

T16a_07 (Student success)	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)	Other (please give details in Description column)	6.7	5	4	Percentage	2018-19	3.7	Expected progress
T16a_08 (Access)	Participation of under-represented groups in higher education: young full-time first degree entrants (based on POLAR3 method)	2013-14	5.7	5.9	6	Percentage	2019-20	3.9	
T16a_09 (Student success)	Attainment gap between Black and White students achieving 1st or 2.1s	2014-15	23	17	14	Percentage points	2019-20	18	Limited progress
T16a_10 (Progression)	Proportion (%) of black students with 1st or 2.1s progressing onto graduate-level jobs or further study	2013-14	71.6	73.85	74.6	Percentage			
T16a_11 (Student success)	Increase linear, consecutive progression of care-leaver students from Level 1 to Level 2, to be achieved through dedicated staff support and bespoke initiatives	2015-16	72% achieve linear progress	78%	81%	Percentage			









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## 5. Confirmation

Brunel University London confirms that:

Student engagement

## Annex A: Commentary on progress against targets

Brunel University London's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
Yes, we have delivered a specific outreach programme for mature students and continued to work collaboratively with the sector to reach a broader cohort of potential students. We have appointed a full-time contextual admissions officer and age on entry is used as a contextual flag, which means that applicants who are initially rejected are reviewed and, if appropriate, issued a contextual offer. We have also reviewed our entry requirements, including the time limits for qualifications to be recognised, to ensure we are recognising the experience mature students can bring.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Yes. In 2019-20 we developed a 'Lifelong Learning Bursary', a full fee waiver for ten mature students per year which will be offered for entrants from 2020-21 onwards. The bursary is focused on those in the local area and are in the age groups particularly underrepresented at

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We noticed during our internal monitoring and review process that mature student engagement with pastoral support was not as high as we had expected, and we are now reviewing our Theory of Change which assumed that providing targeted pastoral support would improve mature student retention. As a result of this we investigated mature student engagement with our other success activities and found that engagement with our Academic Skills Service was very high. We believe therefore that a more targeted approach towards academic skills would be more beneficial to support mature student retention.

We have appointed a full-time contextual admissions officer and POLAR Q1 or Q2 is used as a contextual flag, this means applicants who are initially rejected are reviewed and, if appropriate, issued a contextual offer.

#### Target reference number: T16a\_09

How have you met the commitments in your plan related to this target?

Yes, we continued to deliver our Student Success Project in 2019-20 which included activity to support students' sense of belonging, supporting academic departments to review their curriculum content, developing resources for students, appointing student success ambassadors to review activities, and engaging with the sector to share good practice.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

In Spring 2020 we undertook a review of the Student Success Project; the review panel had internal and external members and consulted with various members of the University community. The review found that whilst the work to date had been positive, further impact could be achieved by a specific focus on anti-racism and providing training for staff and students. It was felt that the academic elements of this work should be driven by a newly formed Academic Professional Development Unit, whilst the Student Success team should focus on broader University training. These recommendations are being taken forward in the 2020-21 academic year.

#### Target reference number: T16a\_11

How have you met the commitments in your plan related to this target?

Yes, we have continued to deliver our Care Leavers Bursary, HeadStart programme, Brunel Summer Internship Programme, and a specific, tailored set of activities for care leavers. We now have a full-time Student Welfare Officer who works with target underrepresented groups, including care leavers, to provide them with support throughout their studies. Whilst our performance for this target is not as high as hoped when the target was set, the numbers of

Yes, we have continued to deliver the programme for groups where we see gaps in outcomes for retention and students have advised they would like additional support with their transition.

