

Abbreviations

AP	Access and participation
APDU	Academic Practice Development Unit
APP	Access and Participation Plan
APSC	Access and Participation Sub-Committee
APVC-EDI	Associate Pro-Vice Chancellor Equality, Diversity and Inclusion
APVC-QA	Associate Pro-Vice Chancellor Education - Quality Assurance

MT	Medium-term
NEON	National Education Opportunities Network
NERUPI	Network for Evaluating and Researching University Participation Interventions
OfS	Office for Students
PAL	Peer assisted learning
PG	Postgraduate
PGCE	Postgraduate Certificate in Education
PVC-E	Pro-Vice Chancellor ±Education
SLC	Student Loans Company
ST	Short-term
STEM	Science, Technology, Engineering and Maths
TASO	Transforming Access and Student Outcomes in Higher Education
TUNDRA	Tracking underrepresentation by area
UBS	Union of Brunel Students
UCAS	Universities and Colleges Admissions Service
UG	Undergraduate
UNHCR	United Nations High Commissioner for Refugees
UR	Underrepresented
URG	Underrepresented group
VLE	Virtual learning environment
WA	Widening access

- x Risk 9: Students are withdrawing for financial reasons. Internal analysis indicates that the proportion of students citing financial concerns as the main reason for withdrawing from their programme has doubled over the last 3 years.
- x Risk 10: Students appear to be unaware of support available. Internal analysis suggests that students are not aware of the support that is on offer and are therefore not accessing it. The main factor influencing this could be the manner in which information is conveyed.

It is important to note that we will be monitoring and addressing other risks identified by the data analysis that have not been identified as a priority for the plan.

Objectives

We identified a number of indications of risks and will be addressing ten of those across the student life cycle. The objectives that we have set for 8 of our risks are:

Objective (1)

Indication of risk: Failure to recruit sufficient students from underrepresented backgrounds onto our UG medicine programme.

Risks to equality of opportunity : Knowledge and skills; information and guidance; perception of higher education; application success rates; limited choice of course type; academic support.

Objective: To ensure that students from underrepresented groups are able to apply and have equal opportunity to be successful in their applications.

Target (PTA_1): To ensure 80% of newly recruited home medical students are from underrepresented groups by 2028-29.

Objective (2)

Indication of risk: A difference in on-course continuation between students with A-level qualifications and those with BTECs.

Risks to equality of opportunity : Knowledge and skills; academic support; cost pressures.

Objective: To ensure that students with BTEC qualifications have equal opportunity to be successful.

Target (PTS_1): To reduce the continuation gap to 5% by 2028-29.

Objective (3)

Indication of risk: A difference in on-course continuation for Black students compared with white students.

Risks to equality of opportunity : Academic support; personal support; cost pressures.

Objective: To ensure that

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Medical School Outreach	New activity. To ensure that students from URG are able to access Medicine, we will set up a programme of supportive activity to remove the barriers that UR students face.	Staffing resource to run the programme Activity costs	ST: increased knowledge and awareness of course requirements and application processes MT: skill development to support applications LT: increased numbers of students from underrepresented backgrounds enrolling in the Medicine programme	
Attainment -raising activity				

Urban Scholars (a renaming exercise is currently taking place)

Existing activity. Supports academic studies whilst through a sustained intervention. Tutoring covers key subjects and support is provided with study & revision skills. Targeted at students from Key Stage 4

Book Club

New activity. Book Clubs for Year 6 students in targeted primary schools. Activity developed in SDUWQHUVKLS ZLWK %UXQH O¶V and local primary schools. Pilot project in 2023/24 worked with 4 schools.

Staffing resource, including Student Ambassadors
Activity/travel costs

ST: more positive attitudes towards reading
MT: teacher confidence increased
LT: reading attainment raised

IS5

Total cost of activities and evaluation for intervention strategy £3,580,400

Summary of evidence base and rationale

Our assessment of performance demonstrates that young people from disadvantaged backgrounds currently have significant risks to equality of opportunity at the access lifecycle stage so we are repositioning our activity to focus on success and progression stages of the life cycle; however, we are conscious of the need to continue our partnership working with schools, colleges and third parties to ensure that indicators of risk to access do not appear. As such, we are committed to taking a proactive approach and delivering a wide-range of activity as detailed in the intervention strategy to mitigate against these risks.

Evidence suggests that career choices and differences in attainment for young people from disadvantaged backgrounds start in primary school and that the effects of this disparity are long lasting and complex, and are influenced by factors such as home circumstances, personal situation, the area in which they live or the school they attend (5,6). As such, it is key to begin widening access work with primary pupils to support their attainment and provide knowledge and information about university. Our work covers both awareness-raising activities and programmes to support with attainment, notably in primary maths and English, as well as activities to support with progression, notably in primary science, to support future success.

Research illustrates that individuals from underrepresented backgrounds may have more limited opportunity to develop the knowledge and skills needed to progress to HE and to access information and guidance to enable them to make informed choices at both Key Stage 4 and Key Stage 5. This could be a result of home circumstances, personal situation, the area in which they live or the school they attend (7,8). As such, our WA activities consist of short-term subject tasters and on- and off-campus activity to enable us to provide information and guidance alongside more sustained activities taking place over a longer time period, with multiple touchpoints to help develop knowledge and skills (9). A number of our activities also include opportunities to engage with parents/carers and key influencers to empower them to play a positive role in supporting their young person with study and making informed decisions at key points of their educational journeys.

Recent research and focus has highlighted the role universities might play in supporting schools to increase the attainment of students and thus also improve continuation in HE (10,11). Developing academic skills, growing knowledge, widening expectations, and developing soft skills such as confidence and self-efficacy (5) lie at the heart of this work.

Activity		
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Communication	New Activity. We will develop two internships to improve communication of support so that students are aware of resources / support that are available to them. This activity is split across all success / progression intervention strategies.	Staff time and resource. Internship costs	MT: improved (and more timely) engagement with academic support	IS3 IS4 IS5
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Total cost of activities and evaluation for intervention strategy £3,648,000

Summary of evidence base and rationale

Recent research suggests that culturally sensitive curricula and assessment benefit all students and will support the engagement of racially minoritised students, potentially reducing continuation and awarding gaps linked to ethnicity (15, 16). This work cannot be done in isolation and is part of a top-down bottom-up multi-stage approach within the organisation and will be informed by published principles (17,18). Alongside this work, we will also be reviewing where modules/assessment are contributing to A-level/BTEC awarding gaps.

Our internal data (Annex A) suggest that there are regulatory/policy barriers to equality that are impacting on student success. A review of our regulations, policies and procedures will enable us to identify these and remove the barriers that students are facing.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Curriculum Review	Equality of access to learning resources; revised assessment strategies; revised Curricula	Reductions in awarding gaps at programme and modular level. Empirical Type 2	Annual Report on Brunel APP website Access HE Report (2029) External education conferences/publications
Regulation and Policy Review	Revised regulations and policies	Report on polices/regulations that have been reviewed.	Report from Access and Participation Sub-Committee to Senate and University Education and Student Experience Committee - annually
Review of Institutional Language	Change in the culture around institutional language	Not directly evaluated*	Language policy published on website
Communication	Improved engagement with academic support	Tracking of student numbers engaging with support. Empirical Type 2	Reports to Access and Participation Sub Committee Brunel APP website

*This work will be carried out in line with our Race Equality Charter aspirations.

Intervention strategy 3: Success - Financial

Objectives and targets

Objective 2: To ensure that students with BTEC qualifications have equal opportunity to be successful.

Target (PTS_1): To reduce the continuation gap to 5% by 2028-29.

Objective 3: To ensure that Black students have equal opportunity to be successful.

Target (PTS_2): To reduce the continuation gap to 3% by 2028-29.

Communication	Improved engagement with financial support	Monitoring of students engaging with support & their outcomes. Empirical Type 2	Annual Lifecycle report on Brunel APP website
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Intervention strategy 4: Success - Academic

Objectives and targets

Objective 2: To ensure that students with BTEC qualifications have equal opportunity to be successful.

Target (PTS_1): To reduce the continuation gap to 5% by 2028-29.

Objective 3: To ensure that Black students have equal opportunity to be successful.

Target (PTS_2): To reduce the continuation gap to 3% by 2028-29.

Objective 4: To ensure that Black and Asian students have the opportunity to attain a degree award that reflects their academic capabilities by 2028-29.

Target (PTS_3 and PTS_4): To increase the difference in degree awards between Black, Asian and white students to 7% by 2028-2029.

Objective 5: To ensure that students with

Summary of evidence base and rationale

Our Access data suggest that we have a lower proportion of disabled students than we might expect to have. Our assumption is that students are not sharing a disability when they first register and are disclosing part way through their programme. Internal discussions suggest that this could be as late as the final year of study meaning students are not accessing the support they need, had they been diagnosed sooner; and

Pre-arrival task / HeadStart	Students will feel better prepared for study and for their assessments	Student Survey Monitor student outcomes Empirical Type and 2	Annual Lifecycle Report published on Brunel APP website
Mentoring for Success	Students will feel better prepared for university life, study and for their assessments	Monitor Continuation Empirical Type 3	Educational Conference presentation (2028-29)
Peer Assisted Learning (PAL)	Increased		

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Brunel Students in Schools	<p>New activity (currently a pilot). Student volunteers support teachers in local schools across subjects such as Maths, English, Sciences, and Computing. Programme is targeted towards local schools in Hillingdon with the focus being the University widening access target schools.</p> <ul style="list-style-type: none"> - 2025/26: 250 student volunteers <p>Partnerships with local primary and secondary schools in the London Borough of Hillingdon</p>	<p>Staffing Activity costs</p>	<p>ST: development of valuable skills and experiences; strengthened relationships with local schools. MT: increased engagement in learning for university and school students. LT: improved progression into professional employment/further study.</p>	<p>IS1</p>
READY Programme	<p>Existing activity. 10-week employability course that equips students for professional graduate roles through a unique design challenge focussed on a UNHCR refugee settlement in Zambia. Lectures, workshops, Dragon's Den style final with c. 400 student participants per annum. Changes planned for 2024/25 to include the Business Model Canvas module. Works in collaboration with UNHCR Zambia.</p>			

**Part-time
Internship
Scheme**

Expanded activity. Enhance student employability skills through completing part-time internships within Brunel. Recruitment process mirrors graduate application processes. 100/110 students p.a. Target students: home UG students who are registered with Student Wellbeing; BAME ethnicity; low-household income; care-leaver; young carer; estranged; refugee; eligible for FSM; or from IMD Q1. Plans to expand disability focussed internships with induction and debriefing sessions and support to acclimatise transition to work.

Staffing resource
Internship salaries
Activity/delivery costs

ST: improved

<p>Brunel Summer Internship Programme (BSIP)</p>	<p>Expansion of existing activity. Prepare students for and to find paid internships, followed by Assessment Centre Training day. For 1st Year students who are: registered with Student Wellbeing; of Black / Other ethnicity; low-household income; care-experienced; young carer; estranged; refugee; eligible for FSM; from IMD Q1.</p> <p>c.250-280 students complete the workshops and 90-100 students complete internships each year. Run in collaboration with external organisations (including corporates, SMEs and charities).</p>	<p>Staffing resources Delivery/activity costs</p>	<p>ST: development of employability skills MT: help students secure further work after internship (i.e. part-time, voluntary, placement) LT: improved graduate employability of eligible students; improved outcomes and degree attainment</p>	
<p>Placement and Internship Mobility Bursary</p>	<p>New & expanded activity. Supports students to undertake placements/internships overseas through removing financial barriers. A virtual placement has recently been piloted to enable students who are keen to work with an overseas organisation but are unable to move overseas to gain experience.</p>			

Total cost of activities and evaluation for intervention strategy £5,884,600

Summary of evidence base and rationale

Evidence suggests that students with certain characteristics may not have equal opportunity to progress to professional employment or further study as others and that this could be due to factors such as financial position, access and time to undertake extra-curricular activities, or a lack of information, advice and guidance (1, 20).

Our internal consultations with staff and student position, particularly in light of the current cost of living crisis. As a result, significant numbers of students are undertaking increasing numbers of hours of paid work in order to supplement their income and are wary of undertaking any short-term, full-time internship opportunities which, whilst providing long-term employability benefits, could jeopardise their paid work. As such, increasing the part-time internship scheme will offer more highly flexible, paid, part-time internships within Brunel which students are able to undertake around other work and study commitments. Providing additional financial support in the shape of meeting bursaries also recognises the financial need and barriers faced by some students and, particularly, those from low-household income backgrounds. The bursaries remove financial barriers to participation in elements of our progression activities and so allow students to take up all opportunities offered by the programmes.

Research also suggests that differences in the development of networks and the accumulation of social and cultural capital between graduates from different socio-economic backgrounds might account for differences in graduate/employability outcomes (21). Aligning with our social mission and the aim to increase student mobility, increased investment in providing opportunities to develop networks with external employers through the mentoring programmes, increasing cultural and social capital through creating relationships, and providing opportunities to visit and experience workplaces as part of our award winning BSIP (22) and the internship programmes, enables eligible students to develop skills, networks and capital.

**READY
Programme**

Increased participation in entrepreneurial activities such as, summer internships and paid

We instigated a comprehensive review of our academic structures including the shape and length of the academic year, term dates and module credit sizes. In conjunction with this, sits a review of assessment load as, like many HEIs, there are areas that over assess and our previous work indicates that decreasing assessment loads can improve success and progression outcomes and close awarding gaps. Historical changes to our undergraduate awarding regulation have had a disproportionately negative impact on underrepresented students and this is being addressed through changes which will take immediate effect for students graduating in summer 2024.

Brunel has created a new senior role of Associate Pro-Vice Chancellor Equality, Diversity and Inclusion (APVC-EDI) who will support the Academic Practice Development Unit (APDU) with their work on accessibility and inclusion. Revisions in our Periodic Programme Review process will much more explicitly emphasise the link between academic review and our commitments to equality.

At the heart of our new APP lies social mobility, which is a key pillar of the U n i v e r s i t y ' s

UK's -life balance charity [Working Families](#). At the time of writing, we are one of only three London HEIs (and one of eight nationally) to be part of the [Disabled Student Commitment](#). We recently placed 6th in the UK for helping graduates from disadvantaged backgrounds into high paid work (24) and were 14th nationally for producing the most employable graduates with Longitudinal Employment Outcomes placing Brunel 27th in the UK for graduate salaries. We host several annual events to increase awareness and promote inclusion in the workplace, aligning these with national initiatives, for example, Black History Month, Interfaith Week, International Day of LGBT+ Women History Month, literature festivals etc. We have networks for staff aligned to Equality Act characteristics namely, Access and Disability Staff Equality Network, Armed Forces Staff Network, Black, Asian and Minority Ethnic Staff Network, Carers Staff Network, LGBT+ Network, Women's Equality Network, Working Families Network, Anti-Harassment and Bullying Network, plus the Menopause Support Group and the Beyond Group (Childless not by Choice). We are also working towards the Race Equality Charter.

Student consultation

Student representation at Brunel is led by the Union of Brunel Students (UBS) and the elected sabbatical officers are members of all central university committees including University Council, Senate, Education and Student Experience Committee, Access and Participation Sub-Committee (APSC) and Student Experience and Welfare Sub-Committee.

Student involvement in development of the plan occurred through focus groups (held online and in person) so that students could share their experiences and provide feedback on what could be improved. The findings were shared and discussed with the UBS Student Assembly. We also distributed an AP survey (co-designed with the elected sabbatical

broader educational agenda of the University and the wider student experience. Regular reports are provided to Senate to ensure institutional awareness of progress.

We have created a new role to take the strategic lead in overseeing the ongoing implementation of the APP and supporting activity to monitor the impact and effectiveness of activity carried out to support APP objectives. The role will take the lead in monitoring, evaluating and reporting on the effectiveness of access, student success and progression across the institution.

All access and participation activities are monitored and evaluated each year through mid- and end- of year review meetings. These meetings, chaired by the APVC-QA, provide an oversight of activity and discuss evaluation to determine how activities are delivering impact. As a result of these meetings, decisions are made as to the effectiveness of the activity and whether it is successfully delivering against its stated outcomes. Changes to activities can be discussed and requested at these meetings to both the delivery of an activity or how it is measuring impact. This includes terminating projects that are viewed to be having no impact.

Evaluation strategy

Activities: The activities in our intervention strategies will be evaluated regularly and each project has plans to share those evaluations internally to ensure that we are able to understand what works (and what does not) to deliver the planned outcomes and impact, and externally to contribute to the growing body of evidence across the sector.

All our access and participation activity has recently reviewed and updated theories of change and all new activity has a theory of change built into it from the start, ensuring all our activities are underpinned by evidence and have defined outcomes and success measures.

We are committed to ensuring that we have a vigorous, effective and transparent evaluation process and this is something we are developing further over the plan duration. We have previously utilised the OfS self-assessment tool which provided a solid insight into our evaluative practices. We will continue to utilise both this tool as well as the financial support evaluation toolkit and, as part of the preparation of this plan, we will be utilising both these resources once more to gain a clear understanding of our current position in terms of effective evaluation and where we need to make improvements. We are members of HEAT (Higher Education Access Tracker) which assists us in targeting, monitoring and evaluating our access work. We are also members of NERUPI and our access work has started to make use of the NERUPI framework; this is something which will be further developed over the duration of this plan and consideration given as to whether these resources could also be used to support some of our success and progression evaluation activity. We proactively engage with TASO and will continue to utilise the resources and insight they provide in order to continuously improve and strengthen our methodological practices.

Currently, the majority of our activities produce Type 1 and 2 evidence and we will support colleagues to develop Type 3 evidence where appropriate. We have not made significant progress in this area as part of our existing plan and are putting steps in place to ensure this is achieved within the lifetime of the new plan. For projects where we anticipate Type 3 data analysis, we will revise our project proforma to resemble project initiation documents more aligned to those we would use in evaluating the impact of our research. Revised proformas will be accompanied by a

- x through active participation in sector forums and networks, including those run by AccessHE, NEON, NERUPI and HELOA

Provision of information to students

The most up to date information on fees and financial support is available from our undergraduate fees and funding pages [Undergraduate fees and funding | Brunel University London](#) and information on all our scholarships and bursaries (including eligibility criteria) from [Scholarships and bursaries | Brunel University London](#). Our new bursaries are:

Scholarship/Bursary	Value per year	Entrant Group	Eligibility Criteria (full details on website)
Care Leaver and Estranged Student Bursary	£2000 cash	10 per year ¹	<ul style="list-style-type: none"> - verified care leaver or estranged student - aged 25 or under - on a full time UG course or full time PGCE course
Cowrie Scholarship	Full Fee Waiver	Up to 4 per APP Cycle	<ul style="list-style-type: none"> - students from Black African and Caribbean heritage with low household income
Sanctuary Refugee Scholarship	Full Fee Waiver & Accommodation	Up to 5 per year	<ul style="list-style-type: none"> - students identified as μ U H I X and class as a Home fee paying student - on a full time UG course

¹ Current number indicates that 10 will be sufficient but this will be monitored/adap66 354Lang (3 W* n BT /FS

We see a similar pattern when considering students eligible for free school meals with 33% of Brunel entrants eligible for free school meals in 2021/22 compared to a sector average of 18% (Figure 2). We have seen a very slight increase in numbers of entrants eligible for free school meals between 2016/17 and 2021/22, but this number has remained relatively static.

Figure 2: Entrants to Brunel by eligibility for free school meals compared with the sector (OfS data)

Not all entrants choose to share information about their household income but, where we have this information, about 38% of our Home undergraduate population has a household income of £25,000 or less.

A number of the indicators of risks we have identified in relation to our students successfully progressing through and progressing from HE can, amongst other risks, be linked to EORR risk 10 (cost pressures). With the significant numbers of students within our Home undergraduate population w(3)-2(sk)5(2latio2(nde)-3(r331 0 57eMD Qula8ac0(p0505.5)-3(r331 0 57eMD Qula8ac0(p0505.5)-

Figure 3:

One of the areas in which the data suggests we perform less well is that our student population is considerably below the sector average in terms of entrants from TUNDRA Q1 and 2 areas (Figure 5) (26).

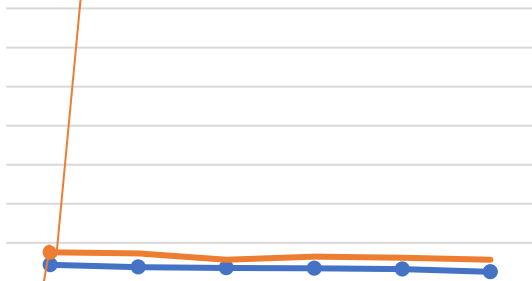


Figure 5: Entrants to Brunel by TUNDRA Quintile compared with the sector (OfS data)

A comparison of all London based HE providers in terms of entrants by TUNDRA demonstrates that the data patterns we see within our own context are largely consistent across this group of providers (see Figure 6), thus suggesting, as a London-based provider, that our TUNDRA data is consistent with those providers sharing a similar geographical location.

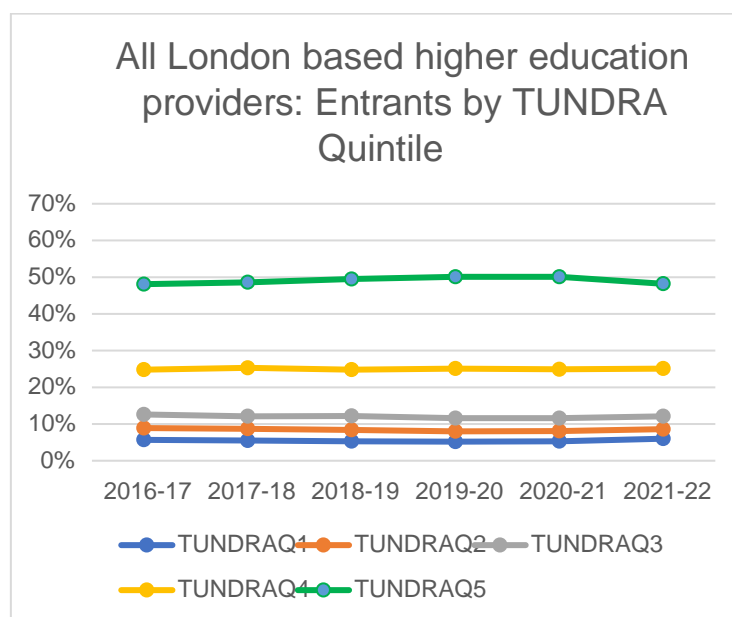


Figure 6: Entrants to all London based HE providers by TUNDRA Quintile (OfS data)

As illustrated in Figure 7, there are few TUNDRA Q1 and 2 areas local to Brunel and our current natural catchment area does not correspond with these areas. As such, due consideration of the evidence has led us to conclude that this is not a significant indicator of risk within our institutional context so we have made the decision not to address this in our intervention strategies.

disability due, it seems, to concerns that such a declaration could negatively impact their success, progression and experience whilst studying. We have undertaken work to encourage students to declare a disability if they have one and this work will continue during the lifetime of this Plan.

In line with the sector, a disaggregation of our data around types of disability, demonstrates that of those students who have declared a disability, a cognitive and learning or mental health condition are those which we see most commonly within our student population (3.6% and 3.5% respectively in 2021/22) (Figure 9). Also in line with the sector, we have seen the largest increase (but only of 1 percentage point) in students declaring a mental health condition (compared to a 2.1 percentage point increase in the sector).

Figure 9: Entrants to Brunel by disability type compared with the sector (OfS data)

Our populations of students identifying as care-experienced, estranged, carers or refugees remain small relative to the student body as a whole and have also remained largely stable over the last five years. In 2023/24, our internal data shows that 1.9% of our Home UG Level 4 population were care-experienced (up from 1.7% in 2019/20); 2.7% identified as young carers in 2023/24 (compared to 2.9% in 2019/20); and 1.1% as refugees in 2023/24 (compared to 0.6% in 2019/20). We have seen a drop in the numbers of students identifying as estranged since 2019/20 (1.5%), with a sudden drop in 2023/24 (0.3%). This may be due in part to the fact that students may come forward during the course of the year (our internal figures are taken from our December census), but w 0 5f6.10.98 Tf oIn lin7

Figure 11:

Figure 13: Continuation gap by ethnicity for Brunel students compared with the sector (OfS data)

Figure 14: Continuation gap by ethnicity for Brunel students (Brunel data)

Year	£25k or under	£25,001 - £42,600	£42,601 and above	Unknown
2018/19	94%	95%	95%	89%
2019/20	96%	96%	97%	93%
2020/21	94%	95%	95%	92%
2021/22	88%	88%	92%	87%
2022/23	86%	86%	87%	82%

Table 1: Continuation of Brunel students relative to household income (Brunel data).

Continuation rates for disabled students do not present a significant risk for us. They dropped in 2020-21 (OfS data dashboard) (Figure 15) but our internal data show they are better than

FRQWLQXDWLRQ UDWHV IRU VWXGHQWV ZK-22 (90% vs 88%) and FODUH D 2022-23 (6t9q 0.00000881 650cjr584.56 56.7 698.2 50.6 14.54 re f* EMC q 56ion

Although our data are better than the sector averages, where we do see a gap is in Black student completion which is marginally (~2%) below that for white students (Figure 18).

Figure 18: Completion indicators for

barrier to study and this is having an impact on award outcomes. It is also likely that changes to our awarding regulations have had an impact (see below).

OfS data show also that we have an awarding gap for students who were eligible for free school meals (FSM) and those who were not (Figure 20).

Figure 20: Award indicators showing percentage of Brunel students awarded either a 2.1 or 1st

Internal data suggest that in 2022-23 this has been linked to changes in our awarding regulations which disproportionately affected students from ethnic minority groups in 2023. We also have awarding gaps within our A-level populations (Table 2) and students with BTECs are awarded fewer 1st class degrees. A significant awarding gap exists within our A-level populations (Table 2) which is a barrier to equality of opportunity.

Entry Qualification	Ethnicity Comparison	2022/23
A-levels	(White to) Asian	1.1
A-levels	(White to) Black	1.2
A-levels	(White to) Mixed	1.1
BTEC	(White to) Asian	1.1
BTEC	(White to) Black	1.2
BTEC	(White to) Mixed	1.1

Table 2: Awarding gaps for Black and Asian students by qualification (Brunel data)

Disabled students continue to do well at Brunel (Table 3). There is no awarding gap based on disability and our internal data show that in 2022 and 2023 students who had declared a disability were awarded a higher proportion of 2.1s and 1st class degrees than students with no known disability.

Year	Declared disability	No known disability
2018/19	78%	74%
2019/20	75%	75%
2020/21	80%	81%
2021/22	73%	65%
2022/23	62%	

between positive progression outcomes for students from IMD Q1 and 2 in comparison to those from IMD Q 3, 4 and 5 is one of concern for Brunel.

sector. Given the highly diverse nature of our Home undergraduate population, this is a clear risk to equality of opportunity within our own context.

Figure 26: Progression of Brunel students into managerial or professional employment, further study or other positive outcomes by ethnicity compared with the sector (OfS data)

As noted previously in this Annex, our students of Asian, Black, Mixed and Other heritage are significantly more likely to be from IMD Q1 and 2 areas than White students and our progression data also shows that these students have consistently seen less positive outcomes. The progression rate for our students of Asian, Black, Mixed and Other heritage from IMD Q1 and 2

One of the trends we will be monitoring, however, is that of the steadily decreasing progression rate for students of White heritage from IMD Q1 and 2 backgrounds, particularly in light of the research and trends in the sector around decreasing participation in higher education of white students from working class backgrounds. It is worth noting, though, that, for Brunel in 2020/21, the progression rates for Female students from IMD Q1 and 2 backgrounds was almost identical to the progression rate for Male students from IMD Q1 and 2 areas (70.1% for females and 69.7% for males). We will, however, monitor this closely.

In the survey carried out with students, one of the questions focussed on how prepared students felt for getting a graduate job after finishing their course. It must be noted that the majority of respondents were from Levels 4 and 5, but the question received a range of responses, with over

RI UHVS RQGHHV VD\LQJ WKDW WKH\ IHOW μVRPHZKDW¶ SUHSD

How prepared do you feel for getting a graduate job after you finish your course?	%
Not at all prepared	11%
Not at all prepared	21%
Somewhat prepared	53%
Very prepared	16%
Grand Total	100%

Table 4: Summary of student survey responses in which respondents were asked how prepared they feel for getting a graduate job at the end of their course (Brunel data)

Discussion at our focus groups produced a rich body of information, and both staff and students were keen to identify areas of existing good practice. The feedback relating to areas for improvement was collated and grouped into five themes based on the issues raised. Four of these themes (Finance, Access, Academic and Student Support) directly feed into our intervention strategies. The fifth theme (Social Support) has been referred to our newly appointed Associate PVC Education ±Student Experience and will feed into our new student experience strategy.

Figure 28: Summary of areas for improvement from staff and student focus groups (Brunel data)

In order to reach a broader cross section of the student population, we co-created an AP survey with our elected officers and this was sent to all home students from underrepresented groups in levels 4 and 5, plus a small number in level 6 who were not part of the NSS target-population.

The response rate was low; however there were some clear trends in responses:

- x 36.5% of students had some challenges adapting to expectations compared to previous educational experiences.
- x 42.4% of students were not involved in UBS activities but would be interested in doing so.
- x 38.9% faced additional challenges during their studies. Of these 14% cited financial challenges and 19% stress and/or mental health challenges
- x Only 68.3% of students felt prepared for graduate employment but this needs to be taken in the context that most of the survey recipients were L4 or L5 so is perhaps not unexpected at that level of study.

Intervention Strategy 4

Intervention Strategy 5: Progression

on

Reference List

1. EORR website: <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/>

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Fees, investments and targets

2025-26 to 2028-29

Provider name: Brunel University London

Provider UKPRN: 10000961

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Unregulated individual course fees are subject to specific review and fee increases set accordingly, subject to the maximum fee limits set out in Brunel Regulations. Regulated fees are published in line with national increases, where applicable.

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Also applicable to final year top up degree	N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year		N/A	1385
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years		N/A	1385
Other	Final year intergrated Masters	N/A	9250
Other	Modular (10 Credits)	N/A	770
Other	On study year abroad for part of the year	N/A	9250

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Navitas UK Holdings Limited	10053304	9250
Foundation degree	*	*	*
Foundation year/Year 0	Navitas UK Holdings Limited	10053304	9250
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Also applicable to final year top up degree	N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0		N/A	6935
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	Final year integrated Masters	N/A	6935
Other	Modular (10 Credits)	N/A	770

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Navitas UK Holdings Limited	10053304	6935
Foundation degree	*	*	*
Foundation year/Year 0	Navitas UK Holdings Limited	10053304	6935
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Brunel University London

Provider UKPRN: 10000961

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

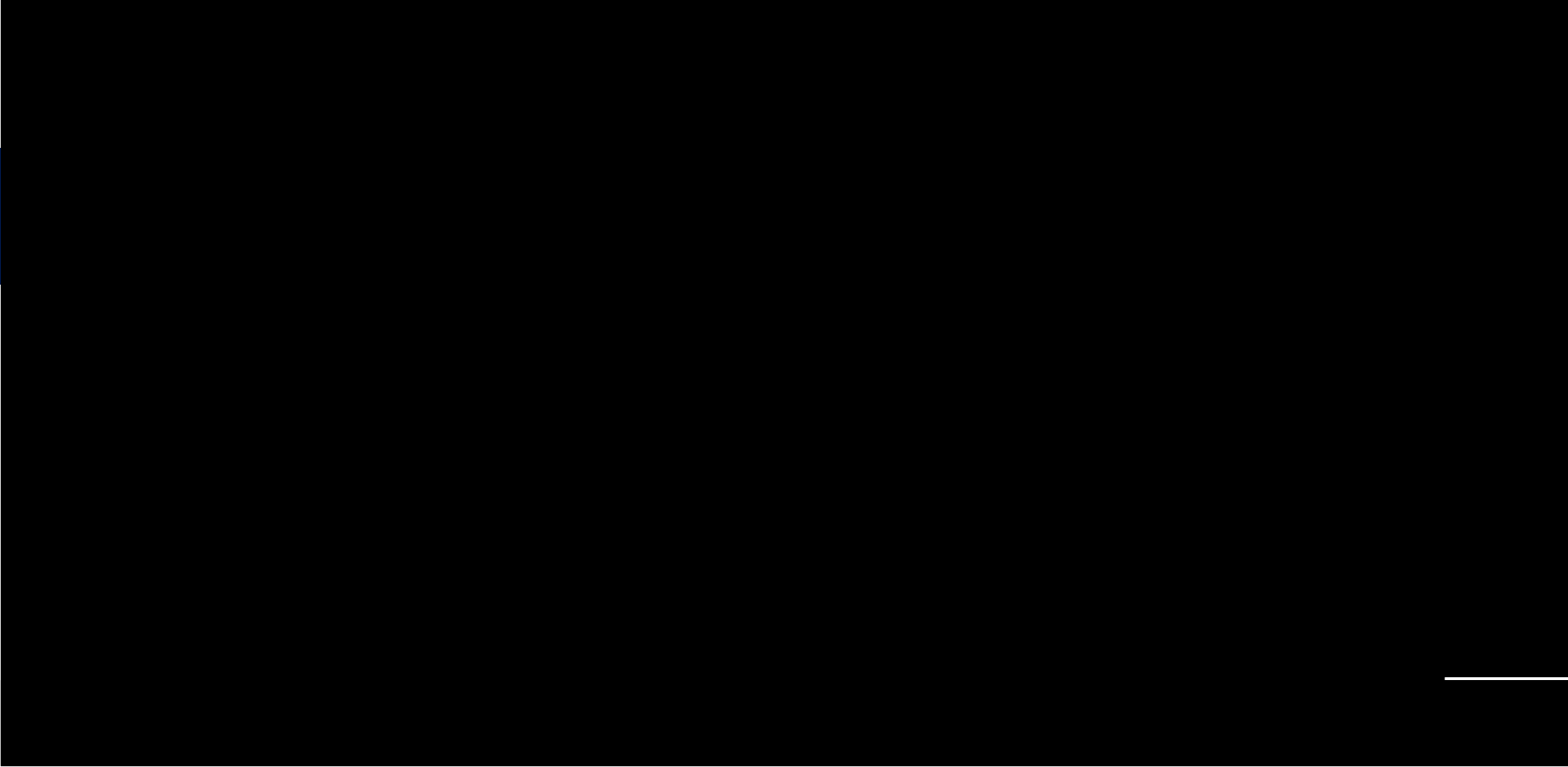
"Total access investment from other funding (as specified)" refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£888,000	£888,000	£888,000	£888,000
Financial support (£)	NA	£1,516,000	£835,000	£715,000	£715,000
Research and evaluation (£)	NA	£108,000	£178,000	£178,000	£178,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£592,000	£592,000	£592,000	£592,000
Access activity investment	Post-16 access activities (£)	£286,000	£286,000	£286,000	£286,000
Access activity investment	Other access activities (£)	£10,000	£10,000	£10,000	£10,000
Access activity investment	Total access investment (£)	£888,000	£888,000	£888,000	£888,000
Access activity investment	Total access investment (as % of HFI)	7.3%	7.6%	7.3%	6.8%
Access activity investment	Total access investment funded from HFI (£)	£888,000	£888,000	£888,000	£888,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£1,117,000	£277,000	£157,000	£157,000
Financial support investment	Fee waivers (£)	£149,000	£158,000	£158,000	£158,000
Financial support investment	Hardship funds (£)	£250,000	£400,000	£400,000	£400,000
Financial support investment	Total financial support investment (£)	£1,516,000	£835,000	£715,000	£715,000
Financial support investment	Total financial support investment (as % of HFI)	12.5%	7.1%	5.9%	5.5%
Research and evaluation investment	Research and evaluation investment (£)	£108,000	£178,000	£178,000	£178,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.9%	1.5%	1.5%	1.4%



To halve the difference in
degrees awarded between

