

## Access and Participation Plan 2019-20

---

## 1) Assessment of current performance

### a) Access

- i) Whilst we perform well on some of our access milestones, we recognise that we have more to do, particularly in relation to attracting applications from students from low participation neighbourhoods, white disadvantaged students, and students from most BME backgrounds. However, we have improved our entrant numbers for these groups; for the most recent year of entrants (2017), we have seen an increase in enrolled students from Polar Q1&2 and Black and Minority Ethnic students, reversing a previously downward trend. Controlling for entry qualifications (tariff) and subject, there are no significant differences in offer rates for students from ethnic minority backgrounds (BME vs White), for students from lower participation backgrounds (POLAR Q1 and Q2 vs Q3, Q4 and Q5), for students with a disability (vs no known disability) and no differences for male students (vs female applicants).
- ii) We have performed significantly above our milestones and our HESA benchmark for applications and entrants with disabilities for a number of years, and continue to do so, despite a small drop in the proportion of entrants in 2017. We believe this relates to changes in entrant numbers for mature students, who are more likely to have a declared disability.
- iii) We have seen a decline in applicants and entrants from mature students in 2017, almost entirely attributable to a decline in applications to nursing and allied health programmes. Our mature entrant numbers remain above our sector benchmark, though below the stretching milestone we set ourselves in our previous Access Agreement. This decline in applicant numbers has implications for our entrant numbers; our offer rate for healthcare courses increased (i.e. a higher proportion of applicants were offered a place). This meant that there was a decline both in the raw number of mature entrants, and in the ratio of mature to young entrants.
- iv) The UCAS Multiple Equality Measure (MEM) shows that our intake of students from the lowest quintile is below sector average, in part due to a decline in applicant numbers from this quintile in the last two cycles, combined with an increase in offer rates amongst all applicant groups. Over recent application cycles we have implemented a contextual offer scheme, which in most cases allows students from polar quintiles one and two to receive an offer a grade lower than our standard requirement. We have a relatively high offer rate for all groups, which means that changes to our offer-making policy have only a limited impact on our intake numbers.
- v) We have a small, but growing number of care leavers in our student population (33.5 FTE in 17-18, compared with 28 FTE in 16-17). The small numbers make it challenging to compare this group's performance against population averages, and so we have not included them in our milestones and targets. Our support for students who are care leavers is bespoke for each student (though we have a standard bursary package), and so we are confident that the students are being supported appropriately.

- vi) We have explored some of the interactions between different target groups, and found that BME students are disproportionately mature (36% of BME students are mature, whereas 23.7% of the university population is mature), and young BME students are disproportionately from Polar3 quintiles 1 and 2 (29.9% whereas 18.0% of the university population is from Polar Q1&2). Though state school educated students make up 72.6% of the university population, 88.9% of young BME students are from state schools, and 92.2% of young students from Polar3 Q1&2 are from state schools. We intend to further explore the data for different ethnic groups in the coming year, disaggregating the BME category.

## **b) Student success**

- i) We have maintained our excellent performance on retention, across all student groups. We are above our milestones and sector benchmarks for mature students, students with disabilities, students from BME groups and students from Polar 1&2 postcodes. For students with disabilities and students from Polar 1&2 postcodes retention is also above the University average, and in all cases, there are only minor fluctuations in retention rates of underrepresented versus non-underrepresented groups.
- ii) On good completion (i.e. achieving a 2.1 or 1st class degree) we perform above our milestones for students with disabilities and students from Polar Q1&2 postcodes. For mature students good completion has also improved in 2016-17, but does not quite meet our milestone. This is particularly affected by good completion rates in nursing and allied health programmes, which contain disproportionate numbers of mature students. Controlling for entry tariff and subject of study, the differences observed between good completion (% of first class and upper second class degrees) of mature students without honours degree (vs young) are not statistically significant. This also explains the slight increase in the gap between attainment rates of mature and young students; mature students are increasingly likely to be studying healthcare programmes. For students from BME backgrounds our performance has improved in 2016-17 compared with 2015-16, but there is still a substantial gap in degree outcomes between BME and non-BME student groups. Controlling for entry tariff and subject of study, students from ethnic minority background are significantly less likely to get a first or upper second class degree (the differences are the highest for Black students vs their White peers). However the differences observed on the detailed module result level (though significant) are of a smaller magnitude than those highlighted by the traditional degree classification system. The follow-up analysis we are conducting this year focuses among others on detailed analysis of module results distribution and identifying the type of level 5 and level 6 modules which have the biggest attainment gap between BME and non-BME students. We are particularly keen on testing the hypothesis that ethnic minority students tend to perform less well on their dissertation.
- iii) Students from all of our widening participation target groups are more likely than average to make use of the Upgrade (study skills and academic advice) service. In 2016-17 66.2% of the students making use of Upgrade were from at least one of the target groups, and for students attending two or more tutorials or advice sessions, the percentage from a target group rises to 71.3%.

## **c) Progression**

- i) Progression to employment or further study for students with disabilities has dropped in recent years, although the drop has mirrored a general, albeit small, decline in Oxford Brookes' progression rates for all students. BME students also show a small drop in employment rates in the most recent year of

data. Though the overall gap between employment rates for BME and non-BME students is closing, there are some persistent gaps for certain BME groups, particularly black students. Mature students have higher progression rates than non-mature students, and are performing at the benchmark level, although there has been a small drop in the overall rate in the most recent year of data. We are very pleased that students from low participation neighbourhoods (polar Q1&2) are progressing to employment or further study at a higher level than the university average, and though rates have fluctuated slightly, there is no significant difference from our milestone data. However, we know that with the exception of mature students, all of our student groups are performing below sector benchmarks for employment and further study, and in most cases also for highly skilled employment.

## 2) **Ambition and strategy**

- a) We have strong ambitions to improve both access and participation at Oxford Brookes, and to contribute to students accessing higher education across our region. We are in the process of refreshing our widening participation strategy, which will set out our ambitions, and the steps needed to realise them, in more detail. In the meantime, we are focusing on the areas where, as identified above, we have furthest progress to make.
- b) In access, our main strategic focus will be on increasing applications, and therefore entrants, from BME students, and from students attending state schools and colleges. For our broader outreach work we are focusing on state schools, despite them not being a specific access agreement target, because our analysis suggests that if we can have an impact on this benchmark, it will contribute to increases in students from low participation neighbourhoods, BME students, white disadvantaged students and mature students. We will continue to undertake highly targeted work to support applications from students from more specific underrepresented groups, including care leavers, students (especially male students) from low socio-economic groups (including white disadvantaged students), and students progressing from vocational level three courses. Given that our current performance places us at a significant distance from sector benchmarks for many applicant and entrant groups, our initial ambition is to reach 20% of entrants from Polar3 quintiles 1 and 2, and 21% of entrants from BME backgrounds, by 2020-21, with a longer term aim of reaching sector benchmarks in the next 5-6 recruitment cycles. As advised by the Office for Students, we have not revised our milestones this year, but expect to do so in the next Access and Participation Plan.
- c) In terms of our commitment to our local area, we continue to sponsor The Oxford Academy, which has recently received a 'good' Ofsted rating. In 2018-19 we will launch a school governors strategy, to support staff members to become more substantially involved in regional schools and colleges. We already have a large number of senior staff members who do so, including some on the board of local Multi-Academy Trusts. We have recently refreshed the strategy for our Associate College Partnership, through which we deliver franchised courses and some higher and degree apprenticeships, in addition to supporting the colleges more broadly with their students. We are the lead HEI for Study Higher NCOP, and remain committed to collaborative outreach work, both through NCOP and through other local and national partnerships. We ensure that our work through NCOP complements that delivered through our access agreement, for example through close collaborative working between the Study Higher and Oxford Brookes teams, and through focusing on different target schools, or year groups. In addition, we are very involved in national evaluation networks, including HEAT governance, and NERUPI.
- d) In student success and progression, we have a targeted focus on closing the attainment gap, especially for BME students. This work is being undertaken in part through programme-specific interventions, and in

part through more general awareness raising, and curriculum development. It is aligned to our work towards the Race Equality Charter Mark, with an integrated action plan covering both staff and students. In addition, we have a university-wide focus on increasing the number of students progressing to highly skilled employment or further study, which involves some targeted interventions, in addition to a large amount of inclusive work. We have ambitious plans to improve our graduate level employment rates for all students, which are being driven through an institution-wide focus on employability, with specific action plans for programme areas and demographic groups where progression is lower than we would like. Initial analysis of the latest DLHE survey data is suggesting a significant improvement in our graduate outcomes (an increase in students in highly skilled employment and further study from 74.6% last year to 79% this year). Over the coming months we will be analysing the impact that this has had on specific sub-groups of students and this will inform the development of the operational plans that flow from our strategy.

- e) We have ambitious plans to develop our curriculum over the next few years, in part to enable us to attract and support more students from underrepresented groups. We are developing more foundation years, and offering multiple entry points into many of our courses. We are also offering increasing numbers of apprenticeships, both through our partnerships with FE colleges, and through on-campus provision. We know that these options are likely to be attractive to students who are deterred from studying with us through financial concerns, and those who do not meet our standard entry requirements. In addition to our campuses in Oxford we have a small campus in Swindon; an area with particularly low progression to HE. We are heavily involved in strategic developments in education in the town, through the LEP and local council, and are a partner in the bid for an Institute of Technology, led by Swindon College.
- f) We have robust evaluation plans for our work, which are especially well-developed in the case of our access activities. In 2018-19 we will increase our staffing resources dedicated to access evaluation, with the intention of making a more substantial contribution to the sector's progress on evaluation, as well as our own. We are embedding mechanisms for continuous improvement into our access activity planning, and work through approved access evaluation frameworks, including the Kirkpatrick Model and NERUPI framework, to determine the impact of our work.
- g) Activities as a result of the access and participation plan are monitored and evaluated through a variety of mechanisms, including the Widening Participation Advisory Group (WPAG), Academic Enhancement and Standards Committee (AESC), the strategic planning process, and annual reports to the Board of Governors. These groups all have formal student representation. Reports are shared with the committees by various operational areas, coordinated by the UK Recruitment and Partnerships Director. Progress is tracked in the first instance by WPAG and escalated if necessary via AESC to the Vice Chancellor's Group, who can recommend actions for the wider University if necessary. In addition, we work with current students through regular focus groups, informal meetings, and information-sharing sessions. We also conduct focus groups with prospective students, and students participating in our access programmes, to understand the needs and views of future students, especially, but not exclusively, in relation to financial support. . Prospective students from a range of backgrounds were consulted on specific elements of the plan (especially on the financial support on offer) through focus groups, and interviews. Our plans are informed by internal and external research sources on what works to attract and support students from a wide range of backgrounds. Students were involved in the development of this plan through their representation on formal committees, including on Board of Governors, who received a presentation, and commented on, a draft of the plan.
- h) Oxford Brookes is actively seeking to increase diversity amongst its students, academic and senior staff, and we have an Equality, Diversity and Inclusion strategy which sits alongside widening participation activity. We are particularly focusing on improving the representation of BME staff and students at all

levels of the institution, and are using the framework of the Race Equality Charter to move this work forward. We are pleased to have been awarded bronze Athena Swan accreditation for our work to support gender equality amongst our staff and students. The action plans for both charter marks cover widening participation related activity, and the intersections between this and supporting students and staff with protected characteristics. We have an Equality and Diversity Advisor for students, who works closely with Brookes' Union and with Human Resources in particular to provide information and guidance, to raise awareness of EDI matters and to contribute to the development of equality objectives. There is substantial overlap in membership between the Equality, Diversity and Inclusion Advisory Group, and the Widening Participation Advisory Group. Members of the groups work jointly on matters relating specifically to students with protected characteristics. We have EDI champions in each faculty and directorate, and a Pro Vice Chancellor with responsibility for Student and Staff Experience, who has a particular focus on supporting equality in our staff and student bodies.

### 3) Access, student success and progression measures

#### a) Access

- i) We have a well-established programme of access activities, which can broadly be divided into three areas: support for local and regional schools and colleges, support for students from under-represented groups in applying to Oxford Brookes, and support for applicants from under-represented groups to ensure they are able to enrol and succeed at university.
- ii) In supporting local and regional schools we work with our target schools, largely in Oxford and Swindon, to support students from year 5 through to sixth form. We also work with level 2 and 3 students in local colleges. We have a progressive programme, which aims to work with targeted students at least once in each year, and is focused on enabling them to plan their educational journeys, and understand the next steps for achieving them. Our work with younger students is targeted at whole year groups initially, and then particularly vulnerable groups as the work progresses (we generally target students who are at risk of not achieving their academic potential). For our work with year 12 and 13 students we do some more general IAG to whole year groups or classes, but much of our work is focused on supporting students individually, with individual targeting. One of the main ways we do this is through our Brookes Engage programme, which is a sustained, repeat contact programme of academic enrichment, personal development and mentoring, including regular evening activities, a summer residential, and access to university resources. We have carried out significant evaluation work on this programme, and are confident that it has a very clear impact on students' propensity to progress to HE, and are beginning to see evidence that the programme has an impact on students' success once they are studying.
- iii) Our latest HEAT HESA track report tells us that 41% of the students we have worked with on outreach activities from POLAR3 quintiles 1&2 progressed to Higher Education. This is significantly better than the national expected rate of 25%. We also know that of our outreach participants who have already completed degrees at their chosen Universities, 66% achieved a First Class or Upper Second degree, compared with 61% nationally. The report allows us to see the contribution to the sector that we make in helping students from underrepresented groups gain access to both our own institution and to the HE sector as a whole.
- iv) We are in the process of developing a larger number of more substantive partnerships with schools, in order to support their students to progress to HE. This will be trialled over 2018-19, and expanded

in 2019-20 if there is evidence of success. These partnerships will include support and advice for students, mentoring for teachers, access to, and guidance on, contextual offer schemes, and academic enrichment activities. We are also refocusing much of our work with younger students on attainment-raising, both through tutoring projects in schools focusing on maths and english, and through work to support teachers in increasing their subject knowledge. Sector research tells us that achieving good results at Key Stage 4 is a key determinant in progression to Higher Education and our programme of outreach addresses and responds to the challenges posed in helping to improve the academic attainment of our target schools and their disadvantaged students. Our last HEAT KS4 track shows that 65% of our outreach participants in schools we targeted achieved 5A\*-C GCSE including English and Maths compared to an average for all students in our target schools of 47%.

- v) We will also work to support teachers and careers advisors, both informally through advice and support, and more formally through academic mentoring, access to resources, and support for their academic and curriculum development. We convene the Oxfordshire Heads of Sixth Form meeting, contribute substantially to the Oxfordshire Careers Network, and have involvement in a plethora of working groups on educational and HE strategy for Swindon and Wiltshire Local Enterprise Partnership.
  
- vi) In supporting students from under-represented groups to apply to Oxford Brookes specifically, we are expanding some existing strands of work, and developing others. We currently run 'Discover Brookes', a subject-focused programme for sixth form students, which involves academic taster sessions in schools, summer schools, and mentoring. This is targeted at schools and colleges with high proportions of students from BME groups, from low socio-economic groups and from areas of low HE participation. By 2019-20 we will have expanded this to new subject areas, and increased the number of students who participate in the programme. We will be creating new faculty outreach champions in 2018-19, with the intention that their roles will be fully embedded by 2019-20. These academic staff will champion outreach work in their academic departments, deliver some of the subject content at outreach events, and provide tailored, often one-to-one support for teachers. We are also developing increased capacity to support students progressing from more vocational courses into HE, and offering increasing numbers of places through higher and degree apprenticeships, in collaboration with employers including the NHS and BMW. This is a key strand of our work to support increased HE opportunities for mature students in particular.
  
- vii) We are developing increased capacity for our mentoring and buddying programmes to support students from the point at which they apply to Oxford Brookes, until they enrol. Our research suggests that mature students in particular often have lots of questions about coming to study at Oxford Brookes, and appreciate the opportunity to be supported by a current student. We have been offering online mentoring to students from low participation neighbourhoods for some time now, and would like to expand to other groups. We also have evidence that students from some under-represented groups (in particular BME students, and those with certain disabilities) have concerns about fitting in at university. We are currently undertaking research to establish what types of specific interventions might help to overcome these concerns. We are making changes to our post-confirmation, induction and arrivals activities, to help students to establish a sense of belonging to the institution, particularly if they are not intending to live in student accommodation (which is a group who we know have particular challenges with establishing a university-based support network). As described above, we are also working towards including integrated foundation years into many programmes, allowing for multiple points of entry for students depending on their current academic performance.

## **b) Student success and progression**

- i) Many of our activities to support student success and progression are not specifically targeted, and are instead designed to be as inclusive as possible. For example, each student is allocated an academic advisor, and a student support coordinator, who can advise them with any academic or pastoral needs they have. The following is an indication of the support we offer to students which is more targeted or bespoke.
- ii) We have a series of Projects to Enhance the Student Experience, many of which have strands relating to supporting a diverse range of students. In particular, there is a project focusing on diversifying the curriculum, which has developed a pedagogic toolkit for academic staff to use when designing courses. This project is specifically focused on closing the BME attainment gap, and has been overseen by a range of academic and professional services staff, and current students. After the current phase of producing teaching materials, case studies and workshops, the project is being rolled out into all academic departments, with online webinars and support for staff. We are building on the project outcomes through developing an inclusive curriculum framework which will be implemented throughout all of our programmes aligning assessment, attainment and resilience. In tandem with this work is the full implementation of accessible assessment and feedback through online facilitation, building upon our current 70% of assessment being online. One of the strands of our Academic Framework Review focuses on transition, progression and attainment, and aims to help students to navigate the curriculum more easily, simplifying the pathways through each degree programme.
- iii) In addition, we have substantial study skills support for students, both informally through their academic advisors, and through our academic advice service, Upgrade. Our Upgrade service provides maths, statistics and study skills support for students, both in 1-1 drop in sessions, and in skills sessions embedded in the curriculum. We know that the service is used disproportionately by students from underrepresented groups, and that students who use the service are more likely to remain on course, and achieve a 'good' degree outcome. The service has recently expanded, and in coming years will be doing more work directly with programme teams to embed skills support into the design of academic courses, with the intention of supporting those students who are most at risk of not attaining a 2.1 or 1st class degree.
- iv) We have a very large range of support for students with disabilities, students experiencing mental health difficulties, and students with specific learning difficulties. This support is likely to expand in future years, in recognition of growing demand. We also have some specialist advice services for those students who are likely to have specific needs (and who are amongst the least likely to be retained according to sector data). This includes specific named contacts for mature students, students with caring responsibilities, care leavers and estranged students.
- v) We recognise that we need to do further work to support our students into employment and further study, and particularly to support them into graduate level employment. We have a new employability framework, and a number of new activities currently being implemented to support this, including targeted mentoring schemes between alumni and current students, and peer mentoring schemes. Working with Student Hubs we have doubled the number of students engaged with volunteering and social action work, and we have fully implemented our Get Published! Undergraduate research conference and open access repository of student dissertation work, which increases the accessibility of our student outcomes to employers. The early indications are that the institution is improving in terms of Graduate Employability metrics, where we have seen successive increases over each of the last three years in the percentage of graduates employed in Graduate level employment within 6 months of graduation. We have plans to build more accessible, often shorter, placements into an increased number of programmes. Through our expanded careers team, we are doing more targeted work with students who return from placements, helping them to reflect and

build on what they've learned, and articulate the benefits to future employers. We are launching new activities with Brookes Hub over the coming year, including the Transform Leadership Programme, targeting students who meet widening participation criteria and are interested in a career in the public or voluntary sectors with placements, consultancy work, work experience and tailored interview and application support.

**c) Financial Support**

i) We know from our own research that the perceived and real cost of living in Oxford remain significant barriers to students choosing to apply to Oxford Brookes. We have recently conducted a project to survey enquirers who did not enrol with the university, as well as current students, on their reasons for choosing us (or not), and their experiences of the application process. Cost was raised as a significant barrier by a substantial number of potential applicants, and was cited by the majority of students who did not enrol at Oxford Brookes. We have also conducted focus groups with prospective students which demonstrate that perceptions of the cost of living in Oxford in particular are a barrier to applying, especially for students from low participation neighbourhoods.

ii) Our bursary provision for 2019-20 will be:

Household income	Bursary (Year 1)	Bursary (Years 2 & 3)
Under £10,000	£1,500	£2,000
£10,000 - £24,999	£1,000	£1,500
£25,000 - £34,999	£500	£1,000

We also spend approximately £80,000 on the Community Scholarship, for students from local schools and colleges who have overcome hardship or contributed significantly to their communities (awards are a one-off £1000). We are currently reviewing further bursary provision based on criteria other than household income. Our bursary levels have been established as a result of analysis of the cost of living in Oxford (estimated at between £9310 and £10,640 per academic year), to ensure that combined with student loans, our students from the lowest household income groups can cover their living costs. We set our bursaries to be higher in years 2 and 3 than in year 1, after consultation with the students' union, to reflect that typically the costs of living in private rented accommodation are higher than living in University halls.

iii) We have analysed the impact of our bursaries in line with the Office for Fair Access' guidance, and found that when controlling for background factors, there was no statistically significant difference in retention or outcomes for students who had received the bursary, when compared to students in the control group. Therefore we have concluded that bursaries are having an impact on students' retention and completion (as we would expect from sector data that retention is lower amongst students with lower household incomes). We have also conducted focus groups and workshops with prospective and current students, which reinforce the view that Oxford living costs are a particular barrier, and that in at least some cases, the bursary enables students to continue with their studies, or dedicate more time to them (for instance by spending fewer hours working). In addition, we monitor applications for hardship funding, to ensure that there are no support needs that would be better mitigated by a bursary. We will be conducting this analysis each year to ensure that bursaries continue to have an impact, and we are currently reviewing our financial package, including accommodation cost support, to establish whether any other changes we could make would provide more support for students who require it.

#### 4) **Investment**

- a) Our total investment in 2019-20 will be £8,635,335, which is 27.1% of our higher fee income. This breaks down to:

£1,335,000 on Access

£664,892 on Student Success

£324,209 on Progression

£6,311,234 on Financial support (including £1,074,000 for hardship funds)

#### 5) **Provision of information to students**

- a) We will publish our approved Access and Participation Plan on our website. We are committed to giving prospective and current students information on the financial support available to them. We do this in a variety of ways, including; our website lists relevant information for each entry year, we produce handouts for open days and recruitment events, and we provide information during IAG sessions in schools and colleges.

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Tuition fees may increase in subsequent years both for new and continuing students in line with an inflationary amount determined by Government. Oxford Brookes University intends to maintain its fees for new and returning Home and EU students at the maximum permitted level for new and returning Home/EU students.

Full-time course type:	Additional information:	Course fee:
First degree	3 yr (includes healthcare)	£9,250
First degree	ITT ED15 3 yr	£9,250
Foundation degree		*
Foundation year / Year 0	MC10	£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	PGCE ED59 ED62 ED87 1yr	£9,250
Accelerated degree		*
Sandwich year	Placement Year 1yr	£1,380
Sandwich year	MArchD Placement 1yr (first year) BE55	£1,380
Erasmus and overseas study years	International Exchange & Erasmus Outgoing 1 yr	£1,380
Other	Integrated Masters MC10I 1 yr	£9,250
Other	MArchD 2 yrs BE55	£9,250
Other	Associate School Direct Programme ED120 1yr	£7,350
Franchise full-time course type:	Additional information:	Course fee:
First degree	Abingdon & Witney College - 10000055	£7,350
Foundation degree	Abingdon & Witney College - 10000055	£7,350
First degree	Activate Learning - 10004927	£7,350
Foundation degree	Activate Learning - 10004927	£7,350
First degree	Bridgwater College - 10000878	£7,350
Foundation degree	Bridgwater College - 10000878	£7,350
First degree	Brooklands College - 10000950	£7,350
Foundation degree	Brooklands College - 10000950	£7,350
First degree	Solihull College - 10005946	£7,350
Foundation degree	Solihull College - 10005946	£7,350
First degree	Swindon College - 1006463	£7,350
Foundation degree	Swindon College - 1006463	£7,350
Foundation year / Year 0	LSF Foundation stage (MC10)	£7,350
Foundation degree	Wiltshire College - 10007527	£7,350
First degree	EQS/EQT Equine Science, Delivered on campus	£9,250
Sandwich year	EEQS/EQT Equine Science, Delivered on campus yr out	£1,380
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree	Abingdon & Witney College - 10000055 -	£5,010
Foundation degree	Activate Learning - 10004927 -	£5,010
Foundation degree	Bridgwater College - 10000878 -	£5,010
Foundation degree	Brooklands College - 10000950 -	£5,010
Foundation degree	Solihull College - 10005946 -	£5,010
Foundation degree	Swindon College - 1006463 -	£5,010
Foundation degree	Wiltshire College - 10007527 -	£5,010
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	Oxford Brookes University (not franchise) - Pre Reg PG Nursing (HL80) £1,030 per module. Students can study up to 5 modules per year	£5,150

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Disabled	<b>Other statistic</b> - Applications (please give details in the next column)	Stage 1: Access - Disabled Applicants	No	2015-16	12.1%	12.0%	12.5%	13.0%	13.0%	Aiming for a 13% representation by 2020 which is considerably above the current sector average of 10% (UCAS end of cycle statistics)	
T16a_02	Access	Mature	<b>Other statistic</b> - Applications (please give details in the next column)	Stage 1: Access - Mature Applicants	No	2015-16	19.2%	20.5%	21.0%	21.0%	21.5%	The proportion of mature applicants is below the sector average by quite some distance, however, current UCAS trends on healthcare courses make our targets extremely stretching.	
T16a_03	Access	Ethnicity	<b>Other statistic</b> - Applications (please give details in the next column)	Stage 1: Access - BME Applicants	No	2014-15	22.4%	23.5%	24.0%	24.0%	25.0%	We are aiming to reach at least the sector average for the proportion of BME applicants by 2019.	
T16a_04	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Applications (please give details in the next column)	Stage 1: Access - Applicants from POLAR3 Quintiles 1 & 2	No	2014-15	19.6%	21.0%	22.0%	22.0%	23.0%	UCAS end of cycle statistics suggest a 26.3% POLAR q1+2 participation rate for the sector in 2015. Brookes' rate has remained around 18-19% since 2010 so our target of 23% for 2022 aims to bring us more in line with the sector average. This target is stretching considering historical trends on this metric.	
T16a_05	Access	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Stage 2: Participation - Disabled Entrants	No	2015-16	15.1%	16.0%	16.0%	16.5%	17.0%	The proportion of disabled entrants has been above the sector benchmark every year since 2007. We aim to reach and maintain a 16% representation by 2020, increasing to 17% by 2022.	
T16a_06	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Socio-economic (please give details in the next column)	Entrants from low socio-economic backgrounds	No	2014-15	0	0	0	0	0	Brookes is streamlining its milestones in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.	
T16a_07	Access	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	Stage 2: Participation - Mature Entrants	No	2015-16	30.3%	30.0%	30.0%	30.0%	30.0%	The University aims to maintain a 30% representation from 2018 onwards, which is well above the sector average (22.5%).	
T16a_08	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Stage 2: Participation - BME Entrants	No	2015-16	16.9%	20.0%	21.0%	21.0%	22.0%	Brookes has seen a broadly upward trajectory in BME entrant rates. However, current rates are considerably lower than the sector average of 26% (HESA) and participation levels of institutions in the South East and our key competitors. Brookes has an ambitious target to get significantly closer to sector average participation by 2022.	
T16a_09	Access	Other (please give details in Description column)	<b>Other statistic</b> - Low-income backgrounds (please give details in the next column)	Entrants from low income families	No	2014-15	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.	
T16a_10	Access	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Entrants whose parent/guardian has no HE background	No	2014-15	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.	
T16a_11	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Other (please give details in the next column)	Stage 2: Participation - Entrants from POLAR 3 Quintiles 1 & 2	No	2015-16	17.4%	19.5%	20.0%	20.0%	21.0%	The University acknowledges the downward movement in POLAR 1&2 entrant rates and has strong intentions to reverse this trend. Please refer to Section 17 of the submission	
T16a_12	Student success	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Stage 3: Progression - First Year Retention rates of Disabled Students	No	2014-15	92.9%	93.0%	93.0%	93.0%	93.0%	Retention among disabled students is par with the University average and with those who do not describe themselves as disabled. We aim to maintain a 93% rate which is slightly higher than the current University average (92.0%) and significantly higher than the sector average of 89.6% (ECU Student Statistics, 2015)	

T16a_13	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Retention of students from low socio-economic backgrounds	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_14	Student success	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	Stage 3: Progression - First Year Retention rates of Mature Students	No	2014-15	88.8%	91%	92%	93.0%	93%	Mature students are more likely to drop out in their first year than young students. This is a consistent trend in the data. Targets aim to close the gap between the retention rates of young and mature students completely by 2020.
T16a_15	Student success	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Stage 3: Progression - First Year Retention rates of BME Students	No	2014-15	92.4%	92.0%	93.0%	93.0%	93%	We are aiming for the University average for this group and to reduce the progression gap between BME and White students, despite performing better than the sector average on this measure - 87.9% (ECU Sstudent Statistics, 2015)
T16a_16	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Retention of students from low income families	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_17	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Retention of students whose parent/guardian has no HE background	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_18	Student success	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Other (please give details in the next column)	Stage 3: Progression - First Year Retention Rates of students from POLAR3 Quintiles 1 & 2	No	2014-15	89.5%	93.0%	93.0%	93.0%	93%	Students from the lowest POLAR quintiles reported lower retention rates compared to those from the other quintiles. Aim to reach a 93% retention rate which will eliminate the gap between the quintile groups
T16a_19	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Projected Completion of disabled students	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_20	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Projected Completion of students from low socio-economic backgrounds	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_21	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Projected Completion of mature	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_22	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Projected Completion of BME students	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_23	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Projected Completion of students from low-income families	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_24	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Projected Completion of students whose parent/guardian has no HE background	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_25	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Projected Completion of young students from POLAR 3 quintiles 1 & 2	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_26	Student success	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Stage 4: Attainment - Disabled Students achieving a good degree	No	2014-15	77.1%	75.0%	76.0%	76.0%	77.0%	Our performance is above the sector average of 74%, but fluctuates substantially. We aim to maintain disabled student attainment in line with the university average.

T16a_27	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Good completion of students from low-socio economic backgrounds	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_28	Student success	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	Stage 4: Attainment - Mature Students achieving a good degree	No	2014-15	73.8%	73.0%	74.0%	75.0%	75.5%	Mature students are significantly less likely to achieve a good degree than young students - this is a consistent trend (as was observed for retention also). A target of 75% in 2020 will go some way in reducing the attainment gap and also brings the institution closer to the sector average of 75.3% (HESA).
T16a_29	Student success	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Stage 4: Attainment - BME Students achieving a good degree	No	2014-15	70.4%	63.0%	64.0%	65.0%	66%	Current attainment rate of BME students is comfortably above the OFFA target and sector average (62% and 65.9% respectively) and work is taking place to address the attainment gap and better understand the transition and study challenges of BME students
T16a_30	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Good completion of students from low income families	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_31	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Good completion of students whose parent/guardian has no HE background	No	2013-14	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_32	Student success	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Other (please give details in the next column)	Stage 4: Attainment - Students from POLAR3 Quintiles 1 & 2 achieving a good degree	No	2014-15	81.0%	72.0%	72.0%	72.0%	73%	Students from POLAR3 Quintiles 1 & 2 tend to report lower good completion rates than those from the highest quintiles, but this has fluctuated significantly, and this year good completion rates for this group are above the university average. We are not yet confident that this is part of a longer term trend.
T16a_33	Progression	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Stage 5: Graduate Prospects - Disabled graduates in work and/or further study	No	2013-14	85%	87.0%	88.0%	88.0%	88%	There is a significant gap in the graduate prospects of disabled (85%) vs non-disabled students (89%); Targets aim to close the gap in graduate prospects between the two groups and exceed the sector average of 867% (HESA).
T16a_34	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Graduate destination of students from low socio-economic backgrounds	No	2012-13	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_35	Progression	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	Stage 5: Graduate Prospects - Mature graduates in work and/or further study	No	2013-14	90.1%	90.0%	90.0%	90.0%	91%	Mature students generally report higher rates than their young counterparts which may be expected considering a fair number are already in employment. Aim to increase to a 91% graduate prospect rate.
T16a_36	Progression	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Stage 5: Graduate Prospects - BME graduates in work and/or further study	No	2013-14	84.1%	86.0%	87.0%	88.0%	88%	BME graduate prospects rates are lower than that of their White counterparts and the University average. The 2020 target of 88% aims to close the gap between BME and White students and exceeds the current sector average.
T16a_37	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Graduate destination of students from low income families	No	2012-13	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.

T16a_38	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Graduate destination of students whose parent/guardian has no HE background	No	2012-13	0	0	0	0	0	Brookes streamlined its milestones from the 2017-18 agreement onwards in order to achieve greater strategic focus that aids action planning. Please refer to Section 2 of the Access Agreement for further detail.
T16a_39	Progression	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Other (please give details in the next column)	Stage 5: Graduate Prospects - Graduates from POLAR3 Quintiles 1 & 2 in work and/or further study	No	2013-14	88.8%	90.0%	90.0%	90.0%	91%	Students from POLAR3 Quintiles 1 & 2 perform well, so we aim to increase to a 91% rate by 2022.
T16a_40	Other/Multiple stages	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Increase percentage of NNCO Study Higher Target Schools that the consortium works with	Yes	2015-16	63.0%	77.0%	80.0%	83.0%	0	This metric is no longer relevant, so has been discontinued. A new collaborative target is in the next section

**Table 8b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Increase the percentage of participants on the Brookes Engage programme with at least two measures of disadvantage	No	2015-16	90.0%	91.0%	92.0%	93.0%	93.0%	This was wrongly entered as a collaborative target in the previous agreement - it applies only to OBU.	
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Percentage of NCOP key target schools engaged in activities	Yes	2016-17	0	79.0%	83.0%	87.0%	91.0%	This NCOP target is replacing the NNCO target in the table above	
T16b_03	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Percentage of students participating attainment raising programme who achieve 5A*-C (or equivalent) including English and Maths	No	2016-17	41%	42%	43%	44%	45%	Baseline data is average percentage of students who achieve grade 5 or above in English and maths across Oxfordshire target schools and will be refined after 18-19 pilot year.	

**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.