Introduction

1. We are committed to the goal of widened participation in higher education amongst all under-represented groups. Our ‘Strategy for 2020’ sets out the Values by which we will achieve all our goals as an institution. In our Values we commit ourselves to equality, inclusivity and the celebration of diversity as the foundation for all we do. The core values of widening participation are firmly embedded within our culture and processes. Our Strategy can be accessed online: www.brookes.ac.uk/about/strategy

2. Our approach to widening participation embraces three broad areas of activity related to different stages of the student lifecycle: getting in, getting through and moving on. We address each area in this agreement.

Tuition Fees

3. Our decision regarding tuition fees was taken following extensive consultation with students through the Students’ Union in 2010/11. Our fee level continues to be one element of a broad package of support which commits us to improve and invest in all areas of student life.

4. Our financial support scheme for 2016/17 includes cash bursaries of up to £3,000 per annum.

5. For new entrants in 2016/17 our undergraduate tuition fee for full-time home students will be £9,000.

6. Full-time home students studying for Foundation degrees with our partner colleges who are new entrants in 2016/17 will be charged £7,000.

7. Full-time home students studying for top-up Bachelor degrees with our partner colleges who are new entrants in 2016/17 will be charged £7,000.

8. Full-time home students studying for Bachelor degrees with our partner colleges will be charged £7,000. Full-time home students studying for Bachelor degrees delivered jointly by the University and our partner colleges will be charged £9,000 (this currently applies only to equine science programmes).

9. Students studying on programmes of Initial Teaching Training (ITT) will be charged £9,000.

10. Our fees for part-time students will continue to be no greater than the basic fee cap of £4,500 in 2016/17 and hence we have not sought the inclusion of our part-time provision in this Access Agreement.

11. Our fees for students on sandwich placements or study years abroad will be £1,350.
12. We will inform prospective students of the total cost of their course prior to enrolment through, inter alia, the prospectus, relevant sections of our website, and Key Information Sets (KIS). Students will be advised that the fee is expected to rise in line with the regulations published by the Government each year. The relevant section of our web-site may be accessed at: www.brookes.ac.uk/studying/finance

13. Entrants from earlier years will continue to be charged tuition fees (and access other aspects of financial support) appropriate to their year of entry.

14. We may increase fees for continuing students in line with inflation within government fee limits.

**Evaluation of performance to date**

15. When reviewing our performance in respect of target categories, we find an uneven picture. Generally, the proportion of applicants from target categories is below the sector average but the proportion of entrants is above the sector average, while the “good completion” rates are below average but the graduate destination rates are above average.

<table>
<thead>
<tr>
<th>Category</th>
<th>Proportion of applicants</th>
<th>Proportion of entrants</th>
<th>Retention of students</th>
<th>Good completion</th>
<th>Graduate destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled students</td>
<td>Above sector average</td>
<td>Above sector average, but not keeping pace with rise in sector average</td>
<td>In line with University average</td>
<td>Above sector average, but below University average</td>
<td>In line with sector average, but below University average</td>
</tr>
<tr>
<td>Mature students</td>
<td>Below sector average</td>
<td>Significantly above sector average</td>
<td>At or above University average</td>
<td>Below University average</td>
<td>At or above University average</td>
</tr>
<tr>
<td>Young students from Polar3 quintiles 1 and 2</td>
<td>Below sector average</td>
<td>Above sector average</td>
<td>Below University average</td>
<td>Below University average</td>
<td>Above University average</td>
</tr>
<tr>
<td>BME students</td>
<td>Below sector average</td>
<td>Below sector average</td>
<td>Below University average</td>
<td>Below the sector and the University average</td>
<td>In line with sector average, but below University average</td>
</tr>
</tbody>
</table>
16. Looked at by target category, the table above suggests we have most work to do with respect to BME students. Please see paragraphs 20, 25 and 40 below for commentary on our plans to address this area in particular.

Expenditure

17. Our total spend in 2016/17 will be £5,979,250, or 24% of higher fee income. This is made up of:

- Spend on access - £519,000
- Spend on student success - £5,256,250 made up of £4,975,250 on student financial support and £281,000 on other expenditure
- Spend on progression - £204,000

Access

18. By ‘getting in’ we understand outreach activities, aspiration raising, recruitment and admission initiatives that support access to higher education in general and to Brookes in particular for potential students from all and any under-represented groups.

19. Tables 4, 6 and 7 show details of our planned expenditure and our milestones and targets in respect of access. As indicated in paragraph 17 above, our overall expenditure in respect of access will be £519,000.

20. We have set more stretching targets than hitherto in respect of mature applicants and in respect of BME applicants.

21. Key among our plans for increased and improved outreach and access work is our lead role in the new NNCO Study Higher network. The network covers Bracknell Forest, Buckinghamshire, Milton Keynes, Oxfordshire, Swindon, Reading, West Berkshire and Wokingham. It includes the following institutions: Buckinghamshire New University, University of Oxford, University of Reading, Activate Learning, Abingdon and Witney College, Aylesbury College, Amersham and Wycombe College, Ruskin College, Swindon College, and Oxford Brookes University as the lead institution. We will receive c£150,000 in 2014/15 and 2015/16 as lead institution, and will use this money to build on the success of the existing Study Higher network, expanding our IAG conference for teachers, improving the clarity of regional outreach provision for all schools, and targeting network interventions at particularly hard-to-reach and vulnerable learners.
22. We continue to develop and grow our partnerships with further education colleges through our Associate College Partnership. We now have over 50 courses delivered in 7 different partner colleges, with some 2,000 enrolled students, many of whom come from under-represented groups. In 2016/17 we expect to further extend the numbers of students enrolled on our Foundation Degrees, working with partner colleges and employers to respond to local skills needs. We will also deliver a programme of tailored support for level 3 vocational learners in our partner colleges focussed onto progression into HE.

23. We will continue to develop our work with our eight target Oxfordshire secondary schools, and their feeder primaries. These schools are targeted based on their high proportion of students from backgrounds underrepresented in HE. We work collaboratively with schools to offer a suite of bespoke activities including year 5 ‘Time Capsule Days’, year 6 transition workshops, year 10 Passport Days, mentoring, and a variety of talks and workshops for students in all years. Students from our target schools are also prioritised for places at all of our other events, including residential and the HE conference. We are developing activities to engage the parents of students at our target schools, beginning with the parents of Primary students. We are also developing innovative methods of recording all informal (in addition to formal) engagement with students at partner schools, via HEAT.

24. In light of evidence from the HEAT service that intensive contact with students makes them more likely to enter HE, we have developed an ambitious, sustained contact programme, Brookes Engage, with local sixth form and college students. In its first year the programme is working with over 70 students, in a programme including academic and cultural enrichment, mentoring, work shadowing and placements, and access to Oxford Brookes’ facilities. If the pilot is successful the scheme will be supporting over 100 students per year by 2016/17.

25. We intend to increase our work with BMEG students in order to reach the more stretching milestones we have set. We will expand our successful step-up conference to include some follow-up work with students, and target work at specific programmes where BMEG students are underrepresented relative to the sector. We will also continue to expand our engagement with young people through community organisations.

26. We are keen to maintain our success in attracting students with disabilities to study at the University, and to share the best practice we have learned with other HEIs. We have established a NEON working group on disability for the south of England. Although we run some activities targeted particularly at students with disabilities, including a mentoring programme for students with autism spectrum disorders, we have embedded provision for most students with disabilities in everything we do so that all of our activities are accessible.
27. Our work with mature students through the ‘Brookes Bridges’ programme has been very successful in encouraging adults who were not currently in education, and often not in employment, into further study. We are working to target students to appropriate programmes more effectively, and to ensure students are supported to progress in education by working with local providers of Access to HE diplomas. As part of this work we are expanding our on campus taster and advice sessions for students on Access to HE diplomas, and are exploring ways we can support mature students in the transition to HE level study.

28. Looked after children and care leavers are a key target group of the work undertaken by Oxford Brookes through the Study Higher Partnership. This includes working closely with the Virtual Schools, and embedding the good practice learned from the Frank Buttle Quality Mark into normal University business.

29. Work is ongoing to embed WP across the University, with projects including an initiative to increase the amount of targeted WP work being undertaken by faculties, staff secondments from the Admissions Office and Strategic Planning to work on WP projects, and joint working between the Directorates of Corporate Affairs and Academic and Student Affairs on a mentoring scheme for offer-holders.

30. We are committed to monitoring and evaluating our activities to ensure that they fulfil our aims. We regularly review our targeting, have employed an evaluation officer and are longstanding users of the HEAT database. A recent tracking exercise conducted by HEAT reveals that almost half (46%) of Oxford Brookes University outreach participants in the tracked cohort, were from POLAR3 quintiles 1 and 2 and 74% self-reported as first generation HE. Moreover, over the 5 years considered (from 2007/8 to 2011/12), for Brookes, 28% of participants from Q1 &2 went into higher education when the national average is less than 25%. We are in the process of producing an evaluation framework to embed targeting and evaluation into the planning stages of all of our WP activity.

**Student Success**

31. By ‘getting through’ we understand retention and attainment-raising activities (which include financial support measures) that enable all students to participate in their studies and broader university life to the ultimate end of achieving their potential (which they define themselves) through maximising the opportunities of life and study at Brookes.

32. Tables 4-7 show our planned expenditure and our milestones and targets in respect of student success. As indicated in paragraph 17 above, our overall expenditure in respect of student success will be £5,256,250.
33. Our student support package is available to home students, who are eligible for national student support and are studying on a £9k fee course. It is targeted towards those with the lowest household incomes. We have made some changes to concentrate our support through bursaries as requested by our students. We maintain a high level of support which we will continue to review for the future.

<table>
<thead>
<tr>
<th>Household income £</th>
<th>Year 1 Cash Bursary £</th>
<th>Year 2 and 3 Cash Bursary £</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;9,999</td>
<td>2,000</td>
<td>3,000</td>
</tr>
<tr>
<td>10,000 – 14,999</td>
<td>1,500</td>
<td>2,500</td>
</tr>
<tr>
<td>15,000 – 24,999</td>
<td>1,000</td>
<td>1,750</td>
</tr>
</tbody>
</table>

34. We offer a Transition from Care bursary which provides additional funds (£2k per year) plus guaranteed University accommodation year-round. A total of 20,000 is committed to this scheme.

35. Our Community Scholarship scheme is targeted at applicants from the local area or from one of our partner colleges. It is worth £1,000 and full details are available at: http://www.brookes.ac.uk/studying-at-brookes/finance/undergraduate-finance---uk-and-eu-students/community-scholarships---september-2015-entry/. A total of £80,000 is committed to this scheme.

36. The Upgrade study advice service was first created as part of our original Access Agreement. Advice and support in study skills and mathematical and statistical skills to all students. We continue to enhance the resource dedicated to Upgrade, which now stands at £150,000, and we continue to work to embed Upgrade into the student experience of any or all of our students, not just those from under-represented groups.

**Progression**

37. By ‘moving on’ we understand the support we provide to all students to enable them to realise the full potential of the skills and experiences they have gained whilst at Brookes that will enable them to realise their goals after graduation, be those goals related to employment, further study or any other ambition.

38. Tables 4, 6 and 7 show our planned expenditure and our milestones and targets in respect of progression. As indicated in paragraph 17 above, our overall expenditure in respect of progression will be £204,000.
39. Although not directly OFFA-countable, we are targeting current final-year Brookes students who have received a Transition from Care bursary or any other bursary support from us, or who have accessed the Disabled Students’ Allowance, with information about the Postgraduate Support Scheme.

40. Oxford Brookes University applied for the Race Equality Charter Mark in March 2015 (having previously taken part in the pilot for HE institutions) and in preparation for this, a great deal of work was undertaken to better understand our BME student population. A thorough examination of the data suggested a number of action points, including: the establishment of a University Equality, Diversity and Inclusion Adviser; the development of curricula which encourage and promote inclusivity; strengthen those aspects of the PGCertHE programme for teaching staff which relate to inclusive teaching and challenging student perceptions with regards to ethnicity and race; work with the Students’ Union to ensure that minority ethnic students are evident in the body of Student Reps. Our expectation is that these measures will help to improve the rates of “good completion” among BME students and our targets in this area are being stretched accordingly.

41. “Good completion” rates for most disadvantaged groups remain below the University average, although we perform above the sector average in respect of disabled students.

**Governance and Monitoring**

42. The implementation of this Access Agreement is monitored and evaluated through our Academic Enhancement and Standards Committee (AESC) and the Widening Participation Advisory Group (WPAG), which reports to AESC. The AESC is chaired by our Pro-Vice-Chancellor (Student Experience) and the WPAG is chaired by the Associate Dean (Student Experience) from the Faculty of Health and Life Sciences. There is student representation on both AESC and WPAG. This structure ensures that widening participation is embedded within our institutional governance structure at a senior level.

43. The Director of our Strategic and Business Planning Office (SBPO) is responsible for collating monitoring information from the designated senior staff member managing each initiative so that we can satisfy our annual reporting requirement to OFFA. This information is compiled at source by the designated staff.

44. The designated staff members responsible for each initiative are also responsible for ensuring that mechanisms are in place to monitor the effectiveness of the schemes for which they are responsible.

45. Reports on the effectiveness of widening participation initiatives are brought to WPAG for consideration.
46. More broadly in the University the monitoring of widening access performance is embedded in a number of generic processes. For instance the annual planning round includes the review by academic faculties of their contribution to University level targets, in particular those which fall into the “getting through” and “moving on” categories. Faculties are presented with data in a format identical to the Access Agreement, but reflecting their own specific data. They are asked to investigate any significant deviations below University targets and propose actions that might help realign performance. In this way variations in attainment by subject can be addressed.

47. The data source for this work is the Academic Performance Tracking Tool (APTT) a reporting system accessible to all relevant staff. It provides the capability to drill down into department and programme level detail, thereby providing a more granular picture, and facilitating investigation of trends in performance against the access targets. We are working to incorporate more HEAT data (see paragraph 49 below) into the APTT.

48. The Board of Governors receives an annual report on performance against University KPIs, including the most recent data on our performance against the OFFA targets.

49. Through the allocation of additional dedicated resource we will support the development of the APTT, the general analysis of our access performance at all stages of the student lifecycle according to our matrix of targets, and the specific analysis of performance within individual widening participation initiatives. This will enhance our commitment to data collection and analysis and increased targeting of activity around demonstrably effective interventions, running through all strands of this Access Agreement and our WPSA.

50. Oxford Brookes was an original participant in the initiative to maintain a means of measuring the effectiveness of work done to raise aspirations and attainment, through the Higher Education Access Tracker (HEAT). The roll-out of this service on a national basis has assisted our capacity to include additional external datasets and benchmarks for assessment purposes and we will be working with service provider to develop such capability.

51. On a more operational level HEAT provides the University with tools and reports to support the full widening participation cycle, from targeting and planning through to monitoring and evaluation. The collaborative research and evaluation done through HEAT enables us to share costs and expertise, this resource ensures the efficient provision of an evidence-based WP evaluation framework.

Contact and Queries

52. This Access Agreement has been compiled by the Head of Admissions, Laura Kishore, who may be contacted in the event of queries.
In 2014 the proportion of BME applicants was 22.9%. We are aiming to reach at least the sector average.

Entrants from low income families

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>22%</td>
</tr>
<tr>
<td>2013-14</td>
<td>19%</td>
</tr>
</tbody>
</table>

No significant disparity in the retention rates of students from low income families vs. those from other socio-economic backgrounds.

Retention of disabled students

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>12.0%</td>
</tr>
<tr>
<td>2014-15</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

Projected Completion of students from low socio-economic backgrounds

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>30.0%</td>
</tr>
<tr>
<td>2014-15</td>
<td>74.0%</td>
</tr>
</tbody>
</table>

Projected Completion of disabled students

<table>
<thead>
<tr>
<th>Year</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>33.0%</td>
</tr>
<tr>
<td>2014-15</td>
<td>41%</td>
</tr>
</tbody>
</table>

Students from low socio-economic classes continue to report lower good outcomes than those from higher social classes. Aim to achieve the University average of 75% by 2019.
Graduate destination of disabled students

90.0% 2016-17

Commentary on your milestones/targets or textual description where numerical description is not appropriate

Graduate destination of students from low socio-economic backgrounds

90.0% No

Graduate destination of mature students

72.0% 2013-14

89.6%

74.8%

76.0%

86.0%

Graduate destination of BME students

No

Graduate destination of young students from POLAR 3 quintiles 1 & 2

75.0% 2013-14

90.0% No

Students from low-income backgrounds are less likely to achieve a good degree; we are aiming for an improvement towards the University average.

Students from low-income backgrounds who are in work or further study has widened. Aim to achieve University average by 2019.

Current rate of 90% for students from low socio-economic background is the highest since 2007. It is in line with the University average and the aim is to maintain this level of performance.

Mature students generally report higher rates than their young counterparts which may be expected considering a non-small number may already be in employment. Aim to maintain a 90% graduate prospect rate.

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

Notes

Table 7b - Other milestones and targets

<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Please select target type from the drop-down menu</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target?</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16a_38</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Good completion of mature students</td>
<td>No</td>
<td>2013-14</td>
<td>71.9%</td>
<td>72.0%</td>
<td>72.0%</td>
</tr>
<tr>
<td>T16a_39</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Good completion of BME students</td>
<td>No</td>
<td>2013-14</td>
<td>60.8%</td>
<td>61.0%</td>
<td>62.0%</td>
</tr>
<tr>
<td>T16a_40</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Good completion of students from low-income families</td>
<td>No</td>
<td>2013-14</td>
<td>72.2%</td>
<td>73.0%</td>
<td>74.0%</td>
</tr>
<tr>
<td>T16a_41</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Good completion of students whose parent/guardian has no HE background</td>
<td>No</td>
<td>2013-14</td>
<td>78.6%</td>
<td>74.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>T16a_42</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Good completion of young students from POLAR 2 quintiles 1 &amp; 2</td>
<td>No</td>
<td>2013-14</td>
<td>75.0%</td>
<td>75.0%</td>
<td>71.0%</td>
</tr>
<tr>
<td>T16a_43</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Graduate destination of disabled students</td>
<td>No</td>
<td>2013-13</td>
<td>85.7%</td>
<td>90.0%</td>
<td>87.0%</td>
</tr>
<tr>
<td>T16a_44</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Graduate destination of students from low socio-economic backgrounds</td>
<td>No</td>
<td>2012-13</td>
<td>85.4%</td>
<td>86.0%</td>
<td>86.0%</td>
</tr>
<tr>
<td>T16a_45</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Graduate destination of mature students</td>
<td>No</td>
<td>2013-13</td>
<td>81.0%</td>
<td>84.0%</td>
<td>86.0%</td>
</tr>
<tr>
<td>T16a_46</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Graduate destination of BME students</td>
<td>No</td>
<td>2012-13</td>
<td>84.5%</td>
<td>85.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>T16a_47</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Graduate destination of students from low-income families</td>
<td>No</td>
<td>2013-13</td>
<td>88.5%</td>
<td>89.0%</td>
<td>89.0%</td>
</tr>
<tr>
<td>T16a_48</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Graduate destination of students whose parent/guardian has no HE background</td>
<td>No</td>
<td>2012-12</td>
<td>83.0%</td>
<td>83.0%</td>
<td>83.0%</td>
</tr>
<tr>
<td>T16a_49</td>
<td>Other statistic: Other (please give details in the next column)</td>
<td>Graduate destination of young students from POLAR 3 quintiles 1 &amp; 2</td>
<td>No</td>
<td>2013-13</td>
<td>84.6%</td>
<td>84.0%</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

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.