University of Brighton

Access and participation plan

2020-21 to 2024-25

Our vision is to ensure that the University of Brighton is a wholly inclusive institution, where students succeed irrespective of background. Our Access and Participation Plan 2020/21 to 2024/25 sets out how we will create the conditions required to achieve this vision.

The Plan articulates our theory of change, including how we will bring about the change necessary to achieve our aims; a visual representation of our theory of change is included on page 20.

The University is proud of its longstanding commitment to widening access to higher education and we will build on this during the period of the Plan. We will continue to take a whole student lifecycle approach, working with students from primary school through to employment or further study. We will deliver a range of pedagogic and student support interventions aimed at supporting continuation, success and employment outcomes for all of our students, focusing in particular on supporting under-represented groups and addressing gaps in performance.

Our work will be evidence-based and data-driven, building on our existing evaluation practices. Our robust governance structures will ensure that accountability for meeting our targets permeates all levels of the organisation, linked to our milestones. We will ensure that students continue to be fully engaged in the ongoing development of the activities set out in the Plan.

The preparation of this Plan coincides with a period of strategic change and development for the University, with several new senior appointments and a commitment to refresh the implementation plan for our education and student experience strategy. This work provides a further opportunity to ensure that the objectives of this Plan are fully aligned with our institutional culture and practice.

1. Assessment of performance

The University is committed to an evidence-based approach to access and participation, and regularly monitors and reports on its data in relation to different student characteristics across all stages of the student lifecycle. The University draws on expertise from its newly formed Evaluation and Policy Department to continually monitor the outcomes of all of its students using the wide variety of data sources available across the sector. The University also utilises internal datasets, with student characteristics and differential outcomes forming a key strand of the University’s annual academic quality monitoring process.

The University will work to develop a robust methodology for reviewing the impact of a range of known or possible structural factors and subsequent assessment of effect on any resulting differences (that is unexplained differences) across the lifecycle, similar to that implemented by the OfS in its key performance measures. This methodology will further inform the institution’s understanding of these differences and provide further insight to enable the most appropriate measures to be implemented to drive improvement and close gaps.

The summary table below highlights the differences in outcomes, informed by the access and participation dataset, with the most recent year provided. The outcomes of the demographics outlined are compared to the outcomes of their counterpart group e.g. POLAR4 Q1 is compared to POLAR4 Q5, a negative value indicates that the indicated group currently has performance above the counterpart group. The assessment of performance will provide more detailed breakdowns of this analysis, including trends over time and focusing on the areas with the largest gaps in outcomes.
Table 1: Summary of ‘gaps’ in student outcomes in the most recent year. Source: Access and Participation Dataset

<table>
<thead>
<tr>
<th></th>
<th>POLAR4 Q1</th>
<th>IMD Q1</th>
<th>Black</th>
<th>Mature</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access*</td>
<td>1.8</td>
<td>2.8</td>
<td>0.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuation (% points)</td>
<td>4.1</td>
<td>5</td>
<td>1</td>
<td>2.1</td>
<td>1</td>
</tr>
<tr>
<td>Attainment (% points)</td>
<td>8</td>
<td>19</td>
<td>24</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Progression (% points)</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>-19</td>
<td>-3</td>
</tr>
</tbody>
</table>

Access refers to the ratio between the group calculated using the per10K measure.

The review of performance data presented below across the different stages of the student lifecycle, makes use of the new OfS access and participation dataset, and primarily refers to full-time all undergraduate students, unless otherwise specified.

1.1 Higher education participation, socioeconomic status

Access

Figure 1: Proportion of enrolments from POLAR 4 Q1 & Q5. Source: Access and Participation Dataset

When considering the proportion of entrants by POLAR4 quintile 1 the University has, over the last five years, admitted similar percentages to that of the sector average and has actually increased slightly over this time period. 11.7% of our entrants in the most recent year were from Q1, compared to 30.9% of entrants from Q5 (vs 12% in the sector and 30.3% in the sector for Q5).

The 2019 HESA Performance Indicators revealed that 11.3% of our young full-time first degree entrants were from a Low Participation Neighbourhood, which remains above our location adjusted benchmark, as our performance on this access measure has been for the last ten years.

When considering the per 10K measure provided by the OfS the ratio between Q1 and Q5 is currently 1.8. This has been a constant for the last three years, however 2013-14 had a ratio of 2.8.

Using IMD the ratio based on the per 10K measure is similar to that of POLAR for the most recent year. We have chosen to focus on POLAR in our access work as it allows us to align with the OfS KPM whilst also ensuring that our targeted approach reaches those students from areas with the lowest progression to HE.
Continuation rates are another dataset that the University keeps under constant review, previously via the HESA non-continuation PI dataset and more recently via the TEF core and split metrics. TEF Year 4 metrics reveal no institutional negative flags for continuation nor across any of the split metrics for this measure, such that there were no significant differences flagged between the continuation rates of our LPN students against that expected. However our analysis of the PIs highlighted an upward trend in non-continuation rates of our young full-time first degree entrants that warrants further attention and action. For the most recent year, 10.7% of students from LPN did not continue into the following year of study, compared to 7.9% for those from other neighbourhoods, which was above (negative) our benchmark for the first time in a number of years.

The APP dataset reveals a more varied pattern of performance in terms of gaps between Q1 and Q5 students, where smaller numbers of students will contribute to greater variability. A difference of 4.1% points in the most recent year, down from 4.7% points in the year before. The difference at the University of Brighton is slightly smaller than the difference across the sector (5% points).

When using IMD the institution has a similarly sized gap (5% points in 2016/17) however this is below the sector average and the gap was 2% points for three of the five years of the analysis. Due to this lower performance in three of the five years we have chosen to focus on POLAR, this will also allow us to align with the OfS KPM.
The new APP dataset has afforded further opportunities to review the outcomes of all of our student groups in more granular detail and to review performance against the sector. Taking the IMD measure, a significant difference in the attainment of students from Q1 & Q5 is revealed. In the most recent year, 59% of Q1 students achieved a ‘good degree’ compared to 77.9% of students from Q5. This was the largest difference between the two groups in the last five years and was the first year where the difference was larger than the sector.

Progression to employment or further study

Our analysis of IMD and POLAR datasets for progression to employment or further study does not reveal any statistically significant differences between Q1 and Q5 students. The APP dataset highlighted that students from IMD Q1 had a lower progression to work or further study than those from Q5, however this was not a statistically significant difference for the last two years. Also a review of the POLAR data showed no statistically significant difference, in fact our students from Q1 had a higher progression rate than those from Q5 in three of the last five years.

1.2 Black, Asian and minority ethnic students

Access

When entrants of different ethnicities are considered as a proportion the majority of entrants are from a white ethnic background. With 76.3% of entrants being from a white ethnic background in the most recent year, compared to 6.3% of black students. The proportion of white students enrolling has been decreasing for the last three years, from 78.4% to 76.3%.

However, when the per 10K population metric is used, the narrative is very different. White students only have a value of 22.1, due to the large white population in the UK, compared to 44.6 for black students. White students had the lowest numerical value of all of the ethnicities.

Similarly, when the 18 year old white student population is compared to the wider population, they are under-represented at the University, with 76.5% compared to 84% in the wider population.

Success

Non-continuation

As noted above, our analysis of non-continuation data has not revealed significant or negative benchmark performance for different student groups. Further scrutiny of the APP dataset highlighted that there were some differences in the continuation rates of students from different ethnic backgrounds but none were consistently present in each year of the analysis.

The continuation rate of part-time students from a white background was lower than that of students from a BAME background, however there are small numbers of BAME students and their outcomes has fluctuated over time. The difference between the two groups is 2% points in the most recent year.
As noted in our previous Access and Participation Plan, the BAME attainment gap is an area that the University has already noted as requiring improvement. The APP dataset analysis confirms this, and indeed highlights the concerning gap between black and white students in particular. Analysis of these two groups reveals the largest difference in terms of attainment at the University. Our performance on this measure has already been under review and various work streams developed to tackle the issue which is also highlighted in the data as the gap has been reducing over the last two years, with an increase in attainment for our black students. The gap in the most recent year was 24.3% points compared to a sector difference of 23.1% points.

Whilst the difference between white and black students is the largest of all the different ethnicities, there is also a significant difference between white and Asian students. In the most recent year 60% of Asian students achieved a good degree, compared to 77.3% of white students. The difference was statistically significant in the last three years.

The black attainment gap is also prevalent in part-time study, however there are less than 40 part-time BAME students in each year of the analysis. This leads to fluctuation in performance, and in the gaps between BAME and white students. The gap was at its largest in the most recent year, 37% points.

Progression to employment or further study

Analysis of progression to employment or further study data is also regularly conducted at the University and our TEF metric data for this measure reveals within benchmark range and no negative flags for our BAME students. Analysis of the APP dataset (with relatively small numbers of black students in the qualifiers population) highlighted a statistically significant difference between the progression rates of black students compared to white, however the outcomes of black students has fluctuated over the last five years. In the most recent year the difference between the two groups was 9.8% points with 57.8% of black students progressing compared to 67.6% of white students.

The most significant difference was found between white and BAME students, which was significant in each of the last five years.
The gap was 8.6% points in the most recent year, however it was less than 3.5% points in the two years previous with the progression rates of BAME students declining for the two most recent years.

1.3 Mature students

Access

Mature students make up 23% of the full-time undergraduate student enrolments at Brighton, and there has been a small decrease in the numbers over the last five years. Further analysis shows that the decline is related to the older mature student groups, with a decline in 26-30 year olds and 31-40 year olds, whilst the proportion of entrants in the 21-25 age group has been relatively consistent since year 2.

Success

Non-continuation

As already noted, analysis of our non-continuation metrics do not reveal any negative benchmarked outcomes for our mature students. Our mature student non-continuation rate remains considerably lower than both our benchmark and the sector average. The most recent year showed 10.1% of mature students did not continue, this compared to 8.2% of young students, the gap between these groups has declined since 2014/15, when the difference was 3% points compared to its current 1.9% points. A review of the APP dataset on this measure highlighted a statistically significant difference in the continuation rate of mature and young students, although the difference between the two groups being only 2.2% points in the most recent year, compared to a sector difference of 7.4% points.

The continuation rate of part-time mature students was significantly lower than that of young students in each year of the analysis. In the most recent year 74% of mature students continued, compared to 92% of young students. The continuation rate of part-time young students was significantly higher than the sector average, and the continuation rate of mature students was also higher than across the sector.
Scrutiny of the APP dataset on attainment outcomes revealed an increasing gap on attainment over the most recent two years for our young and mature students, such that it was almost 6% in the latest year. This is also a significant issue across the sector with a 10.2% point’s gap. Given the University’s other gaps in different student groups’ outcomes identified in attainment, this is also an area that requires new focused attention.

Progression to employment or further study

Analysis of our institutional TEF metrics on employment or further study by young and mature does not reveal negative benchmark performance for our different groups of students, although as previously noted, our internal analysis of the Destination of Leavers from Higher Education (DLHE) data and UK Employment Performance Indicator revealed the first decline in outcomes for all full-time first degree students for four years last year. This decrease is highlighted further in the APP dataset where the difference in the proportion of young and mature students progressing to work or further study has increased particularly in the most recent year, due to the decrease in the proportion of young students progressing.

1.4 Disabled students

Access

The University has a strong commitment to, and reputation in the sector for, the support it provides to students with a disability, and our multiple targets on improving outcomes for this group of students across the student lifecycle in our previous Access Agreements and Access and Participation Plans is testament to this. Our analysis of the HESA UKPIs on enrolments of undergraduate students in receipt of Disabled Students Allowance (DSA) has highlighted our strong, above sector and location adjusted benchmark performance on this WP measure for the last ten years. The APP dataset also reveals that numbers of students with a known disability at the University has increased in each of the last five years, with a large increase in the most recent year from 16.8% to 19.5%. Further analysis highlights the number of students with reported mental health issues as showing the sharpest increase, where it is known additional demands are being made.

Success

Non-continuation

Maintaining a lower rate of non-continuation for students in receipt of DSA against the University average has been one of the University’s targets for a number of years. Analysis of our own internal datasets on non-continuation and review of our TEF metrics on continuation for students with a disability again show within benchmark performance and no negative flags for this group of students. In terms of the APP dataset, analysis of our data highlighted that none of the possible
combinations of students with a disability were statistically significant at the University in the most recent year.

Attainment

The additional analysis provided by the APP dataset revealed a significant difference in degree attainment between students with a disability and those without, for the most recent year (4.9%), although this was the only year over the last five, it being 1.6% in the year prior. When reviewed by the different disabilities, no significant differences in the most recent year were revealed.

There was a small number of part-time students with a disability, with less than 40 in each year of the analysis. This led to large fluctuations over the five years with the lowest performing year having 25% of students progressing compared to 55% in the largest year. This fluctuation means it is difficult to take meaningful conclusions from the data, however students with a disability had a lower continuation rate in four of the five years.

Progression to employment or further study

As noted, our previous Agreements also included as a target, the aim to improve the proportion of students in receipt of DSA progressing into employment or further study. Analysis of the difference in progression to employment or further study between students with a disability and those without was not statistically significant in the most recent year. When disability is broken down further the only significant area in the most recent year was between students without a disability and those with multiple impairments, however this was only significant in the most recent year and features small numbers.

There were also small numbers of part-time students with a disability within the DLHE population, with less than 60 in each year of the analysis. However students with a declared disability did have lower progression rates than those without in each year of the analysis, with a gap of 20% points in the most recent year with 60% of students with a disability progressing to work or further study.

1.5 Care leavers

Access

The University is ranked mid-table compared to other HEIs on overall percentage of care leavers, with 0.5% of our students being care leavers, compared for example to 0.05% at Oxford and 3% at the University of Arts, London. As such data on this group of under-represented students has been combined for the last three years to enable a more reliable assessment of performance. The number of care leavers enrolling at the University has averaged at approximately 10 new entrants over the last five years. Over the course of this plan the University will continue to raise awareness amongst this group of students on the importance of declaring care leaver status so that these students can be appropriately supported.

Success

Non-continuation

Due to the very small total number of care leaver students at the institution compared to non-care leavers, comparisons on rates of non-continuation on single years of data are less reliable. Aggregating the last three years of data reveals that, 78% of care leavers continued into the following year compared to 87% of non-care leaver students, reflecting the sector position for this group of students (Centre for Social Justice, 2019).

Attainment

Again considering aggregated data, 62.9% of care leavers achieved a ‘good degree’ compared to 73% of non-care leaver students.
Progression to employment or further study

Given the small overall numbers of care leaver students at the University and the relatively short time that this has been systematically collected, there is currently no publishable data on the progression to employment or further study rates of this group of students available.

HESA predict the first set of Graduate Outcomes data will be published in spring 2020. At that point we would expect to review the data in relation to care leavers and to set interim targets and milestones if there are significant gaps in care leaver progression.

1.6 Intersections of disadvantage

The University also appreciates that individuals’ identities are shaped by multiple factors and recognises the importance of examining these to more clearly understand intersections of disadvantage. This remains an area where we intend to invest further resource over the next year to more fully understand which specific groups might require more particular attention to address issues identified via both quantitative and qualitative analysis.

Our analysis of the APP dataset on these characteristics across the student lifecycle reveals an increasing gap in continuation rates between white students from IMD Q1&2 and white students from IMD Q3-5, from less than 1% point to 3% points in the most recent year, although this is a smaller gap than the current sector average at 5%. There was also a significant difference in continuation rates when reviewing IMD and gender. Male students from Q1&2 had a continuation rate 5.7% points lower than that of females from Q3-5 in the most recent year. The gap between the two groups has been increasing since 2012-13 when it was 2.4% points.

These findings will add further insight to and help inform the University's plans to drive improvements in our institutional target to reduce the gap in continuation rates for students from low participation areas.

1.7 Other groups who experience barriers in higher education

The University has identified commuter students as a group facing significant barriers to their University experience. For the purpose of this Plan we have defined commuter students as students whose term-time postcode is more than 20 miles away from their main campus. Our analysis of this group reveals that their non-continuation rates have been higher than that of the University average in each of the last three years. Similarly, the attainment, proportion of 'good degrees,' of this group of students is also generally below that of the University average.

A demographic analysis of our commuter students also showed that black, BAME and mature students were over-represented in the commuter student population when compared to the overall University population.

2. Strategic aims and objectives

2.1 Target groups

In light of the foregoing assessment of performance the University has identified six key target groups which it will support through its Access and Participation Plan at particular stages of the life cycle. These are:

- Access for students from POLAR 4 quintile 1
- Continuation for students from POLAR 4 quintile 1
- Degree attainment for black students
- Degree attainment for Asian students
- Degree attainment for students for IMD quintile 1
- Degree attainment for mature students
The Plan includes detailed targets and milestones to close gaps in performance between these target groups and their counterpart groups.

In addition, we will continue our institutional commitment and mission to support care leavers, estranged students and commuter students.

2.2 Aims and objectives

Based on our assessment of performance and our identified target groups, the University is setting itself a broad strategic aim to eliminate differences in performance over the next 10 years for continuation and degree attainment. In relation to access, the picture is much more complex and is, and will be, influenced by a number of external factors, (not least including the fate of the recommendations of the ‘Augar’ review) and by the University’s regional recruitment profile. Therefore, in relation to access for POLAR 4 Q1 students, our objective is to eliminate the gap in 15 years.

Based on our assessment of performance and our broad strategic ambition as outline above, the aims and objectives of this Plan are:

- To eliminate the difference in the proportion of POLAR4 Q1 & Q5 students enrolling at the University of Brighton by 2034/35.
- To eliminate the difference in the continuation rates of students from POLAR4 Q1 and Q5 students by 2030/31.
- To eliminate the difference in the degree attainment between white students and those from Asian and Black backgrounds by 2030/31.
- To eliminate the difference in the degree attainment between IMD Q1 and Q5 students by 2030/31.
- To eliminate the difference in the degree attainment between young and mature students by 2030/31.
- To ensure that care experienced students have no significant differences in outcomes across the lifecycle by 2030/31.
- To ensure that students with a declared disability continue to have no significant differences in outcomes across the lifecycle.
- To eliminate any differences in the proportion of BAME and white students progressing to graduate level employment by 2030/31.

We are not able, at this point in time (summer 2019), to set a detailed numerical target with annual milestones on outcomes for the progression stage of the lifecycle, due to the current absence of up to date sector/institutional data as a result of the transition from the Destinations of Leavers of Higher Education (DLHE) survey to the Graduate Outcomes survey. However this group will remain a focus for the institution and an overall target will be considered following the release and confirmation of Graduate Outcomes data. HESA predict the first set of Graduate Outcomes data will be published in spring 2020. We would seek to set interim milestones from that point with further detail following in 21/22 when at least two years of data are available.

In previous access agreements and in our 2019/20 Plan, the University set objectives relating to access for students from state schools, whole lifecycle targets for those in receipt of DSA, and continuation for mature students. We will continue to support these groups through the education and support practices of the institution. However, we are setting targets only where we see the largest gaps in performance, allowing us to prioritise our efforts on the target groups identified in section 2.
3. Strategic measures

3.1 Whole provider strategic approach

3.1.1 Overview

The University of Brighton Access and Participation Plan 2020/21 to 2024/25 will pursue an ambitious vision to narrow gaps in performance between different groups of students. We will deliver a range of strategic measures to support this vision, aligned to institutional strategy and informed by rigorous evaluation of our performance.

The University is proud of its record on access and participation. Our strategy Practical Wisdom 2016-2021 sets out our mission to realise potential and shape futures through high quality, practice-based learning and teaching, research and enterprise, underpinned by core values of inclusivity, sustainability, creativity and partnership. This mission permeates the institution through effective pedagogic practice, leadership and governance.

The Board of Governors has overall responsibility for approval of the Access and Participation Plan. The Academic Board has responsibility for the leadership of all academic matters including access and participation. The Academic Board provides the Board of Governors with assurance that the Access and Participation Plan has an ambitious vision to meet our obligations to students. The Academic Board delegates responsibility for policy and practice on access and participation matters to the University Education and Student Experience Committee (UESEC), under the leadership of the Pro Vice-Chancellor (Education and Students). UESEC has two reporting bodies to manage this work: the Widening Participation Achievement Team (WiPAT) and the Access and Participation Plan Group (APPG). WiPAT is chaired by the Director of Education and includes a membership of academic and professional services colleagues from across the institution and includes representation from students. It is responsible for the planning and delivery of strategic activities and for evaluating their effectiveness. APPG, chaired by the Academic Registrar and also including student membership is responsible for the production and evaluation of the Plan and for related financial matters.

3.1.2 Alignment with other strategies

Education and student experience strategy

A new Pro Vice-Chancellor (Education and Students) joined the University in January 2019 and is currently refreshing the Education and Student Experience strategy implementation plan, which includes ensuring that it is fully aligned to the priority areas set out in this Plan.

The Education and Student Experience Strategy implementation plan includes 4 main strands. The first of these - inclusivity - expresses our commitment to ensuring that all of our students are able to achieve their potential. The mix of enabling activities to meet this aim will be aligned to the strategic activities set out in this Plan. Furthermore, the targets and milestones in this Plan will be translated into School-level targets.

Equality and diversity

The University has an Equality, Diversity and Inclusivity Plan 2017-2020, which has a strong focus on student outcomes and is intrinsically linked to the Access and Participation Plan. The connections between the two Plans are overseen by the Widening Participation Achievement team.

The EDI Plan also provides a platform for ensuring that the University carefully considers the impact of its activities on students with protected characteristics. The University has strengthened its existing equality impact assessment processes by requiring all committee papers to include details of the findings and actions arising from equality impact analysis. This provides for detailed consideration of equality impacts. The process is currently being piloted with some committees including the University Executive Board, with full implementation planned for the 2019/20 academic year.
The University is working towards submitting an application for the Equality Challenge Unit Race Equality Charter in July 2019, guided by a cross-institutional steering group including members of WiPAT and APPG to ensure the close alignment of these areas of work.

As part of its production, the university has undertaken an Equality Impact Review of this APP. The findings of the Impact Review demonstrate that there are no anticipated adverse impacts on groups with protected characteristics. The review was able to identify several ways in which it is hoped that the new APP will positively impact upon the experiences of several protected groups and therefore advance equality at the institution.

### 3.1.3 Strategic measures

**Access**

The University delivers a successful programme of outreach activity, based on a whole school evidence-based approach. We will build on this to continue our targeted work with students from low participation neighbourhoods, beginning our engagement with pupils at primary school. We will continue our commitment to specific under-represented groups such as mature students and care-leavers and support the engagement of young people through our programmes aimed at parents and carers.

**Working with low participation neighbourhoods**

We work with multiple partners including the University of Brighton Academies Trust, schools, sixth forms and colleges. Over the lifetime of this Plan, we will review the target schools and colleges we work with based more specifically on POLAR 4 Q1 data. We will consider geographical targeting of LPN cohorts in South London, Essex and Kent in addition to East Sussex to ensure that our activities are able to reach the greatest numbers of POLAR 4 Q1 students.

Following positive feedback from our schools and colleges we will continue to offer a whole school approach enabling all learners in targeted schools to participate. However, to further supplement this we will be introducing a ‘programme within a programme’ aimed at supporting the attainment and aspirations of an identified cohort of high potential, low achieving/aspiration pupils in Year 9-11 in each school. Schools are already identifying this group (primarily, but not exclusively, boys) for additional support particularly in preparing for GCSEs.

**Working with primary schools**

The University has an established reputation in working with primary schools, as evidenced by our currently chairing the NEON Primary Working Group. Since 2008 the University has invested in a flagship widening participation programme specifically aimed at engaging primary school pupils. We recognise the importance of working with students from younger age groups and in continuing this engagement through the year groups.

During 2020-25, as a result of our focus on closing the LPN participation gap, we will continue to work with Years 3-6 but we will review and consolidate our primary school outreach offer around fewer schools with a strategic focus on our transition work from Year 6 to Year 7, working closely with our partner secondary school progression hubs and primary feeder schools. This will also enable us to begin to work with schools at an earlier stage to identify a cohort with which we can begin higher intensity outreach work prior to Year 9.

**Summer Schools**

Summer schools are shown in the sector to be some of the most effective activities in terms of widening access and recruitment to higher education for students from under-represented groups. Our strategic approach will include a review of evidence and impact and an expansion and growth of residential summer schools offer. We will continue to review eligibility criteria, the latest progression data from summer schools and the most recent qualitative data.

**Developing our approach to working with mature students**
Our strategic approach in this area includes continuing to work in FE colleges with Access to HE students providing IAG and opportunities to take part in specifically-designed campus activities. Following a successful pilot in 2018-19 we will expand the specific summer school/induction provision for mature students. We will aim to make HE study more visible to mature learners not in FE colleges during Adult Learner Week, linking an Apprenticeships campaign with an event for mature learners offering IAG, hands on experiences, academics lectures and careers advice. We will consider a series of Saturday support sessions specifically targeted at matures students where they will receive one-to-one information, advice and guidance. We will also consider the development of marketing materials (both digital and non-digital) that are specifically aimed at these students.

**Degree apprenticeships**
The University of Brighton is developing and delivering higher and degree apprenticeship programmes to meet the needs of businesses and public-sector employers particularly in sectors traditionally popular with mature students such as teaching and health, 88% of our apprenticeships are aged 24+. We have been working with employers to develop a strong programme of apprenticeships in response to a variety of organisations’ staffing and development needs, including commercial and public sector employers looking for apprenticeships in health, teaching, construction and the built environment and business. By offering provision which enables students to ‘earn while you learn’, gain professional accreditation and membership, develop the latest job-specific skills, and grow earning potential we hope to address some of the access and participation challenges currently faced by mature and part time students in higher education.

Our first higher apprenticeships have been developed at the University’s School of Health Sciences (Healthcare Assistant Practitioner, Nursing Associate and Healthcare Science). We are developing Degree Apprenticeships in occupational therapy and podiatry.

Other areas in which the University is developing degree apprenticeships including teaching, business, data analytics, construction, and senior leadership, the Teacher Degree Apprenticeship and the Senior Leaders Degree Apprenticeship which offers an apprenticeship route to the University’s MBA programme.

**School Sponsorship**
The University regards school sponsorship as a cornerstone of our strategy to raise attainment, improve progression and increase participation to higher education for pupils from the most disadvantaged backgrounds. The University is the sponsor of the University of Brighton Academies Trust (UoBAT), a network of 15 infant, primary and secondary academies in Sussex, comprising 7,500 pupils and 1,200 staff. With the University’s support, the academies all support each other, and their pupils, to excel.

Whilst each academy’s targets reflect its individual context, there are some common principles:

Targets are challenging and all are set to be above the Department for Education’s floor standards:

- For primary academies, 65% of Key Stage 2 pupils meet the expected standard in reading, writing and maths combined and/or the academy’s average progress scores in each of reading, writing and mathematics is above the floor target
- For secondary academies, the Progress 8 score is above -0.5
- In secondary academies, there are no gaps in the progress 8 measures for each academy between disadvantaged pupils and others nationally
- In primary academies, there are no gaps in the average progress score between disadvantaged pupils and others nationally

The Board of Trustees of the University’s multi academy trust has overall responsibility for the monitoring and evaluation of strategies to raise attainment in the academies and is chaired by the University’s Deputy Vice Chancellor. The Trust’s Board of Trustees receives School Improvement reports at each meeting, setting out key achievements and risks for each academy in
the Trust and in turn provides reports to the University’s Board of Governors. Detailed scrutiny of individual academy outcomes is undertaken by the Trust’s Education and Standards Committee, which draws on a range of information, including regular data analyses and professional partner reports. The Trust’s Strategic Improvement Group (SIG), chaired by the Director of School Improvement, is responsible for the strategic direction and quality assurance of school improvement work.

There is a trajectory of improvement in pupil progress and outcomes. For Secondary academies in 2016/17, each was above the government’s floor measure and:

Almost all of the primary and secondary academies across the trust are now oversubscribed with high applications rates, with positive community perceptions of the Trust and the University. Finally, there have been excellent Ofsted inspection outcomes during the last year, each of which has recognised the positive impact of the University and the Trust.

Curriculum, pedagogy and student support

A commitment to ensuring all students can reach their potential is embedded within the education policy and practices of the University of Brighton. Below are highlighted several current initiatives and projects on which we will build over the course of this Plan, in order to meet our targets.

Student Success Framework

The University’s Student Success Framework is a best practice toolkit which informs educational practice and student support across the student life cycle. The Framework is the University’s flagship strategic measure for supporting students from transition through to employment. Its purpose is to increase the proportion of students who successfully complete their studies within the normal period of enrolment and to reduce the differential outcomes. The Framework is overseen by the Education and Student Experience Committee and was produced by the Widening Participation and Achievement Team.

The Framework will be a key strand of the strategy for meeting the targets in this plan, providing staff with a range of resources and setting expectations of engagement in this area of work for all academic schools.

Differential outcomes

Working to reduce differential outcomes is a key practice area of the Student Success Framework. The Widening Participation Achievement Team is leading the institutional work to address gaps in performance between students. Our data-driven approach has revealed school-specific differential outcomes and WiPAT has overseen targeted interventions to address these disparities, including: a writing retreat for mature and WP students in the School of Applied Social Science; and one-to-one coaching for WP students in the School of Humanities.

We have also prioritised cultural change and development for all staff through mandatory online training in equality and diversity and workshops in unconscious bias for those marking student assessment. In addition, the University participated in the Changing Mindsets catalyst project, a lasting legacy of which is Growth Mindset workshops for staff and students, which explore perceptions of success.

Our largest differential outcome is in degree attainment between black and white students. We will address this by driving cultural change and supporting staff to understand the experiences of all students, thereby avoiding a deficit model; for example, the University offers face-to-face unconscious bias training and mandatory online equality and diversity training. We will also continue to support students to fulfil their potential through a range of targeted interventions based on annual differential outcomes.

The Vice-Chancellor has pledged to work with students and use the UUK-NUS BAME Attainment Gap Framework within the institution. The University has already made good progress in
implementing many of these recommendations, this specific pledge will further reinforce the institutional commitment to supporting these students.

**Transition support**
Transition to HE is supported by Hit the Ground Running (HTGR), a school-based activity which enables students to connect to their subject, their peers, staff and current students (ambassadors) in the period between confirmation and in-person enrolment. Designed with mature and widening participation students in mind the activity is delivered through online platforms relevant to the subject area and is designed to manage student's expectations, remove some of the mysteries or barriers to studying in HE and explains the language of HE. Evaluation shows that student who engage with HTGR have better outcomes in semester 1 modules than their peers and mature students and students from LPNs are more likely to participate than their peers. Following a successful pilot in 2018-19 we will expand the Get Ahead summer school/induction course for mature students and link this with Hit the Ground Running.

**Education policy and practice**
During the lifetime of this Plan the University will continue and build upon several institution-wide initiative that aim to secure good outcomes for all students, with a particular focus on differential outcomes. These include a new curriculum design framework, and the introduction of anonymous marking and in-year module retrieval.

Inclusivity is a key feature of the CDF and the new curriculum is accessible to all learners, with equality and diversity through inclusive practice embedded. The curriculum promotes awareness of equality, diversity and inclusivity in course content and in learning and assessment activities, e.g. for most courses at each level of study every student has the opportunity to select an assessment (from a choice) which best suits their own learning needs. Efforts to decolonise the curriculum which began in the context of the CDF are continuing across the University working with the students as partners.

The University has introduced in-year module retrieval, enabling students to retrieve module assessment failure within the academic session. This has been has proved successful in assisting the transition of students into Higher Education and contributes to continuation and progression rates among first year students with 73% of students who took IYMR being successful which equates to 291 student assessments. The evaluation of IYMR also suggested that it was positive in supporting BAME students and their progression through University.

During 2018/19, the University undertook an extensive ‘Anonymity in Assessment’ pilot project. It is anticipated that in academic year 2019/20 this will be embedded as standard practice across the institution for all appropriate assessments. The aim is to give greater assurance to all students about the objectivity of the University of Brighton’s assessment procedures and to avoid any suggestion that personal knowledge of students and any unconscious bias can impact on assessment outcomes.

**Strategic approach to employability**
Our assessment of performance shows that there are no significant gaps in graduate outcomes for students from different groups. Nonetheless, it is a strategic priority for the University to improve employment outcomes for all of our graduates. Over the lifetime of this Plan, we will enhance our careers and employability offer for students, aligned to the refresh of our Education and Student Experience Strategy, which is currently underway. Our headline strategic measures on employability will include the following:

- Implementing the recommendations of a recent review of our Careers Service, including the appointment of a new Head of Employability and redefining the objectives and KPIs for the service
- The expansion of work experience opportunities for students on courses that are not accredited by a professional, statutory or regulatory body
• Continuing to deliver our Community Engagement Module, which provides employability skills development opportunities for students through a requirement to undertake fifty hours of volunteering

• The delivery of entrepreneurship education within the curriculum, and providing an extra-curricular support service which equips students and graduates with the skills, knowledge and mindsets to set up their own businesses and community projects, funded by grants provided by Santander

• Increasing our Momentum Mentoring Programme, which enables c.120 students from under-represented groups to receive mentoring throughout an academic year from employers and other professionals. Recent evaluation of the effectiveness of the Momentum Programme showed that students who had participated were more likely to both progress through their studies and achieve a good degree

• An employability fund enabling second year students from low income backgrounds to receive grants to support an employability-related activity, such as an unpaid placement

• Funding provided by Santander is used to fund internships for unemployed graduates, which are available to students who received a bursary with us in their first year of study

The University will monitor the effectiveness of these initiatives through setting KPIs on graduate outcomes at institution and school level.

**Collaboration**

We recognise that there is much to be gained by sharing best practice with colleagues from across the sector, to support our own continuous improvement and also to support the OfS in its key performance measures.

The institution is committed to supporting cross-sector initiatives. We are active members of several HEAT committees:

• Steering Group
• Research Group
• Database development group

We facilitate the National Education Opportunities Network (NEON) primary working group and are active members of several other NEON groups including the BAME attainment gap working group.

**Brighton and Sussex Medical School**

The University of Brighton has a long standing collaborative programme with the University of Sussex through our shared medical school, BSMS. The programme aims to address access to medicine, closing participation gaps, increasing diversity in the medical profession and ensuring that medicine is able to reflect the wider patient population. Work to improve access to medicine has been recognised by the Medical Council who awarded an additional 50 places for students from underrepresented groups. BSMS’s outreach programme, BrightMed, has been successful in preparing students to access medical schools, and is recognised as an example of best practice in the sector, being awarded the NEON Widening Access Initiative (Outreach) Award at the NEON Awards 2019.

Keystones of the programmes are a contextual admissions policy, simplification, demystification and transparency of the medical admissions process and, supporting this, BSMS runs a number of access and outreach programmes. Outreach works with years 4-6, years 7-8, in addition to BrightMed, our flagship longitudinal widening access programme focusing on the development of skills, values and attributes required to apply to medical school for students in years 9-13, culminating in a 4-day residential event. BSMS is currently working with approximately 250
students - 60-70 per year group. BrightMed 12x3 is a shorter duration, intensive, three-day intervention run with a different cohort of Year 12 students which focuses on the application process.

BSMS has demonstrable success is in supporting students from non-traditional backgrounds to access a medical education. Applicants to medicine from the BrightMed programme who receive at least one offer to study medicine is significantly higher than the number of applicants per place nationally. In 2017 77% of students completing the BrightMed programme received one or more offers to study medicine.

In addition to the BrightMed and BrightMed 12x3 interventions, BSMS runs a number of collaborative outreach and widening participation activities with the following institutions including the Royal College of General Practitioners (GP work experience programme), IntoUniversity and both partner institutions and is currently collaborating with Kent and Medway Medical School to help establish an Outreach programme using the BrightMed model.

National Collaborative Outreach Programme

The University of Brighton is the lead institution for the regional NCOP programme, administered by the Sussex Learning Network. The SLN consists of five further education colleges, three HEI and is supported by three Local Authorities, two Local Enterprise Partnerships and a network of independent training providers.

The specific aims of the SLN National Collaborative Outreach Programme (SLN:COP) are to develop innovative approaches and new understandings informed by, as well as informing, what outreach activities work in practice to engage, and progress, POLAR 4 Quintiles 1 and 2 learners.

Sitting alongside SLN’s philosophy of collaboration, is an equally important focus on engaging and listening to previously silenced voices including those of young people and parents, with a view to critically considering: what can pupils and parents tell us about what needs doing? Our SLN:COP projects and evaluation approach have placed at centre stage the need to listen to the lessons we can learn from these key stakeholder groups about what is needed. This is vital to developing understanding and informed responses to why young people do not go to University, rather than simply seeking to encourage them to do so.

SLN:COP allocates funds to schools, colleges, universities, local authorities and community groups to deliver outreach programmes to young people in Years 9-13, who are between 13-19 years of age. This work focused on local areas where higher education participation is lower than might be expected given the GCSE results of the young people who live there. Currently the SLN:COP successfully engages 49.9% of the target population, exceeding the target set by the OfS of 20%.

Over 61,000 outreach activities have taken place to date, more details can be gained from - https://www.sussexlearningnetwork.org.uk/projects/.

Other priority groups

The University will retain its strong commitment to contributing to the equality of opportunity for all under-represented groups, particularly for improving access and outcomes for the following groups: care leaver students, estranged students and our commuter students.

Our strategic approach will be to continue to collaborate with relevant external groups and other providers to share good practice and drive improvements on the issues of care leaver and estranged students. We will continue to develop relationships with relevant bodies to ensure successful progression and the highest possible outcomes for these students. A particular focus will be becoming a new signatory of the Care Leaver Covenant and to pursue a gold standard for our work to support care leavers in any quality marks that are forthcoming from the pilot currently
being taken forward by NNECL. We will continue to ensure that our institutional package of support is available from transition into the University and progression into employment or further study. As well as continuing with the institutions high standards of support for care experienced students we will also seek to develop this support.

The University has also signed the ‘Stand Alone Pledge’ to demonstrate its commitment to estranged students, who are studying without the support or approval of a family network. The pledge highlights our intention as an institution to working towards creating the right environment and conditions for estranged students to complete their course, with a particular focus on improving support mechanisms in a number of key areas; finance via a dedicated Estranged Students Bursary, accommodation, mental health and wellbeing, and outreach and transition.

The University of Brighton has developed its own definition of Commuter students taking into account our local context, these being students who commute more than 20 miles into their home campus. Around 15% of the Undergraduate population are defined as commuter students with this population also featuring a higher proportion of BAME and Mature students. We are putting in place measures to support students who commute. We are currently undertaking some institutional research on the experience and needs of commuting students and the outcomes of the research will inform further actions for 2020 onwards.

**Financial support**

Our financial support package is designed to support students from under-represented groups in higher education, and specifically students from low income households, students who are estranged from their families and care leavers.

In 2017 the University undertook a detailed review of the financial support provision analysing institutional data and evidence from the sector to assess the impact of financial support on students from under-represented groups, and we used the outcomes of this review to inform our current provision from 2018/19. One finding of this review was that over three years receiving a bursary, or Student Support fund had a significant impact on non-continuation. In addition, our financial support package includes the Student Support Fund students most in need who are UK domiciled students and in receipt of the maximum statutory funding who are facing particular financial hardship.

We aim to continue to reduce non-continuation, as well as equalising attainment and graduate outcomes for the students in these target groups. We will evaluate the impact of our financial support package over a number years across the whole student lifecycle using the evaluation tools available to inform decisions about maintaining or changing our future financial support package.

The financial support package comprises:

The University of Brighton Bursary, which is a cash bursary of £500 for each year of study and is available to students who meet the following criteria:

- not already in receipt of a care leavers’ or estranged students' bursary,
- normally resident in England and assessed as eligible to receive full package of tuition fee and maintenance loads from Student Finance England or
- normally resident in an EU country other than the UK and assessed as eligible to receive a tuition fee loan from Student Finance England
- studying an undergraduate course
- a residual household income up to £25,000.

An additional targeted cash bursary of £1,000 in all years of study aimed at supporting Care Leavers and those estranged from their families who meet the above criteria and:

- are under the age of 25
• have been in the care of, or have been given accommodation by, their local authority for a period of at least 13 weeks before the age of 16.
• have not been in care but are permanently out of contact with their parent(s)

Students on part time courses who meet the above criteria will receive a pro rata cash bursary.

3.2 Student consultation

The University’s governance arrangements for access and participation ensure that our institutional policy and practice is informed by the student voice. The President and Chief Executive Officer of the Students Union is a member of the Access and Participation Plan. The Students Union Vice-President with responsibility for Welfare is a member of the Widening Participation Achievement Team. These governance arrangements mean that student representatives have made a significant contribution to determining the targets and strategic measures set out in this Plan, ensuring that our strategic measures are informed by the student voice.

We have also taken the opportunity to seek a broader engagement with the wider student population about our work on access and participation. The President of the Students Union recently led a series of informal conversations with 22 students, in groups of 3 and 4. A summary of our assessment of performance was shared with the students, alongside an overview of our intended strategic approach. Students were asked to comment on the proposed Plan, and their feedback suggested broad agreement with the approaches the University intends to take. An emerging priority for further review is communication and the need to ensure that students are fully aware of the support options available. During the period of this Plan the University will consider how it might rebrand flagship initiatives to support student understanding.

The University is also engaging students in its work to address the black and BAME attainment gap through a series of focus groups which are being run as part of a research project by a new appointment in the University’s Centre for Learning and Teaching. These focus groups will enhance our understanding of the challenges facing these student groups, as well as gaining student input into strategic plans to tackle these challenges.

Over the lifetime of this Plan the University will enhance its arrangement for engaging with students by including student representation on its evaluation and financial support sub-groups. We will also seek student engagement through School Student Experience Committees, and through targeted work with appropriate student societies.

3.3 Evaluation strategy

The University is and has been committed to undertaking robust evaluations to ensure that activities are supporting our students effectively, and that evidence of impact is available to make any required improvements and also to inform and develop the University’s wider approach to access and participation. As a result of our commitment to developing our approach to access and participation and understanding ‘what works’, the University has established a sub-group of our main Access and Participation Working Group dedicated solely to increasing and improving our access and participation related evaluation and research activities. The APPG Evaluation Sub-Group (APPG: ESG) is chaired by the Head of our newly formed Evaluation and Policy Department and is supported by a dedicated Access and Participation Project Officer/Analyst post. The Group includes staff from across the institution, both academic and professional services, as well as a student member, and it leads on developing the University’s approach to access and participation related evaluation and associated analysis.

The University’s Monitoring and Evaluation Framework (MEF)

The University of Brighton has, and will continue to recognise the importance of high quality evaluation and of taking an evidence-based approach to developing its strategic initiatives for access and participation. To support this commitment, the University has developed an institutional Monitoring and Evaluation Framework (MEF) to ensure there is a robust and, where possible and desirable, consistent approach to evaluation of relevant activities across the institution. The MEF is
overseen by the APP: ESG and covers the whole student lifecycle, supporting monitoring and evaluation across all of the institutions’ major access and participation interventions.

The MEF provides an annual timeline for our Monitoring and Evaluation processes, as well as guidance and support for practitioners. To support our evidence-based approach, an annual process to review the monitoring and evaluation outcome reports of our major projects is undertaken. These reports provide key information on; project aims and objectives, data analysis, evaluation outcomes and recommendations for future developments. The Group provides any necessary support and advice to assist project leads throughout the process.

A key feature of the University approach to evaluation has been implementing robust processes and infrastructure to support successful evaluation. The University subscribes to the Higher Education Access Tracker (HEAT) to support the monitoring of the impact of outreach activities. A dedicated outreach data administrator is in place to support the accurate data collection from outreach activities and to further develop the implementation of HEAT across the University.

Evaluation self-assessment
The University welcomes the sector-wide increased focus on evaluation and institutional research on access and participation measures. The APP: ESG has made use of the new OfS evaluation self-assessment tool, the outcomes of which have already, and will continue to, inform the University’s continually developing strategies for evaluation of activities across all stages of the student lifecycle. Our outcomes are summarised below, together with highlights of plans for areas of development over the life of this Plan.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Category of practice</th>
<th>Opportunities for enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Context</td>
<td>Advanced</td>
<td>Enhance and further embed use of the MEF across the University.</td>
</tr>
<tr>
<td>Programme Design</td>
<td>Emerging</td>
<td>Amend the MEF to increase focus on programme design.</td>
</tr>
<tr>
<td>Evaluation design</td>
<td>Emerging</td>
<td>Work to ensure this is considered more consistently across initiatives across all stages of the student lifecycle.</td>
</tr>
<tr>
<td>Evaluation implementation</td>
<td>Emerging</td>
<td>Increase the focus on ensuring appropriate and robust methods of data collection and consideration of resources required.</td>
</tr>
<tr>
<td>Learning to shape improvements</td>
<td>Emerging</td>
<td>Build on our work on sharing and making use of evaluation outcomes internally, with a new focus on the wider external environment and look to developing a relationship with the new formed Centre for Transforming Access and Student Outcomes (TASO).</td>
</tr>
</tbody>
</table>

Evaluating financial support
The University has always conducted annual analyses and evaluations of its student financial support packages. This entails a review of the demographic profile of our bursary holders, analysis on their continuation rates and attainment outcomes, together with information gathered from a related student survey. Outcomes of the analysis are reviewed by our Financial Support Sub-Group in detail and fed into the APPG for consideration and decision. As a result of the insight from previous analysis (which included both quantitative and qualitative elements and use of survey data), the University outlined its plans to amend its financial support package in its 2018/19 Access Agreement. The revised offer is being rolled-out to new entrants from 2018/19 (current year) and as such, the annual evaluation designed to assess impact on student outcomes has not yet been able to be undertaken. The University has invested in the training in the OfS financial support evaluation toolkit and will at the point in time when the relevant outcomes data are available, be carrying out a full and detailed evaluation to ensure our new financial offer continues to have impact and support those students to succeed.
3.4 Monitoring progress against delivery of the plan

The University’s Board of Governors will be provided with regular reporting on progress with the targets set out in this Plan, in order to enable it to meet its oversight responsibility in this area. The monitoring of the Plan will be directed by the Academic Board, and delegated to the Education and Student Experience Committee and the Access and Participation Plan Group.

Each of the University’s Academic School has a single enhancement plan, which draws together the outputs of our longstanding annual monitoring and evaluation activities. Comprehensive student experience and success data dashboards have been developed to enable detailed review of the relevant datasets and these are used to flag areas that require further investigation. This process is directed by a University-level Panel, which meets twice per year to scrutinise the data and includes student representation.

In addition, the targets and milestones set out in this Plan will be translated into school level KPIs. This will provide for regular points in the year where performance will be scrutinised by the University Executive Board, with associated School action plans being reviewed and revised as required to drive continual improvements towards targets.

APPG oversees the annual monitoring cycle for initiatives funded through this Plan. This process involves individual projects providing evaluation outcomes for the academic year as well as highlighting key challenges and successes.

If any areas this plan are identified as worsening, or lacking sufficient progress to meet our stated aims and objectives, the institution will take appropriate action to ensure that this trend is reversed. This will include undertaking further analysis to understand the reasons behind the performance, and if necessary the redirection of resource to ensure that the targets outlined within this plan are met within the desired timescales.

4. Provision of information to students

The University of Brighton publishes clear, accessible and timely information for existing and prospective students on the fees we intend to charge and on the financial support we offer. We do this both through our own information channels and through the provision of timely and accurate information to UCAS and the Student Loans Company to enable them to populate their course databases in time to inform applications and update applicant-facing web services.

The University of Brighton website provides our most comprehensive source of up-to-date information about funding and fees presented by year of entry and by student type, enabling students to see what fees and financial support package applies to them. Current Access and Participation Plans, and previous Access Agreements, are published in full in appropriate areas of the website for both prospective and current students alongside a wide range of other relevant advice including finance, disability and learning support.

Tuition fee information is provided within ‘course’ and ‘fees and finance’ sections of the website where advice on where to seek financial help and advice is also prominently flagged. Information on the University’s financial support package clearly states the eligibility criteria and the levels of financial support offered in each year of study. Targeted web content is provided for under-represented and non-traditional groups including students from low income families, students with disabilities and student parents with advice on funding and financial support where this is applicable. We have also identified the need to highlight to prospective students that we rely on household income being shared with us in order to assess bursary eligibility and, for the benefit of our students, we will continue to develop these communications.

We send regular email communications to prospective students, applicants and current students providing links to key financial advice and information at critical points during the decision-making process.
process. We also provide regular presentations on fees and funding at our open days and also deliver these through our recruitment and outreach activities.
THEORY OF CHANGE

Define your goals and how you will achieve them

What is the problem you are trying to solve?
Differential outcomes between student groups across the student lifecycle.

Who is your key audience?
Current and prospective students at the University, as well as staff across the institution.

What is your entry point to reaching your audience?
The Education and Student Experience Strategy implementation plan is in the process of being refreshed, this will provide a key vehicle for engaging staff and students across the student lifecycle.

What steps are needed to bring about change?
Initiatives to support students, pedagogic and curriculum developments and staff focused unconscious bias training.

What is the measurable effect of your work?
Reduction in differential outcomes across the lifecycle.

What are the wider benefits of your work?
More diverse, and successful, population of students at the institution.

What is the long-term change you see as your goal?
Equality of opportunity and outcomes for all students, regardless of background, across the whole student lifecycle.

INSPIRED BY: Nesta (2011) Theory of Change
5. Appendix
**Access and participation plan**

**Fee information 2020-21**

**Provider name:** University of Brighton  
**Provider UKPRN:** 10000886

### Summary of 2020-21 entrant course fees

*course type not listed

#### Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

#### Table 4a - Full-time course fee levels for 2020-21 entrants

<table>
<thead>
<tr>
<th>Full-time course type:</th>
<th>Additional Information:</th>
<th>Course fee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First degree</td>
<td></td>
<td>£9,250</td>
</tr>
<tr>
<td>Foundation degree</td>
<td></td>
<td>£9,250</td>
</tr>
<tr>
<td>Foundation year/Year 0</td>
<td></td>
<td>£9,350</td>
</tr>
<tr>
<td>HNC/HND</td>
<td></td>
<td>£9,350</td>
</tr>
<tr>
<td>Cert HE/Dip HE</td>
<td></td>
<td>£9,350</td>
</tr>
<tr>
<td>Postgraduate ITT</td>
<td></td>
<td>£9,350</td>
</tr>
<tr>
<td>Accelerated degree</td>
<td></td>
<td>£9,350</td>
</tr>
<tr>
<td>Sandwich year</td>
<td></td>
<td>£1,850</td>
</tr>
<tr>
<td>Erasmus and overseas study years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

<table>
<thead>
<tr>
<th>Full-time course type:</th>
<th>Additional Information:</th>
<th>Course fee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First degree - Brighton Film School Ltd 10037806</td>
<td></td>
<td>£9,250</td>
</tr>
<tr>
<td>First degree - East Sussex College Group 10002923</td>
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<td>£9,250</td>
</tr>
<tr>
<td>Foundation degree</td>
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<td>£9,250</td>
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<tr>
<td>Foundation year/Year 0</td>
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<tr>
<td>HNC/HND</td>
<td></td>
<td>£9,350</td>
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<tr>
<td>Cert HE/Dip HE</td>
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<td>£9,350</td>
</tr>
<tr>
<td>Postgraduate ITT</td>
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<td>£9,350</td>
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<tr>
<td>Accelerated degree</td>
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<td>£9,350</td>
</tr>
<tr>
<td>Sandwich year</td>
<td></td>
<td>£1,850</td>
</tr>
<tr>
<td>Erasmus and overseas study years</td>
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<td></td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

#### Table 4c - Part-time course fee levels for 2020-21 entrants

<table>
<thead>
<tr>
<th>Part-time course type:</th>
<th>Additional Information:</th>
<th>Course fee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First degree - BA Hons - Professional Studies in Learning and Development</td>
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<td>£6,935</td>
</tr>
<tr>
<td>Foundation degree</td>
<td></td>
<td>£4,625</td>
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<tr>
<td>Foundation year/Year 0</td>
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<tr>
<td>HNC/HND</td>
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<td></td>
</tr>
<tr>
<td>Cert HE/Dip HE</td>
<td></td>
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</tr>
<tr>
<td>Postgraduate ITT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accelerated degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandwich year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erasmus and overseas study years</td>
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<td></td>
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<tr>
<td>Other</td>
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</table>

#### Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

<table>
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<th>Part-time course type:</th>
<th>Additional Information:</th>
<th>Course fee:</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>Foundation degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation year/Year 0</td>
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<tr>
<td>HNC/HND</td>
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<tr>
<td>Cert HE/Dip HE</td>
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<tr>
<td>Postgraduate ITT</td>
<td></td>
<td></td>
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<tr>
<td>Accelerated degree</td>
<td></td>
<td></td>
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<tr>
<td>Sandwich year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erasmus and overseas study years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Table 4a - Investment summary (£)

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>£2,187,158.00</td>
<td>£2,230,929.00</td>
<td>£2,269,015.00</td>
<td>£2,308,086.00</td>
<td>£2,347,554.00</td>
</tr>
<tr>
<td>Access</td>
<td>£364,323.00</td>
<td>£371,200.00</td>
<td>£376,477.00</td>
<td>£381,869.00</td>
<td>£387,282.00</td>
</tr>
<tr>
<td>(pre-16)</td>
<td>£1,429,709.00</td>
<td>£1,458,089.00</td>
<td>£1,483,055.00</td>
<td>£1,508,527.00</td>
<td>£1,534,350.00</td>
</tr>
<tr>
<td>Access</td>
<td>£295,368.00</td>
<td>£301,973.00</td>
<td>£307,913.00</td>
<td>£314,017.00</td>
<td>£320,146.00</td>
</tr>
<tr>
<td>(adults</td>
<td>£97,758.00</td>
<td>£99,667.00</td>
<td>£101,570.00</td>
<td>£103,673.00</td>
<td>£105,776.00</td>
</tr>
<tr>
<td>and the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>community)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access</td>
<td>£3,025,964.00</td>
<td>£3,152,964.00</td>
<td>£3,143,964.00</td>
<td>£3,143,964.00</td>
<td>£3,143,964.00</td>
</tr>
<tr>
<td>(other)</td>
<td>£171,300.00</td>
<td>£175,000.00</td>
<td>£178,500.00</td>
<td>£181,700.00</td>
<td>£185,000.00</td>
</tr>
</tbody>
</table>

Table 4b - Investment summary (HFI%)

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher</td>
<td>£35,400,032.00</td>
<td>£34,965,011.00</td>
<td>£34,965,011.00</td>
<td>£34,965,011.00</td>
<td>£34,965,011.00</td>
</tr>
<tr>
<td>fee income (HFI)</td>
<td>5.3%</td>
<td>5.4%</td>
<td>5.5%</td>
<td>5.6%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Access</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>7.7%</td>
<td>8.1%</td>
<td>8.1%</td>
<td>8.1%</td>
<td>8.1%</td>
</tr>
<tr>
<td>support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>and evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13.4%</td>
<td>14.1%</td>
<td>14.2%</td>
<td>14.3%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>
## Targets

### Table 2a - Access

<table>
<thead>
<tr>
<th>Aim (500 characters maximum)</th>
<th>Reference number</th>
<th>Target group</th>
<th>Description (500 characters maximum)</th>
<th>Is this target collaborative?</th>
<th>Data source</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Milestones</th>
<th>Commentary on milestones/targets (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To reduce the gap in participation rates for students from underrepresented groups</td>
<td>PTA_1</td>
<td>Low Participation Neighbourhood (LPN)</td>
<td>Percentage difference in entry rates for POLAR4 quintile 5 and quintile 1 students</td>
<td>No</td>
<td>The access and participation dataset</td>
<td>2017-18</td>
<td>19.2</td>
<td>17.9</td>
<td>16.6</td>
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</tbody>
</table>

### Table 2b - Success

<table>
<thead>
<tr>
<th>Aim (500 characters maximum)</th>
<th>Reference number</th>
<th>Target group</th>
<th>Description (500 characters maximum)</th>
<th>Is this target collaborative?</th>
<th>Data source</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Milestones</th>
<th>Commentary on milestones/targets (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To reduce the non-continuation gap for students from underrepresented groups</td>
<td>PTS_1</td>
<td>Low Participation Neighbourhood (LPN)</td>
<td>Percentage difference in non-continuation rates between POLAR4 quintile 5 and quintile 1 students</td>
<td>No</td>
<td>The access and participation dataset</td>
<td>2016-17</td>
<td>4.5</td>
<td>4.3</td>
<td>4</td>
</tr>
<tr>
<td>To reduce the attainment gap for students from underrepresented groups</td>
<td>PTS_2</td>
<td>Ethnicity</td>
<td>Percentage difference in degree attainment (1st and 2:1) between white and black students</td>
<td>No</td>
<td>The access and participation dataset</td>
<td>2017-18</td>
<td>34.3</td>
<td>21.66</td>
<td>19.12</td>
</tr>
<tr>
<td>To reduce the attainment gap for students from underrepresented groups</td>
<td>PTS_3</td>
<td>Socio-economic</td>
<td>Percentage difference in degree attainment (1st and 2:1) between IMD quintile 5 and quintile 1 students</td>
<td>No</td>
<td>The access and participation dataset</td>
<td>2017-18</td>
<td>18.9</td>
<td>17</td>
<td>15.1</td>
</tr>
<tr>
<td>To reduce the attainment gap for students from underrepresented groups</td>
<td>PTS_4</td>
<td>Mature</td>
<td>Percentage difference in degree attainment (1st and 2:1) between young and mature students</td>
<td>No</td>
<td>The access and participation dataset</td>
<td>2017-18</td>
<td>15.6</td>
<td>5.5</td>
<td>5.1</td>
</tr>
<tr>
<td>To reduce the attainment gap for students from underrepresented groups</td>
<td>PTS_5</td>
<td>Ethnicity</td>
<td>Percentage difference in degree attainment (1st and 2:1) between white and asian students</td>
<td>No</td>
<td>The access and participation dataset</td>
<td>2017-18</td>
<td>17.3</td>
<td>15.57</td>
<td>13.84</td>
</tr>
</tbody>
</table>

### Table 2c - Progression

<table>
<thead>
<tr>
<th>Aim (500 characters maximum)</th>
<th>Reference number</th>
<th>Target group</th>
<th>Description (500 characters maximum)</th>
<th>Is this target collaborative?</th>
<th>Data source</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Milestones</th>
<th>Commentary on milestones/targets (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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Provider name: University of Brighton

Provider UKPRN: 10000886