

Oxford Brookes

Summary of 2020-21 to 2024-25 access and participation plan

What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

You can see the full access and participation plan ('our plan') for Oxford Brookes on our [website](#). In each of the sections below, you can find the relevant page numbers from our full plan.

Key points

Oxford Brookes is a modern, forward thinking institution rooted in and connected to a city with a rich history of culture and learning. We have around 17,000 students studying across a range of undergraduate and postgraduate qualifications at our three campuses in Oxford and Swindon.

We aim to deliver an outstanding educational experience through courses which are practically relevant and offer strong links to industry and employers. We support our students to embrace all that their course and wider university experience has to offer.

Our plan identifies where there is more we can do to ensure that we are a fully inclusive university that reflects the diversity of wider society. In particular, we have lower proportions of students who live in areas where fewer people go to university, or who live in areas of deprivation. We also have low proportions of students from some ethnic groups. We know that there is more we need to do to support all of our students, and particularly Black and Asian students, to achieve a good degree and go on to graduate employment. We also realise that we need to do more to help our Black and Asian students, and our students who live in areas of high deprivation to find employment into graduate jobs or continue their studies onto postgraduate qualifications.

Our plan shows that we are committed to ensure that Oxford Brookes is a University where a diverse range of students would want to study and feel supported to succeed with their chosen programme of study. We are also committed to ensure that students have the qualifications and skills needed to progress to professional employment or further study. This includes offering generous financial support packages to make university life affordable for students from families with lower incomes.

Fees we charge

Full-time undergraduate fees for 2022/23 are a maximum of £9,250 per year. Part-time undergraduate fees are a maximum of £5,775 per year.

Further information on all our fee levels can be found on our [Fee Information Summary](#) document.

Financial help available

Our Brookes Bursary offers financial support for eligible students for each year of their course. For students with a household income below £25,000 we offer £750 per year, and for students whose household income is between £25,000 and £34,999 we offer £500 per year.

For students who have a household income below £25,000 and who are over the age of 21 when they start their course, or who live in areas of deprivation or areas where university participation is low, we offer an enhanced bursary of up to £3,000 per year.

We also offer a range of targeted financial support for specific student groups (e.g. care experienced students). See pages 16-17 of our full Plan.

Information for students

Information on fees and financial support for prospective and current students can be found on our [website](#). We also make information available here to support students to understand any potential changes to tuition fees and the University's approach to implementing change. Each course webpage has the specific tuition fees and any additional costs not covered by tuition fees.

We also provide information about fees and financial support through our printed materials, open days, and talks in schools and colleges. See page 23 of our full Plan.

What we are aiming to achieve by 2025

To increase the diversity of our student community **by increasing** the:

- proportion of students from Black ethnic groups from 4.1% to 10%
- proportion of students from Asian ethnic groups from 7.4% to 12%
- proportion of students from the highest areas of deprivation from 7.3% to 13%
- ratio of students from areas of low university participation from 5.7:1 to 4:1
- number of care leavers coming to Oxford Brookes from 27 to 60.

To close the gap in the awarding of good degrees (1st or 2:1), between:

- Black and white ethnic groups from 20.4 percentage points to 10 percentage points.
- Asian and white ethnic groups from 14.8 percentage points to 7 percentage points.

To close the gap in progression to graduate employment or further study, specifically between:

- Black and white ethnic groups from 14.8 percentage points to 8 percentage points
- Asian and white ethnic groups from 12.3 percentage points to 6 percentage points
- Students living in the highest areas of deprivation and those in the lowest areas of deprivation from 10.6 percentage points to 5 percentage points.

See the 'Targets' tab in our Targets and Investment plan for a detailed breakdown of our milestone and 5 year targets.

What we are doing to achieve our aims

In order to achieve these aims, we have identified several institution-wide initiatives that will be delivered through our plan.

Increasing diversity

We will work with schools and colleges to develop long-term partnerships that support students from diverse backgrounds to be equipped to progress to higher education, and to Oxford Brookes in particular. This includes working with other universities through Study Higher, our local UniConnect partnership.

We will deliver targeted outreach projects such as [Brookes Engage](#) that support students over a sustained period of time to prepare for and access university. We'll develop a new project, working with the Brilliant Club, to support parents to advocate for and support their children's educational journey. We'll also develop and implement a range of measures to support care experienced students to get into and succeed at Oxford Brookes.

We will ensure that we have a range of routes into an Oxford Brookes degree, with entry criteria and admissions processes that enable students from a wide range of backgrounds to make a

successful application. This includes making offers that take into account an applicant's individual context, for example where there is evidence of educational disadvantage, and offering different types of qualification such as degree apprenticeships.

Supporting student success

We are committed to ensuring all of our students, whatever their background, are enabled to be successful in their chosen pathway. To achieve this aim, we are enhancing our curriculum and teaching practice, transition support and employability skills. We are also seeking to improve our understanding of the needs of students who have been in care with a view to implementing changes that will support their success. The table below outlines our plans:

Initiative	What we will do
IDEAS framework	<ul style="list-style-type: none"> ● explore levels of inclusivity within our curriculum ● resolve issues around access to IT equipment and the internet ● support the development of digital skills ● ensure employability skills are included within the curriculum ● use assessment as a tool for learning
Transition support	<ul style="list-style-type: none"> ● enhance existing activity beyond enrolment and induction
Inclusive teaching practice	<ul style="list-style-type: none"> ● continue to develop our academic staff through training and resources made available through our Centre for Academic Enhancement and Development
Supporting successful progression into employment	<ul style="list-style-type: none"> ● run student workshops ● develop an enhanced and comprehensive approach to monitoring and feedback including qualitative methods for assessing learning gain and impact which will inform the ongoing development and increase take up of professional work experience opportunities ● work with employers who represent good practice in terms of inclusive recruitment. ● undertake an audit of existing resources to ensure that what we provide to our students is inclusive and representative of our student body.
Care leavers	<ul style="list-style-type: none"> ● maintain our commitment following the adoption of the Stand Alone pledge ● participate in the Care Leavers Quality Framework, explore and share the experiences of our care leaver students to enable appropriate support that meets their needs

See pages 17 - 20 of our full Plan for more information.

How students can get involved

Our Access and Participation Group oversees the implementation, monitoring and reporting of our Plan. The group has a representative from the Students' Union Executive Committee who consults with colleagues in the Students' Union and the wider student body on matters that arise relating to our Plan. As part of our Plan commitments we are also forming some interest groups with students and academics where issues around access, participation, equality, diversity and inclusion can be discussed. This will provide a space for issues relating to the plan to be shared and discussed. We will also work closely with the existing network for Black, Asian and minority ethnic students. We

are committed to developing a model where students are involved in the design and production of all the initiatives that will support the delivery of our Plan and will work to ensure that this happens at the very start of the process. See page 20 of our full Plan for more information.

Evaluation – how we will measure what we have achieved

We will be guided by our Evaluation Strategy to ensure our initiatives are having the impact that we expect. We have three dedicated evaluation experts to ensure that this happens and will use the findings of the evaluation to inform future practice. We are developing a new internal website to enable us to share good practice and will use our Centre for Academic Enhancement and Development, Widening Participation Forum and our widening participation coordinators to disseminate this across the university.

Our approach to evaluation is based upon the Office for Students Standards of Evidence and we are developing a new evaluation matrix to map the intensity of our activity against this. The Access and Participation Group receives an annual impact report and more regular in-year reports on large scale initiatives. We will use this information to inform the development of future initiatives.

See pages 21 - 22 of our full Plan for more information.

Contact details for further information

If you would like to know more about our Access and Participation Plan, please email us at query@brookes.ac.uk.