



Access Agreement

2014-15

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Students' Union consultation

In drawing up our Access Agreement we consulted extensively with the Students' Union (SU). This consultation occurred at a meeting of the Student's Union Executive Committee. The discussion at that meeting is summarised in the paragraphs below.

The Students' Union believe that having an Access Agreement that contained a support package that was only available to those students who were living in a house with a household income of £25,000 or below wasn't realistic as we believe that it isn't really feasible to run a house on this amount of money.

Re-instating the current 2012/13 two tier system for 2014/15 would be helpful but it was noted that those with a household income of £25,001 and £42,000 will be receiving the same level of support; it was suggested therefore that introducing an intermediate barrier would be beneficial.

There was also a detailed discussion about the situation where two students have identical household incomes with some households having no capability to provide additional funds, whereas another may be receiving money from other family members who are not classified as members of the household. As a Students' Union we encourage our students to take the money as a bursary, directly into their pockets, instead of as a fee waiver.

It was felt that the priorities were to work with the University:

- *to ensure that there was a fair distribution of money towards all students within the £25,000-£42,000 bracket; and*
- *so that financial support is in the form of a bursary instead of a fee waiver.*

The SU President was briefed by the Vice-Chancellor, in a one-to-one session, of the Chief Executive's Team proposed financial support package and a discussion was also held at the Student Forum (a joint meeting between the members of the University's Executive Group, Directors of Service and SU Executive) prior to the approval by the Board of Governors. The SU President is a member of the Board of Governors. Further discussions were held following the HEFCE guidance regarding calculating the average fee. UCSU accepts the student support package as laid out in this Access Agreement.

Foreword

Chichester has grown from a small college established in 1839 as a major intervention in the education of the working community into a successful modern university.

Located on the deprived coastal strip of West Sussex and South-East Hampshire and surrounded by underdeveloped rural hinterland, we recruit from some of the poorest areas in the country and we are now amongst the most successful institutions for the recruitment and retention of students from low-participation areas.

Currently 54% of our student body are from households with an income of less than £42,000 and 49% of our students have told us they are the first generation of their families to enter higher education. We achieved our SNC and maintained our strong recruitment of AAB+ equivalent students.

These 2012 figures were achieved despite the changes to student finance and against a backdrop of falling undergraduate student recruitment at many other institutions. We firmly believe that our long-term approach to widening access as well as our clear student support package played a significant role in maintaining progression to university in an area traditionally associated with poor participation.

We believe that our performance across the whole lifecycle, recruitment, retention and completion, as well as school and college-based outreach reflect our institutional holistic approach and commitment to widening access. Not wishing to standstill, we are continuing to introduce new elements and improvements to our WVP activities.

Widening participation and a commitment to our local and regional communities is a mission we have maintained for 170 years. Raising aspirations and providing value for money are deeply embedded into our values. In these activities we offer something different and we punch above our weight. In addition to the initiatives above we are also intending to embark on a range of new projects that address the needs of our local and regional community and where we believe we can make a systemic and valued intervention. This splits into three distinct areas:

- Support for academic attainment in schools and colleges
- 16-25 NEET sport for social change project
- Collaboration with Chichester Academy Trust

We recognise, and accept enthusiastically, the responsibilities we have as a modern university working to raise aspirations in surrounding communities and to regenerate a regional economy. This Access Agreement will be part of our commitment to that task. Through it we will continue to work to be a source of inspiration for our students and the people of the region.

Professor Clive Behagg
Vice-Chancellor
University of Chichester

We are satisfied that by subjecting this Agreement to an impact assessment, via the Equality Impact Assessment (EQIA) toolkit, we have executed our responsibilities under the Equality Act 2010 to ensure that the activities and approach adopted and outlined address our aim of increasing and addressing the needs of a diverse student body.

1. Student finance

Tuition fees

We continue to propose charging £8,500 per year to Home and EU students on full-time undergraduate programmes, including ITT courses.

Sandwich year fees will be £1,275 for 2014/15.

We will be charging £1,065 per module to part-time students. No student will undertake more than six modules in any academic year, therefore the annual maximum is £6,390.

Home students from the most disadvantaged backgrounds will continue to receive a support package that reduces the tuition fee to just above £6,000, if they opt for a fee waiver.

Home students studying on University of Chichester courses at Platform One are covered by these provisions.

University of Chichester courses at the Isle of Wight College are charged at £6,000 and our student support package is not applicable for students registered on these courses.

Tuition fees and student support package

Based on the current profile of students our average fee will be £7,743 in 2014/15 across all years.

The expenditure on our student support package amounts to 72.5% of additional fee income.

Support package

Our intention is that students will have the choice about whether they use part of their support package funding to reduce their long-term loans or whether to take the funding as cash (effectively as a maintenance bursary) to help them with living expenses.

The rationale for this decision is our commitment to the student experience, a core element of which is empowering the individual student to make the choice appropriate for them. For those students and families who are concerned about the burden of a long-term debt, the package will act as a fee waiver. For those concerned about the day-to-day affordability, it will act as a maintenance bursary. It is our firm belief that this bursary support is one of the reasons why our recruitment remained firm, not because it is a recruitment tool that students use as a determiner in university choice, but rather that it removes the fear from those non-traditional students that finance is a barrier. We also believe that is a powerful retention measure and one that will aid the attainment of non-traditional students as they are financially supported. For further information relating to our evaluation of bursary support please see section 8.

Our expenditure on fee waivers and bursaries for new and continuing students in 2014/15 will be £5,396,000.

The outline of the support package is detailed beneath:

- Students with a household income¹ of £25,000 or less would be entitled to receive £1,325 as a fee waiver and £1,000 may be claimed as a further fee waiver or a cash bursary.
- Students with a household income of £25,000 to £42,000 would be entitled to receive a cash bursary of £1,000.

	Household income £0-25,000		Household income £25,000 - £42,000
	Fee waiver	Fee waiver or cash bursary	Fee waiver or cash bursary
Year One	£1,325	£1,000	£1,000
Year Two	£1,325	£1,000	£1,000
Year Three	£1,325	£1,000	£1,000
Total	£3,975	£3,000	£3,000

- Care Leavers would receive an additional £1,000 as either a bursary or a fee waiver
- A student will be entitled to change the nature of their package at the beginning of each academic year. If the bursary option is selected this will be paid in three instalments during the academic year.

National Scholarship Programme (NSP)

Students who are eligible and opt to participate in the NSP will receive a total financial package worth £6,650. Eligibility is based upon first degree (ie new entrants to higher education) followed by lowest household income on an ascending scale up to £25,000.

Students taking part will receive a £2,000 fee waiver from the Government in the first year of study. In the second year of study students will receive a £1,325 fee waiver from the University plus £1,000 that may be claimed as a further fee waiver or a cash bursary. In year three students revert to the University of Chichester support package.

	National Scholarship Programme		University of Chichester Support Package
	Government NSP	University matched funding	
Year One	£2,000 as a fee waiver		
Year Two		£1,325 as a fee waiver £1,000 as a fee waiver or cash	
Year Three			£1,325 as a fee waiver £1,000 as a fee waiver or cash

2013/14 Access Agreement

For students covered by our 2013/14 Access Agreement we are proposing to reinstate financial support for students with a household income between £25,000 and £42,000. This financial support will take the form of £1,000 in each year of study. This can be taken as a fee waiver or a cash bursary. We will inform students of this change prior to the beginning of the academic year 2013/14.

Student Money Advice

Students who have concerns about their finances will be able to seek advice from the University's Student Money Advice Service (SMAS). The SMAS will provide information about the financial support available from the government, forms of financial support available from the University, as well as other independent bodies. Budgeting advice is also available to help students manage their finances as wisely as possible.

Any students unsure of who to speak to regarding any issue they may have, are advised to contact their student adviser or one of our student money advisers (available on both campuses), who will be able to put them in touch with the right service both within student support services and across the University as a whole.

¹ Household income refers to the total annual gross income of the household in which the applicant lives. This includes any benefits or tax credits received in the household. If your parents are divorced or separated, only the income of one of them will be assessed - whichever one seems appropriate in the circumstances. The income of your other parent will be ignored, but the income of any spouse, civil partner or live-in partner of the parent who is assessed will be taken into account.

2. Expenditure on access measures

We are committed to ensuring that money is not a real, or perceived, barrier to participation. We are equally committed to making sure that studying at university remains about the ability to learn. This is why our expenditure is focused on student support, out-reach activity and retention.

Forecast Outreach and Retention Expenditure	2014/15
Staffing Budget	£169,636
Outreach Expenditure	£1,354,115
Retention Expenditure	£1,540,534
Total	£3,064,285

This is an increase of 32.8 % since our first Access Agreement.

3. Outreach

Our outreach activity encompasses all of the Sussex and south east Hampshire regional community.

A weighted combination of the following data have been used to create a list of 30 schools and colleges with whom we have formal partnerships since 2011: POLAR, Employment Support and Training (EST), CVA, and Income Deprivation Affecting Children Index (IDACI). Following the release of Polar3, we will re-assess our local and regional schools and will form new partnerships where appropriate.

In addition to these schools and colleges we have continued to work with all our local schools and colleges, focussing on cohorts drawn from a combination of first-generation and low-income households, as well as the AimHigher schools and colleges for which we were previously the lead HEI and did not form part of our target 30.

In total, we will continue to undertake access and outreach work in more than 50 schools and colleges; this will now begin in Year 9, rather than in Year 7, in order that we can utilise the unique learner number and more effectively monitor and evaluate the impact of our activities.

Learner Progression Framework (LPF)

Listening to our partner schools and colleges, we have devised the Learner Progression Framework (LPF) to consolidate our work year on year. Our school and college partners have indicated critical success factors to date as being an increase in:

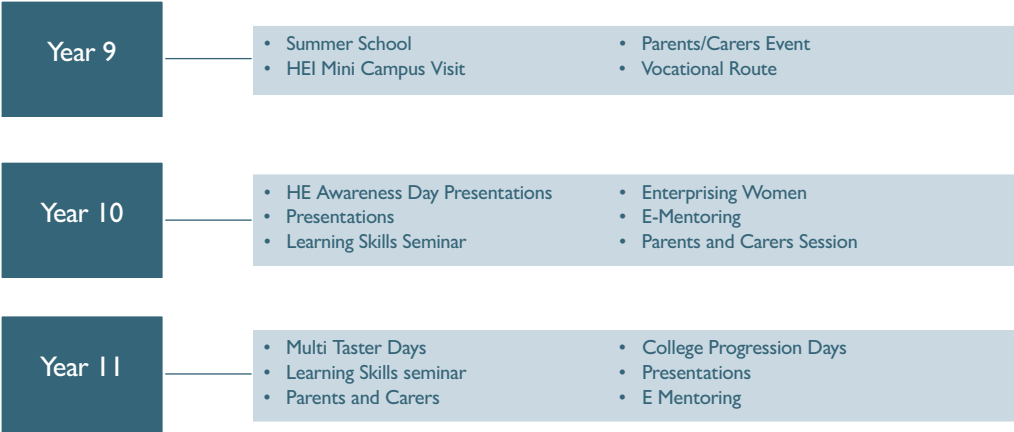
- Students' self confidence
- Awareness of opportunities
- Students entering further education
- Attainment levels
- Motivation and aspiration levels in school
- Applications to university

Partner schools can:

- Participate fully in all elements of the framework
- Work with us to devise a coherent programme, drawn from the LPF that meets their needs

The provision is revised constantly through post-event evaluations from students, teachers, parents and ambassadors with new interventions being added to keep pace with the changing education landscape.

Supporting progress - Years 9 – 11



Standalone inspiration events

ChiRocks

Targeted at songwriters, vocalists and musicians from across our WP target schools, this is a three-day summer school project run by the University’s Music Department and the Widening Participation team. Eighty pupils spend three days working with musicians, business studies advisors, to produce a record and stage a live concert, as well as pitching ideas on how to market their record to a Dragons Den-style panel. The idea behind ChiRocks is to give students an insight into life at a University through an accessible and creative medium whilst encouraging them to reach their full potential through music.

Empowering girls

The Enterprising Women Conference takes place in November each year to support Global Enterprise Week and aims to inspire and motivate young women to consider the widest range of career possibilities to ensure they reach their full potential. The business breakfast forum provides students with the opportunity to interview successful business women and learn about their progression pathways from school to their current role. Students also spend time focusing on their own skills and identifying potential future job roles. Our continuous support and encouragement of entrepreneurship, particularly encouraging enterprise amongst young women with our inspiring and impactful Enterprising Women event, has resulted in us being awarded the Global Entrepreneurship Week UK marque.

Supporting progress to Higher Education - Years 12 and 13

A fast-paced programme of activities now concentrates on progression to and preparation for study in higher education. A range of on-campus, as well as school and college based interventions focus on raising attainment, the detailed provision of information, advice and guidance, and preparing students for a smooth transition to university.

As with the pre-16 package, schools and colleges can opt for all interventions or a bespoke selection to complement their current provision. The outline of the programme is beneath but we have highlighted what we believe are four of the most effective interventions and outlined an additional activity that we intend to put into place in 2014.



Pre and Post UCAS Convention Workshop

In response to feedback, we have developed school/college pre and post UCAS convention workshops to help students get the maximum out of attending UCAS conventions. The aim of these workshops is to help students plan effectively before the visit, then analyse the materials, post-event, to assist in the decision making process and take part in an interactive UCAS workshop activity.

Personal Statement Workshop

Small group workshops or whole year group presentations are offered in school to support students in writing their personal statement. Practical advice and guidance in writing a personal statement, with examples, will assist students in identifying the content and technique required.

Interview Preparation

A general Year group presentation or a 'mock' interview session by a programme lecturer will give vital hints and guidance on how to prepare for an interview at any Higher Education Institution. Students make their own way to campus for the mock interview simulation.

Association of Certified Chartered Accountants (ACCA) Business Workshop

For those interested in Business Management, Finance and Accountancy a workshop gives students an opportunity to develop their skills in an interactive business simulation session. This event is hosted by ACCA and the University of Chichester, and various opportunities and course pathways in this field will also be discussed.

Explaining Student Finance

The University recognises the importance of providing prospective students, their parents/carers and teachers with information on Student Finance in a relevant and impartial manner.

We undertake this work in all our colleges through specific student finance workshops and information events for all of these groups. These are impartial events that, through practical and illustrated examples, steer all participants through the intricacies of the student finance system in a clear transparent and impartial way.

Additionally, our Widening Participation and Student Recruitment Teams distribute the Thinking of going to university leaflet produced by the Department of Business, Innovation and Skills (BIS), as well as the You can afford to go to uni poster and leaflet produced by the Independent Taskforce on Student Finance, at our events and intervention in schools and colleges.

As a University we ensure that our prospectus is published with a clear explanation of the student finance and support system as well as information on our support package. This information is supported by specific information that is direct mailed to both applicants, as well as a specific parents/carers finance mailing.

Student Finance is included in presentations at all Open and Taster Days, including our targeted Mature and Part Time student awareness evenings, and this work will continue. Furthermore, the University has specialist Student Money Advisors who are present at Open Days and who can be contacted by prospective students for advice about the student finance system operates; this service is advertised in our prospectus and other materials.

E-mentoring

Our Student Ambassadors are pivotal to all our outreach activities, whether in school, in the community or on campus. Where possible, we like Ambassadors to revisit their previous schools and colleges and become peer mentors, therefore practically demonstrating that progression to HE is an achievable goal. To further enhance this personal level of engagement we have introduced an e-mentoring across Years 12-13 in a number of pilot colleges. We have also taken advantage of the e-mentoring platform to introduce dedicated careers, employability and options resource forum to students in our target schools who are currently in Year 9; the interactions with the resources are also facilitated by a link Ambassador who either attended that school.

Support for parents/carers

To complement the information, advice and guidance that students receive as part of the LPF we have devised the following support specifically for parents/carers:

- Parents' evening briefings
- Information, Advice and Guidance sessions and materials
- Campus visits
- UCAS parent workshops
- Parent/Carer student finance events

We believe these specific sessions encourage dialogue about progression routes between parents/carers and their children and gives parents the confidence and skills to support their child through the myriad of choices and decisions.

Encouraging care leavers into higher education

The University sits on the board of a pan-Sussex Care Leavers Group in order to sustain the collaborative approach adopted by FE and HE institutions in this area of work. In addition our WVP Team ensures the following raises the agenda of care leavers entering Further and Higher education:

- In collaboration with the relevant local authorities we offer taster days and on-campus activities to care leavers across the region.
- Whilst planning our work with our target schools and colleges, we encourage the schools to ensure that at least one student from a care background participate in each event.

Fully-supported entry to university

In recognition of the fact that Care Leavers require additional specific support, we offer this group of students additional financial, educational and emotional support to help them fulfil their potential.

Advice and guidance is offered pre-entry, during the admissions process and on admission to the University and an appointed, confidential, 'Care Leavers Co-ordinator' provides a central point of contact which minimises any difficulties applicants might have in being fully informed about entry to higher education.

For qualifying students the University of Chichester's package for those with a care background currently consists of:

- A Care Leavers' Bursary see page 4.
- The offer of campus accommodation 365 days a year at the current rate
- A named Student Advisor throughout their stay at University

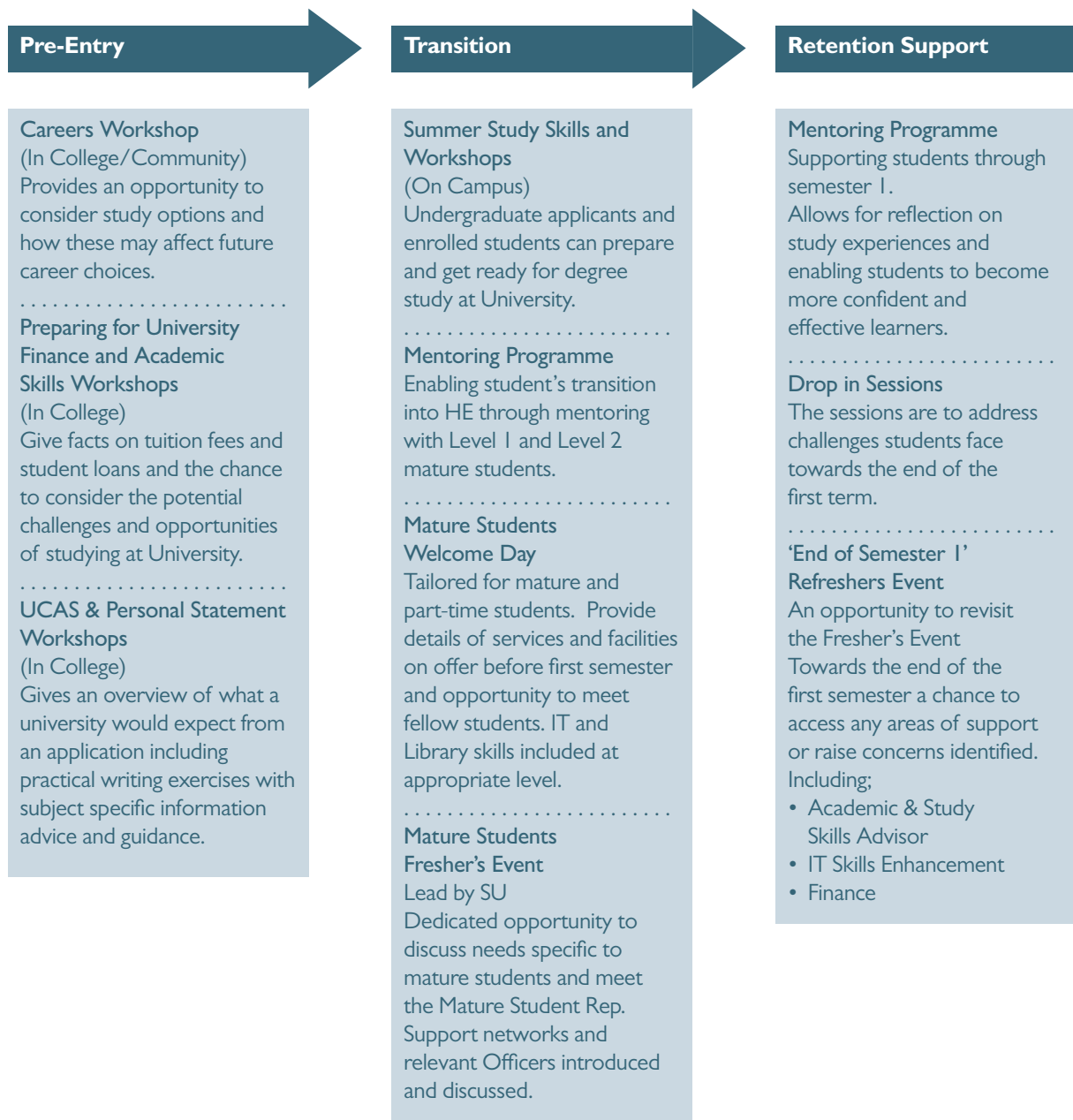
In order to ensure that Care Leavers themselves understand our commitment to making university an accessible option we are members of the Frank Buttle Trust. This decision has been taken following consultation with the 2012/13 intake of students who are also care leavers; all recognised what it stood for and that they did seek out the logo when applying for university. Further discussions were also undertaken with support workers in two borough councils outside of our region who were not familiar with our work as part of the Pan-Sussex Care Leavers Group.

Supporting mature students into further and higher education

The University has always engaged with the issue of mature learners, and we are proud that 29% of our undergraduate student body are mature at point of entry. We understand that mature learners face quite different and complex issues throughout both FE and HE level that can have significant impact on their attainment, aspirations and student experience.

Following our internal evaluation cycles and consultation with Access Co-ordinators in colleges, we intend to extend our existing programme of outreach activities, in order to address more fully the issues outlined above and thereby bring about a positive impact on mature student retention rates during study at both FEIs and, subsequently, HEIs.

This programme will take place at key dates and times throughout the academic year and will be tailored around college calendars and commitments of mature students and will be facilitated by mature student ambassadors.



16-25 NEET sport for social change project

The 16-25 NEET sport engagement project is aimed at encouraging and re-equipping young people to participate in education, training and employment using sport as a tool for social change in a three-stage process. The aim is to harness the personal development skills and self-confidence acquired through sport in order to engage the participants. Once engaged participants are then supported to become trained and qualified sports makers, mentors and coaches and undertake paid and volunteer work in their local community. As part of this three-stage process, participants will also access academic skills advice, careers and employability support and be supported back into education in a post-16 environment where we have involvement, see page 12. This project is a result of a successful small-scale pilot project in 2012/13 that saw the University, in partnership with a local charity, working with a cohort of young people from Bognor Regis. In 2013/14 we will expand this project to encompass a cohort of 60 young people and are in discussions with our county sport partnership over formal involvement. Subject to academic-led evaluation of impact and an assessment of capacity, this project will see a further expansion in 2014/15.

4. Academic attainment in schools and colleges

Raising aspiration and providing impartial, clear advice to those who are first generation or from backgrounds where there is historic low participation is imperative. Equally important, however, is supporting attainment and progression in schools and FE.

Historically we have always supported schools and colleges through the activities described below.

- **GCSE support sessions**
Student Ambassadors support students in school with subjects such as maths and English. This one-to-one guidance gives students confidence and helps to raise grades and potential. A customised approach and liaison with subject class teachers ensures effective cohesion between students and their Ambassador.
- **Learning Performance seminars**
The on-campus study and thinking skills seminars are led by the external learning experts 'Learning Performance'. This introduces students to a range of thinking skills that will enable them to solve problems effectively and think more independently. Using analytical skills, students will be able to write better essays, gain a deeper understanding of subject issues, plan ahead more effectively and be more confident in studies with a potential to raise their grades.

The concept of the two pilot programmes outlined below is to provide a meaningful and longer term engagement with the university that is focussed on academic knowledge that enables attainment and progression. It is also intended to take the university into the classroom and further demystify higher education.

Study and revision pilot programmes in schools

It is our intention moving forwards to offer curriculum-focussed GCSE and BTEC study and revision programmes which can take place in school or on our campus. Initially, this will start as small-scale pilot and be subject to qualitative and quantitative evaluation involving schools, pupils and delivery partners.

College-based embedded study pilot

Building upon small-scale work already taking place both in our academic departments, as well as through our multi-subject taster days, it is our intention to work with colleges to embed university-style learning experiences into some modules of subjects in our target colleges. Initially this will start as small-scale pilot and be subject to qualitative and quantitative evaluation involving the colleges and students, an examination of the progression data, monitoring of academic attainment on entry and during the lifecycle of the student.

5. Support for our students

Supporting transition to and through HE is a critical part of students from WP backgrounds. Most students cope very well and manage the series of steps they face; however, for some the challenges they meet become insurmountable barriers. The greater the number of factors to be overcome, potentially the more likely a student is of withdrawing from their programme. We have a number of support mechanisms in place to support transition, retention and successful completion and attainment.

Transition

Refreshers Week

We are aware that, for our target students, the first semester will be both an exciting, daunting and challenging experience. Introduced for the first time in 2012, in partnership with Student Support and the Students' Union, the end of first semester 'Refreshers' focus allowed students to address any concerns about academic, accommodation, finance, healthy eating and student life with Student Ambassadors as well as specialist staff.

Uni Ready Day

In 2014 we will be offering applicants with a WP background, from our partner colleges, an opportunity to spend time on campus prior to their first semester. This experience will have a varied programme of activities ranging from practical advice on life as a student to study and research skills workshops and will give students a head start in moving onto university with confidence.

Intervention

Many students from WP backgrounds thrive in a HE environment; for others the hurdles, real or perceived, mean the experiences and expectation of a new environment are challenging. As a university that prides itself on creating a strong and supportive community, we are launching an additional intervention approach that supports individual students. The aims and objectives are to introduce a more pro-active, timely and targeted approach to early identification of student need, allocation of support and offer a holistic and bespoke support package to identified students. Key factors in determining participants will include: age, number of UCAS points, entry route, term-time jobs and number of hours worked per week, first to attend HE in family, financial position and household income, Polar data.

Supporting Care Leavers

Our Widening Participation and Student Support teams offer a jointly run internal staff development session to raise awareness of the needs of students from a care background.

UCSU

The Students' Union also play an important role in supporting students and working in conjunction with the University's other services to assist students in maximising their experience during their time at the University. There is a regular Student Forum where members of the SU Executive meet with the members of the University's Executive Group and Directors of Service to ensure that the University is addressing the needs and concerns of students.

6. Graduate destinations

In excess of 50% of our students are from households where income is less than £42,000 so we understand the importance of ensuring that students have the knowledge, skills and experiences to be able to fully exploit their journey into higher education and gain employment in graduate-level jobs.

Many of our programmes have embedded work placements, links with employers, industry accreditations, as well as sector-specific employability and enterprise modules. We also have a start-up enterprise module that is run by the School of Enterprise, Management and Leadership that is available to all students who wish to launch their own business at the end of their studies.

To support effective transition to the labour market, in we have invested in a progressive work experience package tailored both to students' courses and their career aspirations on graduation that will launch in 2013/14. This builds upon the existing services and support of our Careers Service.

This aims to ensure that students will graduate with:

- a good quality up-to-date CV
- interview preparation
- identifying transferable skills
- workplace skills
- substantive relevant work experience
- experience of a recruitment process

Our commitment is to make sure that students and graduates from all disciplines who register on the programme, and successfully complete the necessary preparation, have the opportunity to apply for an expanded programme of carefully matched short and longer term internships with employers.

Postgraduate support

Transition to postgraduate study for students from LPNs has been as much a barrier as progression to HE in the first instance. In recognition of this, the University has developed the following support package for our graduates.

- Awareness raising sessions about postgraduate study
- Postgraduate taster sessions
- Research and Training Skills development for progression to postgraduate study
- Financial support to encourage further study with flexible payment options

7. Collaboration

The overriding principle of the students' experience is key and it is this that guides our approach to collaborative working with schools, colleges and other universities.

Schools and colleges

Teachers, FE staff and careers advisors are the key influencers when it comes to supporting young people into further and higher education. The WWP team aims to offer support to teachers and careers advisers in our partner schools and colleges with a range of focussed activities.

- A series of inset training sessions
- Programme specific training to individuals or groups of teachers
- UCAS processes
- Student Finance system
- Annual conference for partner schools, teachers and staff involved in widening participation
- Provision of relevant information, advice and guidance that can be used to explain the options available to students

Access Co-ordinators Forum

As with all successful collaborative activities we recognise the fact that effective partnerships and dialogue are key. The bi-annual Access Co-ordinators Forum hosted by the University keeps key stakeholders informed of latest developments in Higher Education with a particular focus on supporting mature learners. It also provides the Co-ordinators the opportunity to explore with us barriers and ideas they have for improving access.

Universities

There is already a commitment between ourselves, Sussex and Brighton universities, who have historically worked alongside each other as part of the AimHigher initiative, to:

- Continue the HEI forum of collaborative partnership working
- Support the Pan-Sussex Care Leavers group that is managed and facilitated by Work & Learning Opportunities, a community interest company run by the former AimHigher Sussex Director.

In collaboration with other South East universities, we will be continuing to fund the existing HEAT database in order that we can monitor and evaluate the impact of our activities, as a group of HEIs, upon a common geographic area.

Knowledge exchange

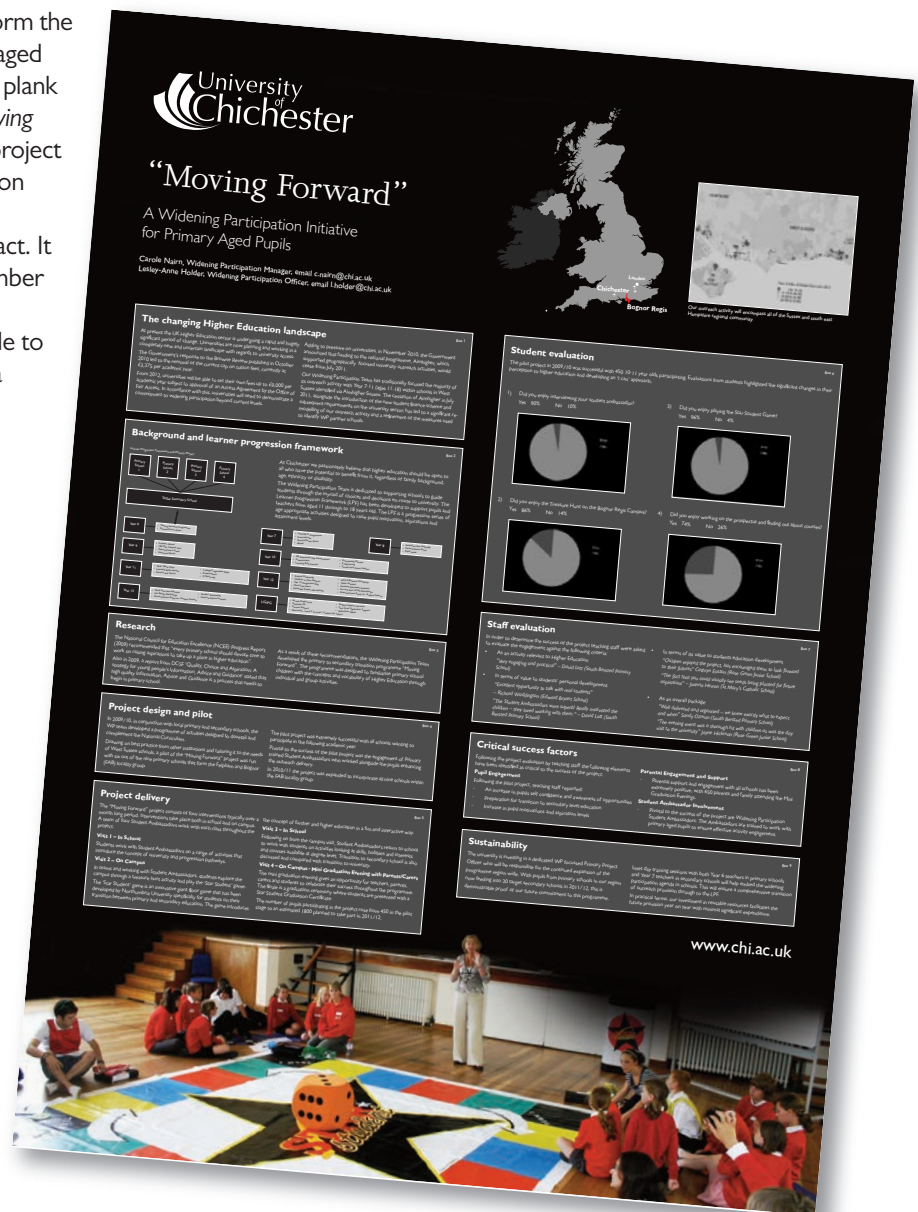
In line with our commitment to the collaborative sharing of best practice within the field of Widening Participation, we will continue to contribute to UK, European and International knowledge exchange and research conferences. In the UK we are active members of NEON and have been invited to join the Laser Awards' Access Quality and Development Committee. In Europe we will build upon our links with Sweden and the European Access Network (EAN), whilst there will be on-going collaboration with Australia, where we have active relationships.

The University as an Academy Sponsor

Our success in demystifying higher education and reducing the barriers towards attending university has involved active engagement with schools and colleges over many years. As an academy sponsor we are now, through the vehicle of the Chichester Academy Trust (CAT), able to make a systemic intervention in the education and attainment outcomes of pupils in schools and colleges.

CAT aspires to be a Multi-Academy Trust of about 30-40 eclectic, cross-phase family of schools with the common aim of continuous school improvement through challenge, collaboration and support. Embedded into CAT's core service provision is a commitment for our academies to raise aspirations and widen participation and progression to FE and HE.

Our Learner Progression Framework will form the cornerstone of this approach and it is envisaged that in our primary and junior schools a key plank of our work will be the inclusion of our *Moving Forward - Primary Project*. This is an existing project that, whilst successful in terms of participation and qualitative feedback, has proved more problematic in terms of evaluation and impact. It is our belief that working with a smaller number of primaries, where we have access to KS2 progression and attainment data and are able to monitor attitudinal behaviours, will lead to a more robust approach to evaluation and measuring impact.



8. Monitoring and evaluation

We have detailed action plans for both monitoring and evaluation which are designed to focus on the effectiveness of any outreach work in terms of: activities, progression to FE and HE, transition and success within the University, and employment upon exit.

Activity monitoring

All students /teaching staff and student ambassadors complete post event questionnaires. Post-event analysis using qualitative and quantitative data informs programme content moving forward and designs participative activity.

We also operate a 360 degree evaluation with all of our partner schools and colleges. Further, we have introduced a School Partner Forum with staff and students from all of our partner schools to improve our qualitative approach.

Tracking from Year 13

Students from all the Learner Progression Framework colleges are tracked into feeder colleges to ensure continued support through further education and to evaluate the impact of our WWP intervention programme. Institutionally, we track the progression of students in our target WWP colleges to the University of Chichester. The monitoring of our recruitment and admission data occurs on a quarterly basis.

Retention and completion

The internal evaluation of the data that forms the HESA Performance Indicator data is undertaken in September and feeds through into the University's annual academic monitoring and corporate departmental planning cycle.

DHLE

We use the data contained within this exercise to assess and monitor our performance in terms of graduate destinations and pay particular attention to the destinations of WWP students.

HEAT

In addition to institution-focussed monitoring, we also use the HEAT database to track all students involved in outreach at University of Chichester from Year 9 onwards. In collaboration with other South East universities, we will be continuing to fund this database in order that we can monitor and evaluate the impact of our activities, as a group of HEIs, upon a common geographic area. This recognises our commitment to the overriding aim of increasing participation in higher education rather than our own student recruitment imperatives.

LSE research project: *Effectiveness of Higher Education bursaries*

As a university we have a longstanding commitment to provide bursaries to our students with household incomes of less than £42,000. We accept that the research data available for measuring the impact of this approach within the HE sector as a whole is currently limited. As such, we are participating in research project led by LSE that aims to examine the effectiveness of bursaries in Higher Education. In addition to the national-level final report of findings, the output of this project will provide us with an individualised report, looking at the correlation between bursaries and drop-out rates, test scores and degree classification at a university and departmental level. An outline of the project is provided beneath.

The project aims to investigate the effectiveness of student higher-education bursaries. Universities currently spend around £300m on bursaries per year, but there is no empirical evidence to support their effectiveness. One study by UCAS showed that they had no impact on participation, but was unable to investigate whether they are a useful tool to support students throughout their careers. The project therefore aims to investigate whether bursaries are a useful tool to support students throughout their studies by increasing their annual test scores, reducing drop-out rates and improving final degree classification. In order to investigate this, it is necessary to analyse student-level data, linking the value of the bursary each individual receives with their degree performance, including test scores and final degree outcomes.

9. Performance

Our data

These tables provide details of the data related to our current performance in the nationally benchmarked WP measures. Where appropriate we have measured performance using POLAR3 data.

Retention

Description	University of Chichester		% England		% UK		Rank: UK	
	07/08	10/11	07/08	10/11	07/08	10/11	07/08	10/11
Young FT first degree entrants not continuing	6.3	5.7	6.9	6.2	7.2	6.3	66/155	71/155
Mature FT first degree entrants not continuing	11.4	4.6	13.9	11.5	14	11.6	52/148	11/148
All FT first degree entrants not continuing	7.4	5.5	8.4	7.3	8.6	7.4	65/154	58/154
Young FT first degree entrants from LPN 1 or 2 not continuing	6.9	4.1	9.4	8.8	9.6	8.8	39/112	14/112

Entrants

Description	University of Chichester		% England		% UK		Rank: UK	
	08/09	11/12	08/09	11/12	08/09	11/12	08/09	11/12
Young FT first degree entrants from LPN 1 or 2	13	13.4	10.2	10.2	10.2	10.1	37/137	32/137
Mature FT first degree entrants from LPN 1 or 2	10.7	9.6	11.8	10.9	11.6	10.9	64/128	64/128
Young FT first degree entrant from State Schools	96.6	96.5	88	88.5	88.5	88.9	54/155	44/155

To address the decline in mature full time first degree entrants we are taking the actions detailed on pages 12 and 13.

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