
Academic Engagement Enabling Strategy 2018-2025

This Enabling Strategy draws together elements of strategic plans relating to Recruitment, Marketing, Academic Partnerships and Community Engagement. It is a concise blueprint for action, focused on two key sections for each of the three Strategic Themes it encompasses:

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- (a) 'how' the strategic themes will be delivered
- (b) 'how' progress will be measured

The key Strategic Themes covered by the Academic Engagement Enabling Strategy are:

- 2:** To increase the size and diversity of our student body
- 5:** To increase external academic engagement, meeting regional needs and securing national and international recognition
- 6:** To build on our heritage in teacher education

2: To increase the size and diversity of our student body

The University's total FPE has not grown in recent entry years, with a sharp decline for 2017 entry and potentially steady state for 2018. Given the relative size and growth patterns of our identified competitor HEIs, it is clear that we need to increase the size and diversity of our student body in order to strengthen the University's financial sustainability.

The proposed growth will be delivered through careful consolidation and management of the current portfolio, coupled with development and marketing of a diverse, attractive and industry/profession/employer-focused academic portfolio, and with enhanced expectation of the scale of growth across home, international, undergraduate, postgraduate, and degree apprenticeship enrolments.

The impact of incremental growth in student numbers will be managed carefully by Estate Management, Academic Registry, Student Welfare, Learning & Information Services, and other University Professional Services.

Delivery will be enabled by:

Marketing, Recruitment and Admissions

- i) Imaginative and confident multi-media and on-the-ground marketing throughout the recruitment, conversion and admissions cycle, including via all Applicant Open Days.
- ii) Development of a balance of corporate and subject specialist marketing to allow bespoke arrangements and activities to harmonise efficiently and effectively with central marketing campaign work.
- iii) Flexible approaches to physical, virtual and international auditions, interviews and offer-making, with timely and professional confirmation, pre-sessional and enrolment service.
- iv) Visible messaging and active championing of inclusivity, equality and diversity, specifically referencing all protected characteristics, both internally and externally.
- v) Purposeful approach to growing BAME enrolments, with awareness of ethnicity complexity in relation to portfolio, curriculum, behaviours, influencers, and our own BAME students.
- vi) Aspirational feeder school/college engagement, high quality UCAS/HE recruitment events, and informed external positioning of our researchers, teachers, practitioners, students.
- vii) Reputation enhancing activity, showcasing positive metrics, league table performances, research/innovation achievements, PSRB accreditations, industrial/professional alliances.

Academic Portfolio

- i) Creation of a distinctive and authoritative portfolio of courses that are market-attractive, employment/industry-relevant, industry networked, high-quality and high-value.
- ii) Development of innovative, creative, exciting curricula and delivery methods that enable our graduates to be informed, confident and successful in their professional lives and careers.
- iii) Use of robust data to support course development, enable understanding of sector/industry/population trends, and enable course performance monitoring against specified indicators.
- iv) Definition of progression routes from schools/colleges/global partners into all levels of UG/PG study, and responsive approaches to accreditation of prior experience and learning.
- v) Academic development to ensure universal digital literacy, explicit employability curricula, new access routes, Degree Apprenticeships, etc.

International Engagement

- i) Support and celebration of our international student community, suitably integrated and appropriately accommodated to meet their personal, social, educational and cultural needs.
- ii) Developing 'global citizenship' in our students, informing better understanding of diverse cultures, providing travel/study abroad opportunities, reflecting curriculum diversity, and embedding outward mobility in employability and personal advancement agendas.
- iii) Exploiting new curriculum developments (eg. in STEM and PGT) to attract interest from fresh international markets post-Brexit.
- iv) Agreeing appropriate entry requirements and pathways for on campus international recruitment and providing focused international customer care to maximise conversions.
- v) Publicised availability of pre-sessional, integrated, and additional International English Studies for students whose first language is not English.
- vi) Concentration of resource on small number of high-performing high-yield agents, with appropriate inbound familiarisation events, and competitive partner discounts and other incentives.
- vii) Pursuit of opportunities to collaborate with high quality international providers on sub-degree provision, progression arrangements, articulation and short programme provision.
- viii) Integration of international marketing with that for the home market, improving web/social media and hard copy marketing, technical function, and content development.

Progress will be measured by:

- KPI 1: The University’s total student numbers will increase to circa 7,400 students by 2025 entry
- KPI 2: The University will have at least 600 Degree Apprentices enrolled by 2025 entry, numbers contributing to KPI1
- KPI 3: The University’s total UG/PG international students will be 10% of total student numbers by 2025 entry
- KPI 4: The University’s student population will exhibit greater diversity as new entrant BAME numbers (home and international) rise to match our current benchmark of 18.8% by 2025.

Numbers modelling:

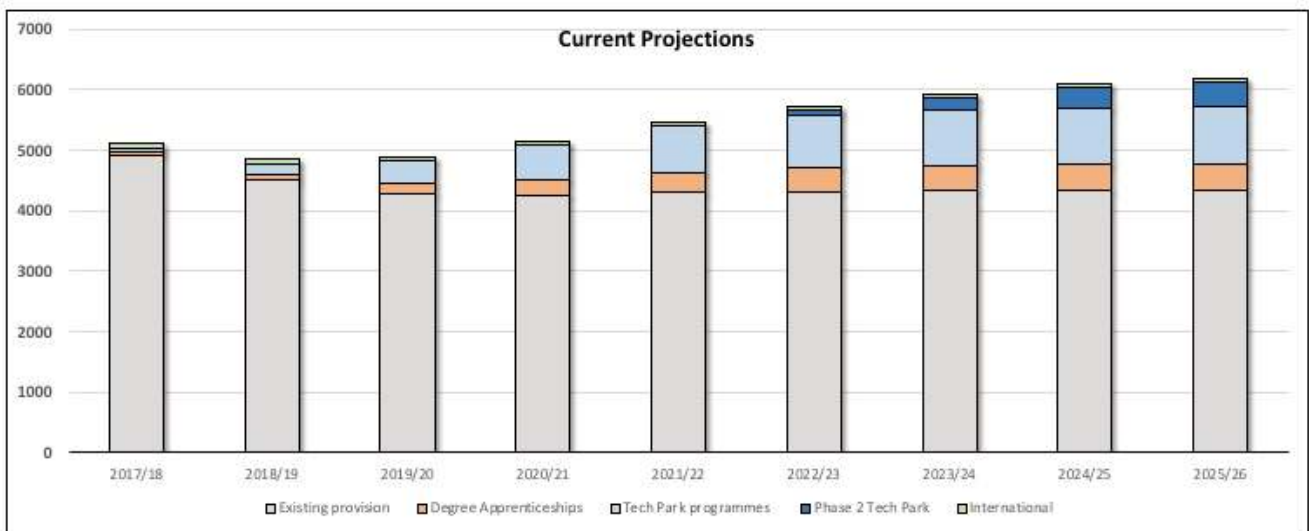
Note 1: All numbers shown are total numbers (not FTE) and are for all years not just intake.

Note 2: The first chart and table is the current forecasting of numbers based on the 18/19 intake assumptions and growth in the Tech Park programmes. Within this set of data is the ‘Phase 2’ Tech Park, which is expected to deliver 405 students by 2025/26 (programmes to be identified in Phase 2 planning).

Note 3: The second chart and table show the additional growth required to grow the University to circa 7,400 students by 2025 entry. The ‘new’ provision needed to achieve this is as follows:

- Degree Apprenticeships grow to 600 (current forecasting is to 421 so this is a reasonable stretch)
- International target of 10% of the student body is challenging, requiring recruitment of 250 pa. more than currently by 2023/24
- New ‘standard’ provision of 150 FPE by 2022/23 is required, through growth of existing provision (CDT, Music, but the rest of the portfolio is likely to remain stable) and/or new portfolio development (in, for example, Law, Health and Wellbeing, Medical Technology, etc.)
- Phase 2 of the Tech Park still also needs to be identified (further STEM growth).

Note 4: Both the new ‘standard’ provision and the growth in international numbers are assumed to be on 3-year UG courses. If growth is in PG or top-up numbers, then higher recruitment numbers will be required as we do not hold those numbers for as long.



Current Projections	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Existing provision	4911	4504	4267	4246	4299	4319	4331	4335	4334
Degree Apprenticeships	46	88	178	264	324	381	408	421	421
Tech Park programmes	66	187	369	571	769	877	934	950	951
Phase 2 Tech Park						75	190	319	405
International	80	65	65	65	65	65	65	65	65
Total	5103	4844	4879	5146	5457	5717	5928	6090	6176

Phase 2 Tech Park Recruiting 75 in 22/23, 125 in 23/24 then an additional 25 each year up to 200 in 26/27

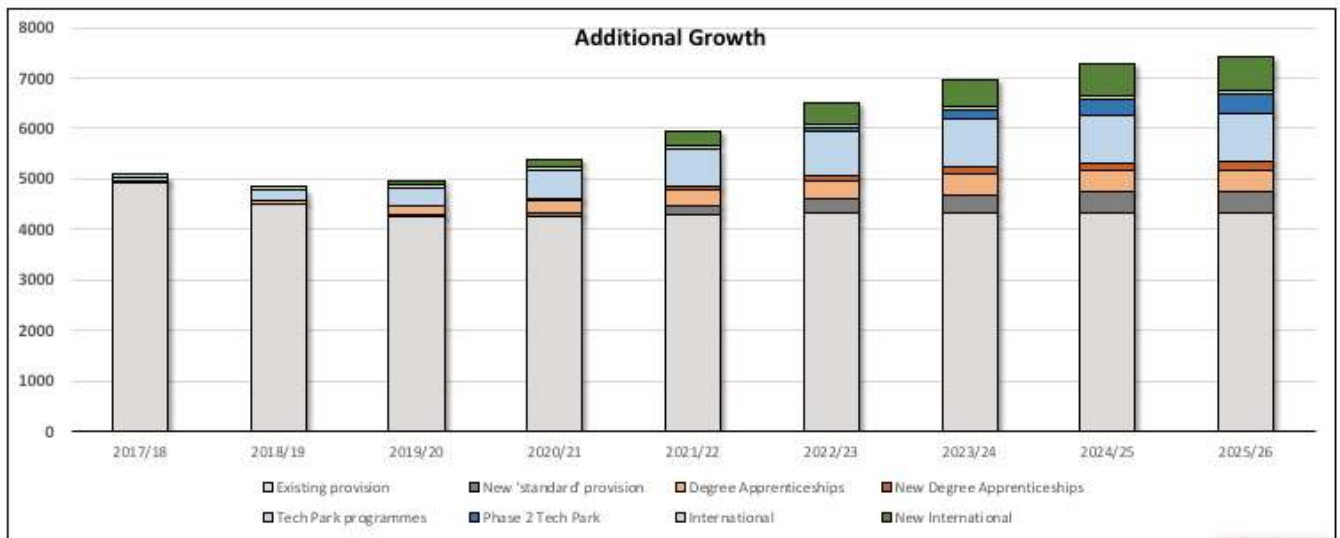


Chart Area

Additional Growth	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Existing provision	4911	4504	4267	4246	4299	4319	4331	4335	4334
New 'standard' provision			20	67	159	277	360	400	400
Degree Apprenticeships	46	88	178	264	324	381	408	421	421
New Degree Apprenticeships			25	58	104	147	169	181	181
Tech Park programmes	66	187	369	571	769	877	934	950	951
Phase 2 Tech Park						75	190	319	405
International	80	65	65	65	65	65	65	65	65
New International			50	143	277	410	544	627	667
Total	5103	4844	4949	5381	5951	6508	6979	7286	7424

New 'standard' provision Recruiting 20 in 19/20, 50 in 20/21, 100 in 21/22 and 150 from 22/23 onwards
New Degree Apprenticeships Recruiting 25 in 2020/21, 35 in 21/22 and 50 from 22/23 onwards on 4 year programmes
New International Increasing recruitment by 50 each year from 19/20 up to 250 in 23/24 onwards on UG 3 year programmes
Phase 2 Tech Park Recruiting 75 in 22/23, 125 in 23/24 then an additional 25 each year up to 200 in 26/27

5: To increase external academic engagement, meeting regional needs and securing national and international recognition

Developing a strategic approach to increased external academic engagement to further the University's role as a credible and authoritative anchor institution for West Sussex and the wider region, ensuring our academic provision is aligned to the region's economic, educational and cultural needs, and that it gains traction with national and international markets and audiences.

This strategic theme will be delivered through mapping, aligning and developing the University's external engagement across the region, maximizing regional presence, impact and visibility, and extending the reach and contribution of our learning community. It will be additionally delivered through a purposeful approach to national and international reputation enhancement, and in growth of annual income from high quality regional to international academic partnerships.

This theme requires skilled and committed capacity and expertise to realise its ambition with respect to national and international partnerships, press/media, and portfolio development.

Delivery will be enabled by:

Partnership quality and income

- i) Ensuring clear income, scale, risk and entry/exit strategy parameters, confirming academic partner programmes align with the University's academic portfolio (especially L6 and Degree Apprenticeships provision), and adopting nimble, proactive and business-like approaches to emergent opportunities.
- ii) Articulating direct and innovative progression pathways to the University's on-campus UG/PG and Degree Apprenticeship provision for those studying under our regional and international partnership agreements, including via direct entry, RPL/RPEL, credit accumulation portfolio, joint delivery, etc.
- iii) Formalising our strong regional partnerships through development of the *University of Chichester Regional Partnership Network* to

- ensure consolidated and sustainable benefit and growth of cross-institutional opportunities.
- iv) Continuing to be a proactive member of the Sussex Learning Network, and extending our network of focused, relevant local and regional educational, business, municipal and cultural contacts to the benefit of our academic provision.

Portfolio development to meet regional needs:

- i) Developing evidence-based *new and enhanced* provision in line with regional economic/social regeneration needs, the imperatives of Government (eg. Industrial Strategy and other policy), the need to assert a strong presence in respect to LEP, county and local authority activity, and responsive to national higher education market demands.
- ii) The following are not exclusive or standalone but point to where the University will develop in order to have graduates in, for example, Health, Law, Design-STEM-Business (potentially including Built Environment, Policing, Security and Criminology), cyber/biotech/digital industries.

External reputation

- i) Continuing to develop our institutional careers and employability support, embedding explicit employability skills in curricula, and growing work-based learning/placements to drive associated graduate prospects metrics upwards over the period, thereby improving league table rankings (*Complete University Guide* and *The Guardian University Guide*) and future TEF performance.
- ii) Refreshing the University's approach to strategic communications, content generation, external engagement and public relations, to make a demonstrably positive impact on our reputation, and grow awareness of our brand and ambition amongst core local, national and international audiences and key stakeholders.
- iii) Being cognisant of our visibility in both Chichester and Bognor Regis – 'town and gown' awareness – ensuring academic and professional services colleagues are informed, appropriately experienced in reputation-management and fully-oriented towards our corporate and market needs.

Progress will be measured by:

- KPI 1: The University's external engagement will be demonstrated through good partnership and progression mapping, a focused and well-maintained CRM database of local, regional, national and international contacts, and leadership of regional networks and initiatives.
- KPI 2: The University's annual income from high quality regional and international academic partnerships will be at least £2m by 2025.
- KPI 3: The University's academic portfolio will strongly align regionally and nationally with economic and educational needs, evidenced through curriculum innovations leading to planned growth in student numbers (cf. Theme 2).
- KPI 4: The University's enhanced reputation will be apparent through improved press/media quality coverage and reach, and via institutional league table ranking shift from 3rd to 2nd quintile/top 50 in both the *Complete University Guide* and *The Guardian University Guide*.

6: To build on our heritage in teacher education

The University has been engaged in teacher education since 1839: it has a well-established Education provision and sponsors a successful Multi-Academy Trust. These position it well to develop new and innovative teacher development projects and to expand the range of broader education programmes over the span of the Strategic Plan.

The University has a reputation for its high quality student-centered education, its excellent learning and teaching activity, and its strong pedagogical approach. Over the past decade there has been a stronger focus nationally on school-focused Initial Teacher Education and the University works with School-Centred Initial Teacher Training (SCITTs) and Teaching schools to support this agenda.

Working to develop a range of routes into teaching and other education fields continues to be an area of importance for development, and recruitment to an expanded range of programmes is a priority. Apprenticeships for Teachers will be introduced in 2018 and the University will also explore new areas for growth to ensure the University's longstanding contribution to teacher education continues to be valued internally and externally.

Delivery will be enabled by:

- i) Growth in student recruitment to an expanded portfolio of UG/PGCE, School Direct, Teacher Apprenticeship, pathways into teaching programmes, and provision of Education/STEM professional courses.
- ii) Promotion of progression for all undergraduates via a cross-University teaching career module, school volunteering opportunities, and the alumni PGCE progression bursary.
- iii) Growth of income from international short courses, provision of formal school improvement activities, including Continuous

Professional Development (CPD) and National Professional Qualifications (NPQ), accredited mentor training, and increase in research funding.

- iv) Ofsted benchmark data measures for student achievement of good or outstanding outcomes, high quality trained mentoring, appropriate placements, and employment following graduation, with robust data management and analysis to inform management decisions.
- v) Close partnership with the University of Chichester Academy Trust, Local Authority and other strategic schools and contacts.

Progress will be measured by:

KPI 1: Growth in Education student recruitment of at least 55% by 2025 intake, based on 2017-18 baseline.

KPI 2: Doubling of income from international short courses and significant growth of third stream and research income by 2025, based on 2017-18 baseline.

KPI 3: Regaining 'outstanding' Ofsted grade.

KPI 4: Continued sponsorship of a high quality and financially sustainable Academy Trust that supports the priorities of the University.