



Access Agreement 2015-16

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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. We were the winner of the *Sunday Times and Times University Guide 2014* “University of the Year for Student Retention 2014” award.

Currently 53pc of our student body are from households with an income of less than £42,000; 42pc of our students have told us they are the first generation of their families to enter Higher Education (2012-13 HESA), and almost a quarter of our undergraduate entrants are mature on entry (2012-13 HESA). Over the last two years (2012-13 and 2013-14) the University has increased all-year full-time numbers (undergraduate and postgraduate) by 7pc.

These 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 with a poor participation rate.

We believe that our performance across the whole lifecycle - recruitment, retention and completion - as well as school and college-based outreach reflects our institutional holistic approach and commitment to widening access. Not wishing to stand still, we are continuing to introduce new elements and improvements to our WP 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 believe that as a small institution we punch above our weight. 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:

- Breaking down barriers through a structured HE Development Series
- Support for academic attainment in schools and colleges
- Collaboration with The University of Chichester (Multi) 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

1. Student finance

We firmly believe that studying at university is about the ability to learn and we are committed to ensuring that money is not a real or perceived barrier to participation.

1.1 Tuition fees

We propose to charge £9,000 to Home and EU students on full-time undergraduate programmes, including ITT courses. The tuition fee for a sandwich year is £1,800.

Our tuition fee for part-time study is £6,750. This figure is based upon a maximum of £1,125 per module.

Home and EU 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.

1.2 Support package

Students from the most disadvantaged backgrounds will receive financial support in the form of a cash bursary for each year of their study.

It is our firm belief that this bursary support is one of the reasons why our recruitment of students from WP backgrounds increased in 2013-14; not because it is a recruitment tool that students use as a determining factor in university choice, but rather that it removes the fear from those non-traditional students that finance is a barrier. We also believe that it is a powerful retention measure and one that will aid the attainment of non-traditional students as they are financially supported.

In order to evidence this belief, in 2013 we commissioned market research to ascertain the importance of financial support to our students. The results, which confirm our belief and give an indication our removal of fee waivers, are tabulated below.

Table 1: Outcomes of questions relating to financial support

Questions	Chichester	UK
This financial assistance makes a big difference to me.	97%	97%
I would not have come to this institution without this financial assistance.	61%	52%
I would not have started this level of study without financial assistance from my university or college.	63%	50%
I prefer to receive money towards living costs, rather than my study fees.	82%	74%

For further information relating to the longer term evaluation of bursary support please see p. 17.

The outline of our proposed support package for 2015-16 is detailed below.

- Students with a household income¹ of £42,000 or less would be entitled to receive a £1,000 cash bursary during each year of their study.
- Students leaving full-time care would be offered an additional £1,000 which could, if desired, be used as a discount on accommodation fees in their first year of study.

Table 2: Proposed financial support package for 2015-16

Household income £0-42,000	Year One	Year Two	Year Three	Total
Cash bursary	£1,000	£1,000	£1,000	£3,000

1.3 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, outreach activity and retention.

Our OFFA countable expenditure for 2015-16, including the financial student support package, amounts to 59.6pc of additional fee income.

Our expenditure on fee waivers and bursaries for new and continuing students in 2015-16 will be £3,822,000.

Table 3: Division of expenditure on fee waivers and bursaries

Expenditure classifications	£m
Fee waivers	1.715
Bursaries	2.107
Total	3.822

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.

Students' Union

In preparing all of our Access Agreements we discuss our approach with Students' Union. In addition, the 2015-16 Access Agreement has been subject to debate and agreement at our Board of Governors, of which the SU is a full, engaged and valued participant.

The Students' Union also plays 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.

Equality and Diversity

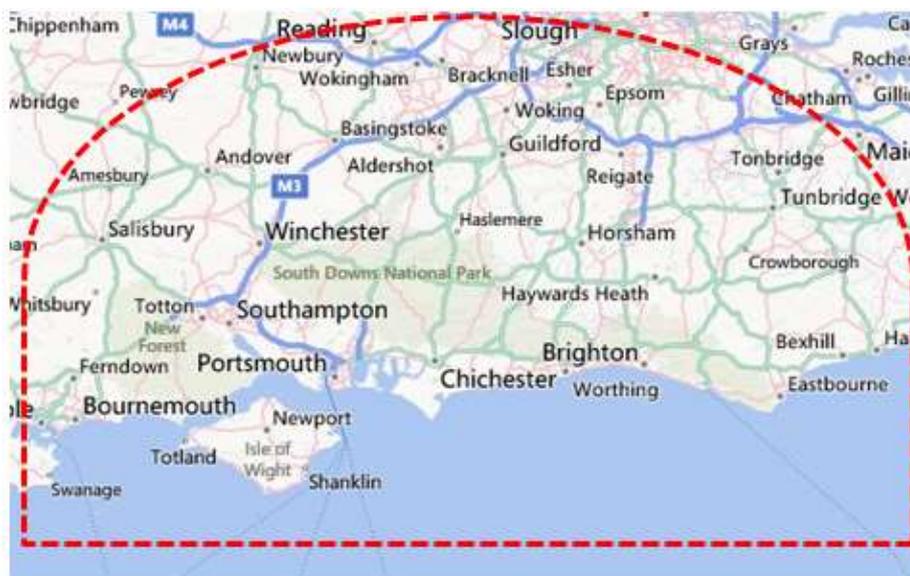
We are satisfied that by subjecting this Agreement to an impact assessment via the Equality Impact Assessment (EQIA) toolkit, we have executed our responsibilities under the Equality Act 2010 to ensure that the activities and approach adopted and outlined address our aim of increasing and addressing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

Moreover, our approach to both the activities and the monitoring and evaluation outlined in this document, as well as the supporting annexes, is governed by the principle laid out in our corporate Equality and Diversity Policy, namely that: "The University supports the spirit as well as the letter of equality law and thus adopts a positive approach rather than simply a compliant one". Our commitment to this agenda can be seen through the specific activities that are outlined on p.9 of this agreement and in the targets, which we outline in Annex B, that directly correlate to our institutional Corporate Strategy – *Twenty-Twenty Vision*.

2. Outreach

Our outreach activity encompasses schools and colleges within Sussex (West and East), Hampshire, the Isle of Wight, Surrey, Kent and Dorset on a variety of levels, via delivery of our Learner Progression Framework.

Geographical spread of our outreach engagement is shown below.



A weighted combination of factors has been used to create a tiered list of schools and colleges within the above geographical area with which we have (and aim to have) both direct and virtual partnerships. In addition to locality and historical partnerships, the following factors have also been considered in order to target schools and colleges in the above area:

POLAR3 data	<i>Schools & colleges within POLAR3 quintiles 1 & 2 [www.hefce.ac.uk]</i>
EST	<i>Employment Support & Training</i>
VA	<i>Value Added measure</i>
IDACI	<i>Income Deprivation Affecting Children Index</i>
FG	<i>First generation students</i>

We will continue to maintain formal Learner Progression Framework (LPF) partnerships with 50 schools and colleges within the outlined geographical area, through the delivery of sessions on the LPF as well building a wider network through virtual and digital resources.

2.1 The University of Chichester (Multi) Academy Trust

In addition to our work with partner schools and colleges, as an academy sponsor we are now able to make a systemic intervention in the education and attainment outcomes of pupils in schools and colleges. Raising aspirations, widening participation and increasing progression to FE and HE is embedded into the ethos of our Academies. Currently, we have six academies, one secondary and five primaries. It is our intention that the primary schools will be our key partners in the delivery of our Primary Engagement Project. This will build upon our Moving Forward – Primary Project which was successful in terms of participation and qualitative feedback, but had limitations in terms of monitoring 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.

2.2 Learner Progression Framework (LPF)

The LPF comprises a range of on-campus, as well as school- and college-based interventions, focusing on raising aspiration, the provision of information, advice and guidance, and preparing students for a smooth transition to university.

Reflecting on evaluations and feedback from our partner schools and colleges and following four years of delivering the LPF, we have revised the University of Chichester Learner Progression Framework in order to engage in a more strategic and far-reaching level, advantageous for both internal and external partners. 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 in all elements of the LPF;
- Work with us to devise a coherent programme, drawn from the LPF that meets their needs.

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

2.3 Learner progression framework: supporting attainment and aspiration in Key Stages 2 – 4

Designed to raise aspirations and introduce the benefits of further and Higher Education through inspiring and engaging activities.

Key Stage 2 (Year 6)

- Primary Engagement Project

Key Stage 3 (Years 7 / 8 / 9)

- Star Student
- Assemblies
- Options and Choices

Key Stage 4 (Years 10 / 11)

- HE awareness day
- Discovery days [HE Development Series: 1]
- Learning skills seminars

2.4 Learner progression framework: supporting progress to Higher Education – Key Stage 5

A fast-paced programme of activities now concentrates on progression to and preparation for study in Higher Education.

Key Stage 5 (Years 12 & 13)

- Progression days
- Pre- and Post-UCAS convention workshops
- Personal Statement clinics and workshops
- Insight days [HE Development Series: 2]
- Uni Ready day and workshops
- Mock interview sessions
- Student Finance information sessions
- HE Information evenings
- Learning skills seminars
- Support for parents / carers

2.5 HE Development Series

Designed to provide an introduction to university life and an experience of life as a university student, the days provide a structured programme of activities and include on-campus study and thinking skills seminars led by the external learning experts 'Learning Performance'.

Discovery days

Discovery days give Year 10 pupils the opportunity to 'Discover' a range of subjects within a University setting. With a GCSE / BTEC content focus to aid attainment, Discovery days also highlight future options for pupils going into further and Higher Education.

Insight days

Insight days are aimed at Year 12; the days provide a progression from Discovery days in terms of subject specificity. Academic departments and staff within the University deliver subject specific sessions (supported by Student Ambassadors) that provide Year 12 students with an increased 'insight' into their opted subject and future options into Higher Education and career pathways.

2.6 Information, Advice and Guidance

Student Finance information sessions

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 (Outreach) Teams distribute a number of important posters and leaflets at our events and interventions in schools. For example:

- i) *'Thinking of going to University'* leaflet produced by the Department of Business, Innovation and Skills (BIS);
- ii) *'You can afford to go to Uni'* poster and leaflet produced by the Independent Taskforce on Student Finance.

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 mailed directly to applicants, as well as a specific parents' / carers' finance mailing.

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

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;
- Parents / carer student finance events;
- A designated area / community 'Hub' at Open Days and post-application Experience days for parent / carers (and students and siblings etc) to discuss informally important topics relating to university applications and questions etc.

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

2.7 Standalone inspiration events

Following an examination of both national and internal participation data and trends we have identified two distinct groups where we could extend our activities to encourage access. The first is young men from areas of deprivation and the second is BME students. In addition to the work we undertake with our partner schools and colleges to address these deficits, we also intend to deliver two targeted standalone events, in addition to our ChiRocks and Enterprising Women conference.

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 advisers, 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.

Enterprising Women

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 helpful Enterprising Women event, has resulted in us being awarded the Global Entrepreneurship Week UK marquee.

Flare

Using an enterprise and entrepreneurship model focusing on partnerships with SMEs and role models this new initiative is designed to engage with young men in Year 10 encouraging them to consider the widest range of career possibilities to ensure they reach their full potential.

BME event

Developed in partnership with our Students' Union and a Working Group that has drawn in academic colleagues, this event will aim to challenge and break down the barriers and perceptions surrounding progression to further and Higher Education as well as exploring the breadth of courses and curricula available in HE.

2.8 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 historically 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:

- Subject specific attainment based sessions taught by University Academic staff focusing specifically on GCSE / BTEC (level 2 & 3) / Advanced Subsidiary (AS) / Advanced Level (A2)

To augment this work, it is our intention to develop three further areas of work.

- **Community Hub Homework Club Project**
University Student Ambassadors will run and organise an after school Homework club based at the University for pupils / students within our local schools and colleges. The Homework Club will offer pupils from our local schools / colleges the opportunity to receive essential help and guidance on revision skills, essay writing, and research skills from Student Ambassadors in order to help raise attainment and potential grades. If necessary, the Community Hub Homework Club could potentially be delivered in schools and colleges depending on demand.
- **Learning Performance seminars**
The on-campus study and thinking skills seminars are led by the external learning experts 'Learning Performance' and will be incorporated into the University HE Development Series. These seminars introduce 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.
- **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 Discovery 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, examination of the progression data, and monitoring of academic attainment on entry and during the lifecycle of the student.

2.9 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 collaboration with these regional universities and relevant local authorities, we offer 'Taster days' and on-campus activities to care leavers across the region. Additionally, whilst planning our work with our target schools and colleges, we encourage them to ensure that at least one student from a care background participates in each event.

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 Leaver' Bursary (see p.4)
- The offer of campus accommodation 365 days a year at the current rate

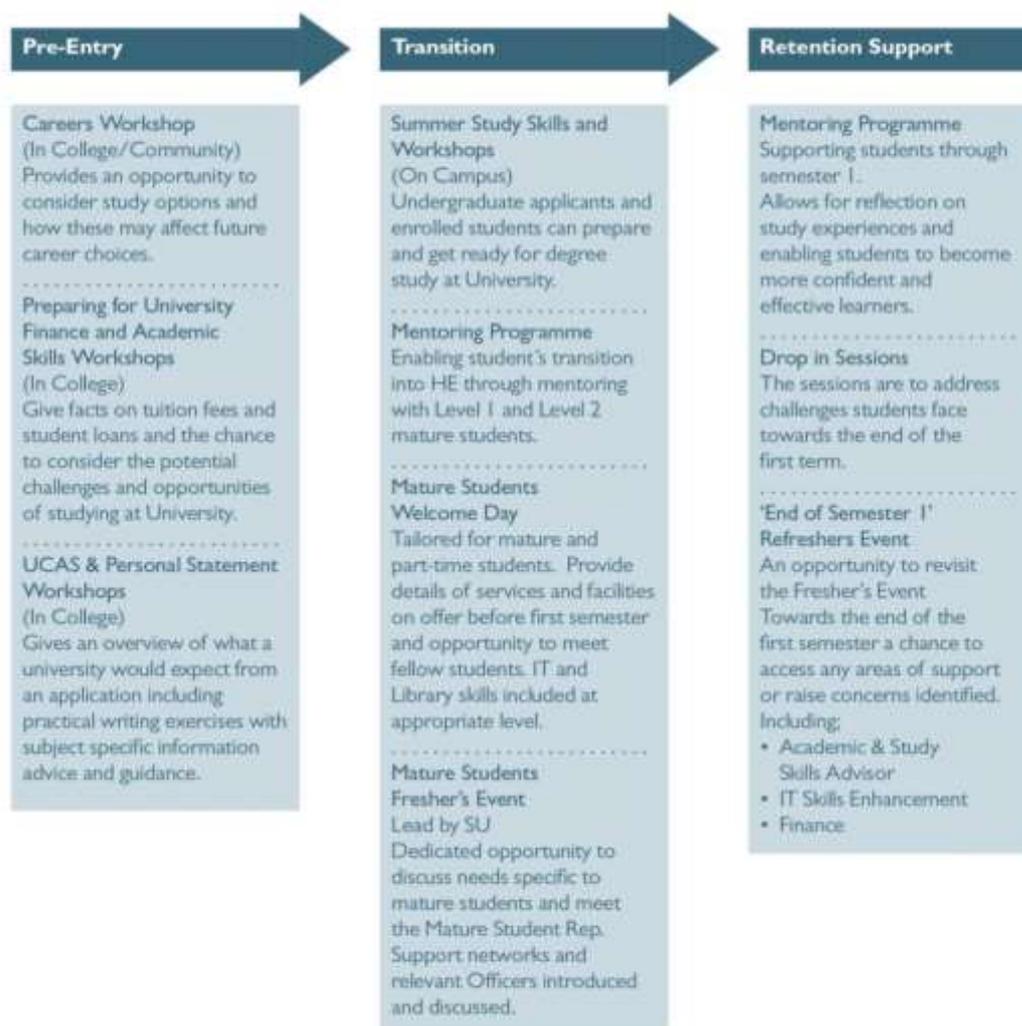
- A named Student Adviser throughout their stay at University
- Direct signposting in order to apply to become a Student Ambassador which offers regular and flexible paid work both during and out of university term times.

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 students who were also care leavers. All recognised what the Frank Buttle Trust stood for and said that they overtly looked to seek out the logo when applying for university.

2.10 Supporting Mature Students into Further and Higher Education

The University has always engaged actively with mature learners wishing to return to education and we are proud that almost a quarter of our undergraduate entrants are mature on entry (12/13 HESA). We understand that mature learners face quite different and complex obstacles when studying at both FE and HE levels and these obstacles can potentially have a significant impact on attainment, aspirations and the mature student experience.

Our mature learners programme of events 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 our mature Student Ambassadors.



3. Support for our students

Supporting transition to and through HE is a critical part of students' experience from Widening Participation 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 employment or further study.

3.1 Transition

Refreshers Week:

We are aware that for our target students, the first semester will be an exciting, daunting and challenging experience. Introduced for the first time in 2012, in partnership with Student Support & Wellbeing and the Students' Union, the end of first semester 'Refreshers' focus allows 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:

We offer applicants with a Widening Participation 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 on to university with confidence.

3.2 Retention

Student Support & Wellbeing:

Our Student Support Services Advisor ensures students have access to the range of support and wellbeing services we provide and there are specialist advisors to assist with accommodation, careers, counselling, disability, finance, general welfare, international advice, health, learning support and spiritual wellbeing.

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.

Student Transition Enhancement Programme (STEP):

Many students from WP backgrounds thrive in an HE environment; for others the obstacles, 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, in 2013-14 we launched an additional intervention approach that supports individual students.

The emphasis of the STEP programme is on early, specific and targeted intervention and is an intervention approach that supports individual students and aids programme and University retention.

Most students moving into and through our Higher Education system cope very well and manage the series of steps they face. However, for some the challenges they meet become insurmountable barriers. Such hurdles, for the individual, can either be academic, or based upon false perceptions, unidentified support needs, external concerns or the relationship challenges faced in a new environment. The greater the number of factors to be overcome, potentially the more likely a student is of withdrawing from their programme. Whilst some of these factors are difficult to predict

and therefore manage, much student data is available that would enable us to view how many factors are 'in play' when an individual student arrives at the University. By setting a factor threshold, the intervention team can see which students ought to be prioritised for additional tutorial support to enable the student to address and manage these factors and increase the likelihood of a more positive outcome.

The aims and objectives are to introduce a more pro-active, timely and targeted approach to early identification of student needs, allocation of support and offer a holistic and bespoke support package to identified students. This work is delivered collaboratively by our Student Support and Wellbeing team and nominated individuals in each academic departments.

Key factors in determining participants 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, household income and POLAR data. An internal analysis of the outcomes of the first year of the programme has indicated that the programme participants could benefit from refining the weighting attributed to particular factors, namely Care Leavers and students entering with BTEC qualifications in some areas.

Academic Support:

Guidance and support will be provided by experienced academic staff, as and when required, with the majority of contact taking place between students and their academic adviser and administrative staff within each relevant subject areas. This support is available at any stage of their course.

We are aware that students progressing from schools and colleges where progression to HE is not the norm sometimes struggle with the academic requirements of university-level teaching and learning. In order to support transition, completion and attainment we pay particular attention to the provision of academic skills advice. The Academic Skills Adviser offers workshops and one-to-one advice appointments focusing on the important skills students need to be successful with their studies: essay planning and writing, critical thinking, academic referencing, presentation skills, research, information gathering and general dissertation skills, examination techniques, revision strategies, time management and organisation, grammar, punctuation and spelling, and note-taking techniques. This personalised service is supported by our Study Skills VLE site.

3.3 Graduate destinations

In excess of 50 pc of our students are from households where income is less than £42,000 pa 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, we have invested in a progressive work experience package tailored both to students' courses and their career aspirations on graduation that launched in 2013-14. This builds upon the existing services and support of our Careers and Employability Service.

This aims to ensure that students will graduate with:

- A good quality up-to-date CV
- Identified transferable skills

- Workplace skills
- Substantive relevant work experience
- Experience of a recruitment process
- Interview preparation.

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.

In response to the Destination of Leavers from Higher Education survey 2011-12 (DLHE) survey the Careers and Employability Service will be focusing on collaborative working with academic departments with an emphasis on careers information tools and job-hunting modules. In addition, the following areas will be further developed: utilising the outcomes of the DLHE statistics to work with specific academic departments and other targeted individuals and groups of students via a gap analysis to better prepare students for employment or further study.

3.4 Postgraduate Support

Transition to postgraduate study for students from Low Participation Neighbourhoods (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 post graduate study
- Financial support to encourage further study with flexible payment options.

4. 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 advisers are the key influencers when it comes to supporting young people into further and Higher Education. The WP team aims to offer support to teachers and careers advisers in our partner schools and colleges with a range of focused 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 the latest developments in Higher Education with a particular focus on supporting mature learners. It also provides the Co-ordinators with the opportunity to explore with us barriers and ideas they have for improving access.

Universities

There is already a commitment between Chichester, 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.

In collaboration with other south east universities, we continue to subscribe to the Higher Education Access Tracker (HEAT) service; The HEAT service is a continuation of the collaboration undertaken by the South East Aimhigher partnerships. Through membership of the HEAT service we are able to provide evidence, based on longitudinal tracking, as a group of HEIs in a common geographic area, on the progression and achievement patterns of our HE outreach participants. Further details of how we use HEAT to monitor and evaluate our work can be found on p. 17.

Knowledge exchange (NEON)

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.

5. 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.

5.1 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. Furthermore, we have introduced a School Partner Forum with staff and students from all of our partner schools to improve our qualitative approach.

5.2 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 WP intervention programme. Institutionally, we track the progression of students in our target WP colleges to the University of Chichester. The monitoring of our recruitment and admission data occurs on a quarterly basis.

5.3 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.

5.4 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 WP students.

5.5 Higher Education Access Tracker Service (HEAT)

In addition to institution-focused monitoring, we also use the HEAT database to track all students involved in outreach at the University of Chichester from Year 9 onwards. This recognises our commitment to the overriding aim of increasing participation in Higher Education rather than our own student recruitment imperatives.

The University collaborates with 19 other HEIs by subscribing to HEAT. This collaborative research and evaluation enables us to share costs and expertise and also ensures the efficient creation of an evidence-based WP evaluation framework.

Underpinning the HEAT service is a bespoke database where all collaborators record and analyse information about WP students and the activities they participate in. The database has also been uploaded with historical data for outreach delivered through Aimhigher (from 2004-05 onwards). Consequently, we now have a rich, longitudinal dataset of outreach participants that we can track through other datasets such as UCAS and HESA to assess the relationship between outreach participation and HE progression, retention and achievement.

The latest tracking exercise, matching HEAT database data and HESA data, shows both the targeted nature of current HEAT university and Aimhigher WP programmes and the success of those programmes in encouraging young people into Higher Education:

- More than 50 pc of WP participants in the tracked cohort, with known POLAR3 postcodes, were from POLAR3 quintiles 1 and 2.
- Between the academic years 2007-08 and 2011-12, 30 pc (18,190) of all the students on the database, who are eligible to do so (59,700), have *so far* entered Higher Education as first time entrants.
- Over the 5 years from 2007-8 to 2011-12 the average Young Participation Rate (YPR) of the 18 year olds in the HEAT tracked cohort (worked out in accordance with the HEFCE YPR) was 34 pc. This compares to a HEFCE national YPR of 38 pc in 2011-12. Given the profile of the students in the tracked cohort (more than 50 pc of them from the most deprived POLAR3 quintiles and 74 pc declaring themselves as first generation HE) this is a measure of the success of the WP programmes implemented by the current HEAT universities and the Aimhigher South East universities.
- Furthermore, over the five years from 2007-08 to 2011-12 the average Young Participation Rate of the HEAT tracked cohort from POLAR 3 quintiles 1 and 2 was 31 pc. This despite the fact that the national likelihood of young people entering HE from POLAR quintiles 1 and 2 is less than 25 pc.
- Of those in the tracked cohort of 2007-08, who have been in HE long enough to have achieved a qualification, 82 pc have achieved a first degree.

5.7 London School of Economics 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 at departmental level.

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 establish 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 do 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.

6. Performance

These tables provide details of the HESA Performance Indicators that relate to our current performance in the nationally benchmarked WP measures. Table 6 provides details of the percentage of students in receipt of OFFA countable financial support.

Table 4: HESA Performance Indicators: Entrants

Description	University of Chichester %		% England		% UK		Rank: UK	
	2008-09	2012-13	2008-09	2012-13	2008-09	2012-13	2008-09	2012-13
Young FT first degree entrants from LPN 1 or 2	13	12.7	10.2	10.9	10.1	10.9	37/137	48/135
Mature FT first degree entrants from LPN 1 or 2	10.7	10.5	11.8	11.6	11.6	11.6	64/128	64/125
Young FT first degree entrant from State Schools	96.6	96.4	88	89	88.5	89.3	54/155	54/153

Table 5: HESA Performance Indicators: Retention

Description	University of Chichester %		% England		% UK		Rank: UK	
	2007-08	2011/12	2007-08	2011/12	2007-08	2011/12	2007-08	2011/12
Young FT first degree entrants not continuing	6.3	4.7	6.9	5.7	7.2	5.7	66/155	63/153
Mature FT first degree entrants not continuing	11.4	6.0	13.9	10.3	14	10.5	52/148	26/146
All FT first degree entrants not continuing	7.4	5.0	8.4	6.6	8.6	6.7	65/154	55/153
Young FT first degree from LPN 1 or 2 not continuing	6.9	7.7	9.4	7.9	9.6	7.9	39/112	62/114

Table 6: OFFA countable financial support

% of students in receipt countable support in £k	2011-12	2012-13	2013-14
0-25	37	36.9	36.8
25,001 – 42	15.6	14.0	16.3
Total	52.6	50.9	53.1

7. Glossary

Household Income

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 the applicant's 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 the applicant's 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.

Polar Data

Young participation rates are calculated for each census area statistics ward in the UK and used to rank the wards into five participation quintiles, each containing 20 per cent of the UK young population for the relevant period. The quintiles are numbered 1 (lowest young HE participation rates) to 5 (highest young HE participation rates). Widening Participation activity is focused on the bottom two quintiles.

Employment Support and Training (EST)

Measures the extent of deprivation in terms of education, skills and training in a local area. The indicators are structured into two areas: one relating to education deprivation for children/young people in the area, and one relating to lack of skills and qualifications among a sub-set of the working age adult population.

Indices of Deprivation 2007

The Index of Multiple Deprivation 2007 combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. This allows each area to be ranked relative to one another according to their level of deprivation.

Locally adjusted benchmark (LAB):

Location Adjusted Benchmarks are the result of work done by HEFCE to try and measure the effect of location on the access indicators in these tables. These benchmarks take account of where an institution's students come from, as well as their subject and entry qualifications.