



Access Agreement 2018/19

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1. STUDENT FINANCE

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

1.1 Tuition fees

The University of Chichester intends to charge £9,250 to Home and EU students on full-time undergraduate programmes, including ITT courses.

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

The tuition fee for a sandwich year is £1,800.

The tuition fee for Erasmus+ is £1,385.

Home and EU students studying on University of Chichester courses at Platform One, Worthing College, Chichester College and Performers College are covered by these provisions.

We reserve the right to apply an inflationary increase and any increase as permitted by Government policy to the undergraduate tuition fee to all Home and EU undergraduates in all years of study as permitted by the Office for Students.

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 has increased, 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 economically disadvantaged students.

In order to evidence this belief, in 2013 we commissioned market research to ascertain the importance of financial support to our students. The results are provided in the table 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%

This is of particular relevance and importance when placed in the context of our student population which is from the most disadvantaged backgrounds.

- 33.5% of our students are from households with an income of less than £25k

- 16.4 % of our young full-time first degree entrants are Polar3 LPN1, ranking us 30/134 in the UK. (p.23)

For further information relating to the longer term evaluation of bursary support please see p.22.

The outline of our 2018/19 proposed support package is:

Household income £0-25,000	Year One	Year Two	Year Three	Total
Cash bursary	£500	£500	£500	£1,500

Table 2: Proposed financial support package for 2018-19

Care Leavers are offered an additional £1,000.

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.

OFFA countable expenditure for 2018/19, including the financial student support package, amounts to 18.6% of additional fee income (HFI).

Year	% of higher fee additional income (HFI) spent on OFFA countable expenditure
2016/17	31.7
2017/18	21.8 (predicted 19.1%)
2018/19	18.6
2019/20	17.8
2020/21	17.3
2021/22	17.2

Table 3: OFFA countable expenditure as a percentage of HFI

The decrease in the percentage of expenditure spent is due to a gradual reduction in the amount of HFI spent on financial support.

Year	£ spent	% of additional fee income spent on financial support
2016/17	2.7m	23%
2017/18	1.4m	10.6%
2018/19	1.2m	9.8%
2019/20	1.2m	9.8%
2020/21	1.2m	9.8%

Table 4: OFFA countable expenditure as a percentage of additional fee income

The OFFA countable expenditure spent on access, student success and progression over the period has increased and is projected to do so further.

Year	£ spent on access, student success and progression
2016/17	1,022,331
2017/18	1,242,331
2018/19	1,312,847

2019/20	1,350,835
2020/21	1,378,287
2021/22	1,424,188

Table 5: OFFA countable expenditure

Student Money Advice

Students who have concerns about their finances are able to seek advice from the University's Student Money Advice Service (SMAS).

The SMAS provides 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 and Wellbeing services and across the University as a whole.

Students' Union

In preparing our Access Agreements we discuss both our approach and the nature of the financial support package with the Students' Union. These discussions came on the back of a joint Student Union and University project focussing on the affordability of Halls of Residence. The discussions have resulted in a change to the bursary package, namely focussing support on those students with a household income of less than £25,000 and a reduction in the total amount of financial support. The new package will still support over a third of our student body and retains the additional support available to care leavers.

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. In the course of these meetings and as part of the discussions on the Access Agreement the University and Students' Union have agreed a student experience package that will benefit all students, as well as an increase in the amount of money in our Student Hardship Fund.

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.7 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 PROGRAMME

2.1 Geographical reach

The University continues to work across a geographical area that encompasses schools and colleges across Sussex (West and East), Hampshire, the Isle of Wight, Surrey, Kent, Essex and Dorset on a variety of levels, via delivery of our Learner Progression Framework. We are also expanding our work with schools and colleges in Croydon in conjunction with the Careers and Enterprise Company.

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>Education, skills and training deprivation</i>
VA	<i>Value Added measure</i>
IDACI	<i>Income Deprivation Affecting Children Index</i>
GCSE	<i>School GCSE Level 2 attainment including English, Maths and Science compared to the national average</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.

2.2 Target Groups

Following an examination of both national and internal participation data and trends we have identified four distinct groups where we could extend our activities to encourage access.

White males from socio-economically disadvantaged backgrounds

Our FLARE Conference is an event which aims to raise aspirations and confidence in white British young men from underrepresented and the most disadvantaged backgrounds. The event requires students to engage in a series of activities focused around a specific theme that is current. Students will work with Subject and Industry Ambassadors. We will be expanding this conference to a multifaceted programme to include work place visits, mentoring and subject taster workshops.

BAME

The deficit in BAME students progressing to HE is a key area we need to address. We have set a target of 20% of entrants defining as BAME in 2020.

In order to do this we have: made BAME a specific criteria of our Compact Agreement; become the lead University in the SLN-NCOP BAME project; created a specific BAME student ambassador scheme; and invested in staff resource.

In addition, we will be working with partners to build relationships with schools and colleges outside of our traditional WP areas in West Sussex and across the South Coast. Our programme in South London and the Midlands will involve partners who also have a longitudinal approach to widening participation; the intention is to deliver a tailored version of our LPF framework, including BAME student ambassadors and role models, to years 12 and 13. We will also liaise with Careers and Enterprise Company on an industry mentoring programme.

Furthermore, in conjunction with the Black Cultural Archive and the Historical Association we will continue to fund and support the nationwide History Matters Young Filmmakers competition which encourages schools and colleges to explore Black History in Britain pre-2000 through the medium of a short film.

SEN

Previously we have worked with a small number of special educational needs schools to offer bespoke in-school workshops and campus visits. Following our pilot work we will be looking to expand this work to include more schools in the region.

Mature and Part Time Learners

The university has always engaged actively with mature learners wanting to return to education and we are proud that over a quarter of our undergraduate entrants are classified as mature on entry (15/16 HESA). We understand from the work that we do with both potential students and with our current mature students that learners will face a host of complex barriers and obstacles while studying within Further Education and whilst considering Higher Education. With this in mind we will be offering a varied programme of events across two strands, a *Community based* and a *Further Education College based programme* of events and support.

Initial engagement with potential mature students will be tackled with a two pronged approach, looking at both community engagement and FE engagement. This approach should allow us to reach many more mature students, some within the community who may not have even previously considered entering into HE.

The events will take place around key dates in the Academic Calendar and will be tailored around college calendars and the prior commitments of mature students. Depending on the type of event the activities will be facilitated by either our staff or if appropriate by our Mature Student Ambassadors.

This will be a more traditional approach and will see the University engaging with mature students at FE colleges across access courses and retake courses and those who choose to attend UCAS conventions.

Locations for this work will see the university going out and working more holistically working in settings where potential students may feel initially more comfortable to engage with us, these will include community centres, Children's and Family Centre, libraries and leisure centres.

Within both these initiatives we will offer an array of information and guidance but presented and delivered in two different formats. The *Community Initiative* will be a more informal series of talks and discussions on select topics with the opportunity of 1-1 follow up appointments to support potential students. The FE initiative in contrast will consist of more formal presentations, workshops and support on UCAS stands. The subject matter for both programmes will consist of the same topics:

- What is University/Why Go
- The Transition to HE
- Student Finance
- Academic Support, Referencing and Study Support
- Application and Personal Statement Support
- Mock Interviews

Once our mature have accepted a place with us we will then offer a *Mature Students Welcome Day* which aims to ease with their transition into HE. Working in collaboration with us the Students' Union will then offer a Fresher's event specifically for mature students at the beginning of their first semester and a Refresher event at the end.

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 (p.5)
- 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.

2.3 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 a number of years of delivering the LPF, we have again 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.

	Supporting attainment and aspiration <i>“Designed to raise aspirations and introduce the benefits of further and Higher Education through inspiring and engaging activities.”</i>	
	Key Stage 3 – Year 7, 8 and 9	Events and Programmes <ul style="list-style-type: none"> • Fresher’s • Aspire • Options and Choices
	Key Stage 4 – Year 10 and 11	Ambitions Programme <ul style="list-style-type: none"> - Subject strand campus visit - Mentoring - Future action planning and employability skills - Workplace and/or cultural visit - Celebration with parents and carers <p style="text-align: center;">“Picture Your Future” assembly</p>
	Supporting access to Higher Education <i>“A fast-paced programme of activities now concentrates on progression to and preparation for study in Higher Education.”</i>	
	Key Stage 5 - Year 12 and 13	<ul style="list-style-type: none"> • Progression days • Pre-and Post-UCAS convention workshops • Personal Statement clinics and workshops • Mock interview sessions • Student Finance information sessions • HE, UCAS and finance presentations • HE Information evenings • EPQ workshops • HE Roadshow • Employability skills workshops • Support for parents / carers

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 in schools;
- On campus family events
- 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.

2.4 Standalone inspiration events

Chi Rocks

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 Enterprising Women event, has resulted in us being awarded the Global Entrepreneurship Week High Impact Award.

Festival of Sport

The Festival of Sport offers an arena for Year 9 and 10 students to try out different sports, learn about the effects of exercise on the body. Students learn from our world-leading researchers, external experts from local and national organisations and participate in activities ranging from climbing, blind football, wheelchair hockey and rugby, alongside the biomechanical and physiological effects of physical activity. The Festival of Sport helps Year students learn about the health and fitness industry, university and the opportunities are available to them.

LitFest

LitFest is an event open to year 9-10 and year 12 students from Hampshire, West and East Sussex and Surrey. The event celebrates all things Literary and is run in conjunction with our English and Creative Writing Department. Students can pick from a wide range of talks and workshops including:

Victorian and Gothic Literature, Language, Modernist Writing, Theatre Texts, Poetry Workshop, Flash Fiction Workshop, Shakespeare's Tragedies (must be booked in advance – attainment focus), Shakespeare's Comedies (must be booked in advance – attainment focus), Meet the Professionals, Q&A with a panel of Authors, Journalists, Bloggers, Meet the Ambassadors, a chance for students to chat to current English Undergraduate students, and author talks.

Attainment Focus: the Shakespeare sessions cover the main Shakespeare texts in the national curriculum and our academics tailor to reflect the scope of the examining bodies used locally.

2.5 STE[A]M Outreach: Primary to PhD Programme

In 2018 the University will open the landmark Engineering and Digital Technology Park with a brand new innovative suite of Science, Technology, Engineering and Maths programmes to be delivered through the two new Departments of Engineering & Design and Creative & Digital Technologies.

This ambitious new facility will create a new pool of highly skilled industry ready graduates and graduate apprentices from the local area who are not currently engaged with STEM and in many cases higher education.

Based on the successful outreach LPF and in conjunction with the Institute of Education plus feedback and consultation with schools and colleges, a progressive framework of STE[A]M engagement has been rolled out across the outreach region.

The STE[A]M engagement framework will include a range of programmes and activities ranging from, information, advice and guidance, attainment support, mentoring, student and industry ambassadors and role models, campus experience days and in-school curriculum delivery by higher education lectures.

In 2016/17 the University launched:

STEM Festival Programme

Collaborating with a number of Further Education Colleges (FEC) across the region, the University ran a number of STEM festivals. The festivals targeted primary and secondary schools, as well as providing an opportunity for academic enrichment for years 12 and 13. The Festivals included a carousel of hands-on, interactive activities led by both the university and FEC.

In partnership with Coastal West Sussex, Careers and Enterprise Company, financial support from Coast to Capital Local Enterprise Partnership, and advice from UCLAN, the University launched a Community Space Festival in Bognor Regis. SpaceFest is a culmination of 18 months of activities aimed at tackling the barriers to STEM literacy, it builds upon the interest in space by offering families the opportunity to access and experience science, technology, engineering and maths in a practical and fun way in their community. The activities build upon the long term work the University and its industry partners are already doing to improve STEM literacy and opportunities of young people in Arun. The aim of the festival is to build excitement, raise aspirations and awareness of Science, Technology, Engineering and Maths (STEM) in under-represented groups in an area of low economic growth. The Arun district, where Bognor Regis is situated, experiences higher rates of economic inactivity and unemployment, lower skills levels relative to national averages, and a significant lack of engaging and educational activities for families (*Labour Market Reports, 2015*).

Teacher CPD

Supported by our Institute of Education a programme of CPD sessions to upskill, excite and inspire Primary and Secondary teachers, including non-specialists. In addition, schools and teachers were given STEM kits and activity resources to support the development of activities beyond the national curriculum.

In 2017/18 the University will extend this activity and produce a comprehensive STE[A]M programme.

STE[A]M Learner Progression Framework

Our programme has the objectives of:

- Tackling the barriers to STEM literacy by breaking down the perception that that STEM isn't accessible to the most disadvantaged
- Build excitement around STEM subjects by providing young people the opportunity to participate in hands-on inspirational activities, workshops and competitions.
- Build awareness of STEM career opportunities and pathways with emphasis of the availability of progression opportunities in the coastal West Sussex area.
- Provide information, advice and guidance to visitors through industry ambassadors this will be undertaken in partnership with Coastal West Sussex and the Careers and Enterprise Company.
- Demonstrate the practical application of STEM skills to real world challenges and opportunities.
- Encourage women into STEM

Key strands within the STE[A]M LPF are provided below.

Young Scientists Centre

The Young Scientist Centre will be run in collaboration with The Royal Institution and will offer interactive hands-on workshops aimed at immersing young people in all aspects of STEM. Workshops, which will be run by a STEM Inspiration Office, will cover age-relevant topics such as forensic investigation, 3D printing, genetics and DNA. Sessions will be offered primarily to school groups and the programme will feed back into lesson plans. In the holiday period and out of school hours, the Centre will also be accessible to the local community, particularly those of school and college age, and will become a key part of the outreach programme.

Workshops will include:

Age Range	Workshop
Primary	<ul style="list-style-type: none"> • Cosmetic chemistry • What is colour? • Mission Mars
Secondary – Key Stage 3, 4 and 5	<ul style="list-style-type: none"> • Extracting DNA • Pinhole photography • Pollution solution • Forensic investigation • 3D Future • Life on Mars • Magnets and motors • Colour chemistry • A question of taste • Bacterial evolution • Crash testing
ITT, NQT and Teacher CPD training	<ul style="list-style-type: none"> • STEM After School Club kits • Best-practice in the classroom • STEM for non-STEM teachers

STE[A]M Festival Programme – continuing with the Festival approach outlined above the Festivals will be expanded to be demonstrate the intersect between creative industries and STEM subjects.

STEM Young Leaders Programme – This programme aims to turn young people in to inspirational STEM leaders and role models. The leaders will be trained in leadership, team building and critical thinking to support the problem solving approach that will be used throughout the outreach programme.

The leaders will be drawn from FECs, Sixth Forms and years 7 and 8 to work with both Secondary and Primary schools to support lessons, the Festival Programmes and after school clubs.

Academic Enrichment

In partnership with our partner FECs, academics in our Engineering & Design, Creative and Digital Technologies, Mathematics subject areas will be launching a programme of lectures, delivered in Colleges and on our own site, to target year 12 and 13 students as part of EPQs or enrichment activities.

Women in STEM

Following the success and experience gained in running our “Sparks” event, which is aimed at raising the visibility of women in the technology sector, we will be expanding this strand of activity to include further STEM sectors and will roll this out across more year groups. Industry Ambassadors will support the programme to excite and inspire young people.

Events and Exhibitions

Alongside our Festival Week programme, the university is a sponsor and activity champion for the regional South East Big Bang Fair and local Big Bang events. Additionally, the University is now involved in TeenTech which are highly interactive events designed to inspire students and teachers about the world of Digital Technologies and software. Students have the opportunity to take part in experiments, handle leading edge technology and spend time with role models. Students who visit our stands are encouraged to work in small groups, led by Academic, Industry or Student Ambassador, to complete hands on challenges.

2.6 Raising attainment in schools and colleges, including sponsorship of schools and the establishment of new schools

Our Vision is for all young people to be inspired by an education that raises their aspirations and provides them with the building blocks that enable them to attain. We undertake this activity in a number of ways.

University of Chichester (Multi) Academy Trust

The University set-up the University of Chichester (Multi) Academy Trust in 2012, currently, it has nine academies: one secondary and eight primaries:

- Mill Chase Academy, Bordon, Hampshire
- Arundel Court Primary School, Portsmouth
- Berewood Primary School, Waterlooville, Hampshire
- Court Lane Infant School, Portsmouth
- Court Lane Junior School, Portsmouth
- Fernhurst Primary School, Haslemere, Surrey
- Frogmore Junior School, Camberley, Surrey
- Kingsham Primary School, Chichester
- The Flying Bull Academy, Portsmouth

Our strategic intention is to build a Multi-Academy Trust of approximately thirty academies in hubs, geographically spread across our partnership area. These academies will be vital in their local community, meeting the challenges of their particular context and ensuring that all their pupils make better than expected levels of progress as a result of consistently excellent teaching. They will be supported by both the academic and professional services of the University and will be working tirelessly to raise aspirations, widen participation and increase progression to FE and HE.

The Trust represents a systemic intervention in the education and attainment outcomes of pupils in schools and colleges.

The governance within the University of Chichester Multi-Academy Trust is undertaken by Members, Trustees (sometimes called Directors) and Governors of individual academies. These people govern the Trust through the Trust Board and Local Governing Bodies who have delegated responsibilities from the Trust Board. The University does not have the power to dictate the priorities of the Trust.

The Members are akin to the shareholders of a company. They have ultimate control over the Academy Trust, with the ability to appoint some of the Trustees and the right to amend the Trust's articles of association. The Trustees are responsible for the same three core governance functions performed by the governing body in a maintained school that is, setting the direction, holding the Headteacher to account and ensuring financial probity. As charity trustees, they must also ensure that they are complying with charity law requirements. Academy trusts are charitable companies and the trustees are company directors and must comply with company law requirements. The Chair of the Board of Trustees is also a Member, thereby ensuring a link between the two layers. However there is also an Independent Member as the Members are responsible for holding the Trustees to account and this enables some separation between those serving as Trustees and those serving as Members in order to achieve robust accountability.

Whilst The University Trust has the stated aim: "Ensure progressive and sustained improvement in standards of education and progress in pupils. Our academies will prioritise the learning of all pupils and will aim for every child to make excellent progress. This will be done by academies undertaking rigorous self-evaluation, identifying priorities for development and producing a Journey to Excellence Plan to meet those objectives." (*Raising Aspirations, Enriching Lives*) as a result of the Governance model the University cannot, and would not, wish to dictate the pedagogic approach taken to raising attainment.

Supporting 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, the University has supported schools and colleges with attainment through the activities described below:

- Subject-specific attainment based sessions taught by University Academic staff
- Specialised skills focussed workshops provided by *Learning Performance*

This support is integrated into the longitudinal Learner Progression Framework. Further, we do not target attainment support at the most gifted and talented. We focus on supporting all those who wish to progress to Further and Higher Education regardless of ability.

The effectiveness of this approach, is illustrated by the attainment data analysed by the Higher Education Access Tracker (HEAT).

The key findings are below, the context is provided on p.23 and an infographic overview report is available as additional information.

Attainment Measure	Participants	Average in Target Schools
% of students awarded 5 A*-C including English and Mathematics	78%	41%
% of students achieving expected progression from KS2 to KS4 in English	81%	63%
% of students achieving expected progression from KS2 to KS4 in Mathematics	79%	57%

Table 6: LPP impact on attainment

Trust School – Bourne Community College

In order to meet the requirement to develop an outcome target for 2019/20 that is focussed solely on attainment, and therefore operates outside of our pedagogic model, the University will work with our Trust School, Bourne Community College. We will develop a programme targeted at disadvantaged students. The cohort will be determined in partnership with the school.

Trust Schools are maintained schools but are supported by a charitable trust. The Trust is formed of partners and key community organisations which share and support the strategic direction of the schools. In the instance of Bourne Community College these partners include, the University, Chichester College of Further Education, Chichester District Council and 12 Regiment based at Baker Barracks, Thorney Island.

2.7 Supporting Progression to Chichester

Access 2 Chichester Compact Agreement

The Access 2 Chichester Compact is an agreement between the University and applicants which guarantees a standard offer or an interview for a place on their chosen course. Applicants who are eligible for the Compact would need to meet one or more of the following criteria:

- Be first in their family to go to university
- Be in receipt of a 16-19 college bursary
- Have caring responsibilities
- Be a care leaver
- Had a disrupted pattern of education
- Difficult family circumstances
- BAME

Once signed up to the agreement, students are able to access the following package of support:

- Talks and workshops to support the application process and student finance
- Subject Taster Days and Events
- Information Evening for Parents
- Learning Performance Study Skills Workshops
- EPQ Workshops
- One to one support with writing the personal statement
- Opportunity for mock interview support via Skype
- Compact Welcome Day supported by the Student Union

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

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.

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 and Wellbeing 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.

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 per cent 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.

Using the University's STEP programme our Careers Service is to introduce specific employability support through a bespoke careers customer relationship management system to enable individual students to access more timely, relevant and pertinent support. Access to job opportunities has been improved as has the management information to support WP students through into the work place and as alumni.

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 Business School, 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 programme 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 to ensure that students will graduate with:

- A good quality, current CV.
- Interview preparation.
- Experience of a recruitment process.
- Transferable skills for the workplace – as per CBI 'Future Fit' report of 2009.
- Substantive work experience.

Our commitment is to make sure that Level 5 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 2012-13 (DLHE) survey the Careers and Employability Service focuses on collaborative working with academic departments principally to deliver experiential learning opportunities to develop employability skills. Using DLHE survey results a gap analysis reveals those departments where the greatest effort to achieve either graduate employability or further study is required.

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.

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.

Higher Education Access Tracker (HEAT)

In collaboration with other 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.20.

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.

National Collaborative Outreach Programme (NCOP)

The Sussex Learning Network is the coordinating body for NCOP in Sussex, the acronym is SLN-COP. SLN-NCOP institutions include all three HEIs and all FE Colleges in Sussex, East Surrey College, both County Councils and the Careers and Enterprise Company. The group have adopted a localised model that divides Sussex into east and west and is focussed on the universities collaborating and integrating activity with FE Colleges.

The West Sussex Partnership is formed of Chichester College, Central Sussex College and the University of Chichester. The Operating Plan falls into three distinct projects: accessibility, outreach and information, advice and guidance. The intention is for Chichester College to oversee the day-to-day operational plan, as many NCOP learners are existing Further Education students or new Further Education applicants. The steering group, comprising Director of SLN, NCOP Programme Managers, senior leads from the partnering institutions and the two newly appointed Student Outreach and Engagement Officers, meet monthly to monitor progress against targets.

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 offers 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 in conjunction with Student Finance England
- 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.

South Coast Careers Network

In conjunction with our local National Careers Service, the university has introduced a network for careers advisers across the South Coast region. The group meets 4 times a year to discuss current issues and best practice. The group includes members from schools, FE colleges, West Sussex County Council, independent advisers working in our partner schools and Education Business Partnership.

Sussex Learning Network (SLN)

The SLN is a strategic partnership of universities, colleges, training providers and guidance agencies focused on ensuring the life-cycle of learners in the South East is accessible and transparent. The SLN is the single point of contact for those who support the whole learner journey and enable successful progression through education and on into the workplace. Its work brings together new research and curriculum development, widening participation and outreach activities, and careers education, information, advice and guidance.

Currently the SLN represents 3 HEIs, 8 FECs, 3 Local Authorities and 2 LEPs as partners and supports a network of 194 schools across the Sussex and South East regions, including Academies and Pupil Referral Units.

The SLN enables the University of Chichester to be represented by the co-funded central members of staff, working on behalf of all the partners in the network, in and at a number of activities and events targeting low HE transitional areas, and who can operate as the regional single point of contact for educational resources; policy news; CEIAG resources; Labour and economic intelligence; CPD activities and funding opportunities which support the progression of learners successfully through education.

In 2018/19 the SLN will be providing opportunities for professional development and collaboration in the government key priority areas as well as ensuring improvements in the evaluation of access to higher education work.

In addition, the SLN will also conduct research to provide a more localised understanding of the factors that feed into working class students' participation in higher education. These understandings will be useful in informing the approaches adopted within widening participation work locally, however it is anticipated that they will also feed into a wider national debate around the under-representation of white working class students in higher education. A further impact evaluation study will also take place to measure the success of WP activities across the region and provide guidance on the efficiencies of delivering outreach collaboratively.

The SLN allows the University of Chichester to improve the quality and range of its access work by being part of a collaborative regional community of practice. The SLN will be extending its work through to 2018/19 providing its members the opportunity to draw on the strength of collaborative working to strengthen their work across the student lifecycle encompassing success, retention and progression work as well as outreach.

Universities

There is a historic commitment, dating back to Aim Higher, between Chichester, Sussex and Brighton universities and Northbrook College to work alongside each other and we jointly run the Pan-Sussex Care Leaver group, as well as participating in the National Collaborative Outreach Programme (NCOP) which is coordinated by the Sussex Learning Network (SLN).

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.

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.

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.

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 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.

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 WP students.

6. PERFORMANCE

HESA Performance

These tables provide details of the HESA Performance Indicators that relate to our current performance in the nationally benchmarked WP measures.

Description	University of Chichester %		% England		% UK		Rank: UK	
	2008-09	2015-16	2008-09	2015-16	2008-09	2015-16	2008-09	2015-16
Young FT first degree entrants from LPN 1	13	16.4	10.2	11.3	10.1	11.3	37/137	30/134
Mature FT first degree entrants from LPN 1	10.7	11.7	11.8	12.2	11.6	12.3	64/128	57/124
Young FT first degree entrant from State Schools	96.6	95.6	88	89.8	88.5	89.9	54/155	69/152

Table 7: HESA Performance Indicators: Entrants

Description	University of Chichester %		% England		% UK		Rank: UK	
	2007-08	2014-15	2007-08	2014-15	2007-08	2014-15	2007-08	2014-15
Young FT first degree entrants not continuing	6.3	5.2	6.9	6.3	7.2	6.2	66/155	58/153
Mature FT first degree entrants not continuing	11.4	7.7	13.9	11.6	14	11.7	52/148	23/143
All FT first degree entrants not continuing	7.4	5.7	8.4	7.4	8.6	7.4	65/154	56/153
Young FT first degree from LPN 1 not continuing	6.9	7.7	9.4	8.8	9.6	8.8	39/112	56/115

Table 8: HESA Performance Indicators: Retention

Higher Education Access Tracker (HEAT)

The extract from the most recent HEAT report that covers 2007/08 to 2015/16 evaluates the success of our WP activity in attracting participants into Higher Education is provided below. The key findings are below and an infographic overview report is available as additional information.

- HESA were asked to match a total of 5915 students who were at least 18 years in, or before, 2015/16, and were therefore ready to progress to HE.
- 69% of the tracked cohort, with known POLAR3 postcodes, were from POLAR3 quintiles 1 and 2 (lowest participation neighborhoods).
- Where the data was collected, 92% of the tracked cohort declared themselves as first generation Higher Education (HE) and 41% of the tracked cohort scored highly on 3 or 4 more of the deprivation indicators (IMD, EST, IDACI and POLAR3).
- Over the eight years from 2007/08 to 2014/15 the average Young Participation Rate (YPR) of the 18 years olds in the tracked cohort (worked out in accordance with the HEFCE YPR) was 39%. This compares with a HEFCE national YPR of 38% in 2011/12. Given the profile of the students in the tracked cohort (more than 69% of them from the most deprived POLAR 3 quintiles and 92% declaring themselves as first generation), this is a measure of the success of the WP programmes implemented by the University of Chichester.
- Furthermore, over the 8 years from 2007/08 to 2014/15 the average YPR of the tracked cohort from POLAR3 quintiles 1 and 2 was 37%. This compares with the national statistics where the likelihood of young people entering HE from POLAR3 quintiles 1 and 2 is less than 25%.
- The impact on KS4 attainment of our longitudinal approach to widening participation is demonstrated through the summary report showing the Key Stage 4 performance of participants who engaged in outreach before year 11. The results are compared with the school average. The key findings are below and an infographic overview report is available as additional information.

Attainment Measure	Participants	Average in Target Schools
% of students awarded 5 A*-C including English and Mathematics	78%	41%
% of students achieving expected progression from KS2 to KS4 in English	81%	63%
% of students achieving expected progression from KS2 to KS4 in Mathematics	79%	57%

Table 9: LPF impact on attainment

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.

Education, Skills 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.

Table 7 - Targets and milestones

Institution name: The University of Chichester

Institution UKPRN: 10007137

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Socio-economic	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	NS-SEC 4-7	No	2011-12	28.9	0	0	0	0	0	We would like to remove this target in line with the decision reached by the UK Performance Indicators Steering Group which brings together representatives of the four UK funding bodies for HE, the Higher Education Statistics Agency, government departments, HE institutions and other interested bodies which concluded that the data used for the indicator is widely acknowledged to be of poor quality. Socio-Economic Class data will be published nationally for the final time in 2016 and thereafter discontinued.
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	LPN1	No	2012-13	12.7	13	13	13	13	13	
T16a_03	Access	Multiple	HESA T2a - (Mature, full-time, first degree entrants)	Mature full time first degree entrants from low participation neighbourhoods with no previous HE experience	No	2011-12	9.6%	13.4	13.4	13.5	13.5	13.5	
T16a_04	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	Proportion of full fee paying students in receipt of OFFA countable financial support	No	2013-14	46.8	42.8	38.8	35.8	32.8	30	Figures reduced from previous Access Agreements as support is refocussed from 17/18 onwards.
T16a_05	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	All full time first degree entrants not continuing	No	2011-12	7.1	5	5	5	5	5	
T16a_06	Student success	Multiple	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Young full time first degree entrants from LPN not continuing	No	2011-12	10	7	6	6	6	6	
T16a_07	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Full-time undergraduate new entrants from BAME groups	No	2013-14	7.2%	13%	16%	20%	20%	20%	Added into corporate Key Performance Indicators
T16a_08	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Proportion of engineering students from LPN1	No	Other (please give details in Description column)	0	0	13	13	13	13	Engineering programmes launching in 18/19
T16a_09	Access	Multiple	Other statistic - Gender (please give details in the next column)	Proportion of female intake into engineering programmes	No	Other (please give details in Description column)	0	0	15	23	30	30	Engineering programmes launching in 18/19
T16a_10	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Employed in a professional level role (SOC 1-3)	No	2013-14	62.9%	66%	69%	73%	73%	73%	The year relates to our graduating cohort so the baseline of 62.9% is the survey done 6 months after our 13/14 cohort graduated.

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Low participation neighbourhoods (LPN)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Primary	Yes	2011-12	6	16	18	20	20	20	We have re-focussed this work to focus on a smaller number of the FAB locality to support our STEM project and our Academy Trust Schools. We will continue to work with secondary schools to support their engagement with their feeder primary schools.
T16b_02	Access	Low participation neighbourhoods (LPN)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Secondary	No	2011-12	32	50	50	50	50	50	Learner Progression Framework partners

T16b_03	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Chichester Academy Trust Schools	Yes	2014-15	6	15	19	22	22	22	Numbers subject to DfE granting of Academy Status
T16b_04	Access	Low participation neighbourhoods (LPN)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	STEM FECs	Yes	2015-16	0	6	6	6	6	6	Core partners with extension to FAB locality VI Forms to deliver STEM programme.
T16b_05	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	National Network of Collaboration - Sussex Learning Network	Yes	2015-16	0	0	0	0	0	0	New activity centred around central online resource therefore no targets.
T16b_06	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	FE and VI Colleges	No	2014-15	25	40	40	40	40	40	Post-16 attainment and aspiration partners

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.