



# **Revised Access Agreement**

November 2011

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# Foreword

With 5,300 students and 950 staff, Chichester is one of the smallest modern universities in the country but also one of the most successful. It has grown from a small college established in 1839 as a major intervention into the education of the working community. This is a mission we have maintained for 170 years.

We are now amongst the most successful institutions for the recruitment and retention of students from low participation areas.<sup>1</sup>

For the last six years we have also sustained one of the highest rankings among modern universities for the National Student Survey<sup>2</sup>. In 2011 we were one of the top five modern universities in the league tables published in the *Guardian*, the *Independent* and the *Times*.

The key to our success is the community feel of a small institution differentiating us from other, larger, providers.

Raising aspirations and providing value for money are deeply embedded into the mission and values of the University. In these activities we offer something different and we punch above our weight.

Our mission for widening participation, is enshrined in our 2010-13 Strategic Plan, and based in our local communities. We are a university located in the deprived coastal strip of West Sussex and South-East Hampshire and its underdeveloped rural hinterland.

This means we recruit from some of the poorest areas in the country (see page 7).

Our success has involved engaging positively with our local community – demystifying higher education and reducing the barriers towards attending university by active engagement with schools and colleges over many years.

The 2008/09 HESA Performance Indicator Data demonstrates that we have an excellent record when matched against our HEFCE benchmarks for widening participation:

- Young FT UG entrants from State schools 96.7% (benchmark 93.8%)
- Young FT UG entrants from LPNs 13.2% (benchmark 10.4%)
- Mature FT UG entrants from LPNs 8.6% (benchmark 8.1%)
- Mature PT UG entrants from LPN 6.1% (benchmark 5.8%)
- % of all FT first degree students who are still in HE the year after entry is 92.6% (benchmark 90.6%)

Our student finance and support package reflects the fact that we are an organisation that is passionate about widening educational opportunity and the commitment that this agenda carries to social justice, equality and diversity. We also recognise that the nature of 'the student' is not static and is changing to match the surrounding context.

This is why we have proposed a full time tuition fee of £8,500, with an average fee level below £7,500 and why we have created a generous student support package that goes beyond the upper threshold of 'payback'.

We are also empowering students by allowing them to decide the nature of the financial package they receive based on their needs and circumstance. Thus in each year of their degree course they can opt to receive elements of their support package as a fee waiver or maintenance bursary.

Students from the most disadvantaged backgrounds and those with a household income that is less than £25,000, will receive a support package that reduces the fee equivalent to £6,000.

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 • Fee limits and fee income above £6,000

We are proposing to charge £8,500 to home and EU students on full time undergraduate programmes.

Based on the current profile of students our average fee will be £7,467.

Our average support package per full time student is £1,133.

Table I demonstrates the University's fee income above £6,000 when charging a fee of £8,500. These calculations are based upon the same number of HEFCE students enrolled as now.

Table I

Income Calculations		2012/13	2013/14	2014/15
Full-time Fees of	£8,500	£7,968,750	£17,537,250	£22,947,500
Fees at £6000 from 2012-13		£5,655,000	£12,441,000	£16,260,000
Fee income above £6000		£2,313,750	£5,096,250	£6,687,500

## 2. Expenditure on access measures

Table 2 provides further information on the full cost of our outreach activity, including expenditure that is within the current budgets. All of this activity is countable.

Table 2

<b>Forecast Outreach and Retention Expenditure 2014/15</b>		
Existing Staffing Budget 2010/11 (2.0 fte)		£88,015
Existing Outreach Expenditure		£232,885
Existing Retention Expenditure		£424,338
<b>Sub Total</b>		<b>£745,238</b>
<b>Additional Posts</b>		
WP Officer x 2	} to support university WP activities	£67,000
Primary Project Officer x 0.73		£24,481
<b>Additional Expenditure</b>		
WP Activity		£146,551
<b>Total</b>		<b>£983,270</b>

# 3. Outreach Activity

Our Widening Participation team has traditionally focused the majority of its outreach activity with Years 7 – 11 within schools in West Sussex identified via Aimhigher Sussex

The cessation of Aimhigher in July 2011 alongside the introduction of the new Student Finance scheme and the subsequent requirements on the University sector has led to a significant re-modelling of our outreach activity and a refinement of the measures used to identify WP partner schools.

Our traditional catchment area will be extended to include South East Hampshire, all of West Sussex, as well as Portsmouth and the Isle of Wight.

A weighted combination of POLAR2<sup>3</sup> applicant data, Employment Support and Training (EST) data<sup>4</sup>, attainment of GCSE grades A – C, and Income Deprivation Affecting Children Index (IDACI)<sup>5</sup> will be used to create a rank order of 30 schools and colleges to target with outreach activity. Additionally, all AimHigher Schools and Colleges that do not form part of this target 30 will also receive continuation of support – as detailed in our Learner Progression Framework.

In total we will be undertaking access and outreach work in more than 50 schools and colleges. This work is explicitly separate from work undertaken in the guise of student recruitment.

This increase in activity will be achieved through investment of tuition fee income into outreach activity – there will be an investment in additional Widening Participation Officers and a Primary School Project Officer. The University will also provide a coherent programme, drawn from our existing (Year 6 – university) Learner Progression Framework, to the remaining schools and colleges in West Sussex. These posts will play a key role in ensuring collaboration with other HEIs in Sussex and Hampshire.

The intention of our integrated programme is to raise aspiration and attainment and we believe incorporate those students who are PolarData2, Quintiles 1 & 2 or those who are first generation but which do not attend schools or colleges in low participation neighbourhoods.

Students from all the Learner Progression Framework schools will be tracked into feeder colleges to ensure continued support through further education and to evaluate the impact of our WP intervention programme.

For students who choose to apply to us our student finance package, A2C module and transition support whilst at university will complement this progressive range of outreach interventions received by students.

# Collaboration

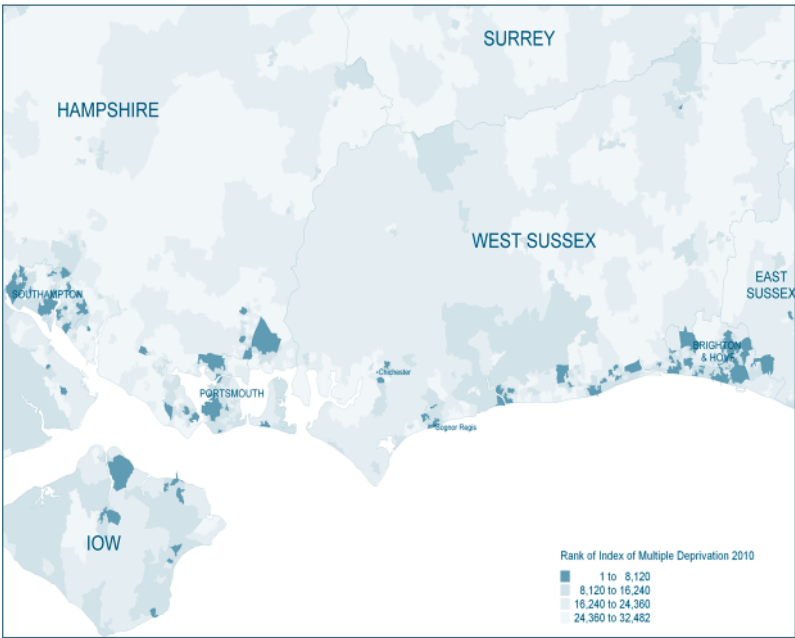
The overriding principle of the students' experience is key to us and it is this that guides our approach to collaborative working with our regional university partners in Sussex and Hampshire. Raising attainment and aspiration and providing impartial, clear advice to those who are first generation or from backgrounds where there is historic low participation is imperative.

There is already a commitment amongst the three Sussex HE providers, who have historically worked alongside each other as part of the Aimhigher initiative, to:

- Plan and ensure the continuation of a quarterly HEI forum of collaborative partnership working

- Co-ordinate Cross-County Care Leavers' work through the University of Brighton, we will be represented on the overarching Board

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



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

**Our Student Ambassador scheme**  
The trained Widening Participation Student Ambassadors are pivotal to all our outreach activities, whether in school, in the community or on campus. Their commitment and enthusiasm has inspired countless students with an 'I can' approach to their futures.

Students who apply for this post and, to be appointed, must demonstrate empathy to the widening participation ethos at the University. They attend regular training sessions and briefing meetings to ensure they are fully prepared for each age specific activity and are all CRB checked.

The Ambassadors' contact, without doubt, enhances the pupils' experience of each activity but also the student ambassadors develop transferable employability skills to add to their CVs. Where possible we like Ambassadors to revisit their previous schools and colleges and become peer mentors.

A future development, to further enhance this engagement, is our introduction of a secure E-mentoring package. This will link student ambassadors with our target schools and add value to the progressive nature of the Learner Progression Framework.

# Learner Progression Framework (LPF)

A journey through the Learner Progression Framework (LPF) supports students to aspire to reach their full potential through each of the stages.

Our existing Sussex 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

Listening to our partner schools and colleges we have devised the Learner Progression Framework (LPF) to consolidate our work year on year. Aware of time constraints in schools, systems are in place to facilitate the organisation of each visit. The provision is revised constantly through post event evaluations from students, teachers, parents and

ambassadors with new interventions being added to keep pace with the changing education landscape.

**Partner schools can:**

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





## 'Moving Forward' – Primary Project Programme LPF: Year 6

Often a child's first experience of a university, this varied programme of both on and off campus activities introduces the concept of further and higher education in a fun and interactive way.

The aim is to help raise awareness, aspirations and attainment at a crucial time in a student's development. Moving forward it provides a springboard into the range of activities, within the LPF, provided by the WP team in successive years through secondary, further and higher education.

The programme is aimed at Year 6 students in the four key feeder primary schools for each secondary school partner.

The outstanding success of the 2009/10 pilot has led to a 33% increase in participation with 680 Year 6 children taking part in 2010/11.

A key success was parental engagement with 540 parents/carers attending the mini graduation events.

### Visit 1 – In School

Students work with Student Ambassadors on a range of activities that introduce the concept of university and progression pathways.

### Visit 2 – On Campus

In teams and working with Student Ambassadors, students explore the campus through a treasure hunt activity and play the 'Star Student' game.

The 'Star Student' game is an innovative giant floor game that has been developed by Northumbria University specifically for students on their transition between primary and secondary education. The game introduces the concept of further and higher education in a fun and interactive way.

### Visit 3 – In School

Following on from the campus visit, Student Ambassadors return to school to work with students on activities looking at skills, hobbies and interests and courses available at degree level.

### Visit 4 – Mini Graduation Evening with Parents/Carers

The mini graduation evening gives an opportunity for teachers, parents, carers and students to celebrate their success throughout the programme. The finale is a graduation ceremony where students are presented with a Star Student Graduation Certificate.

## Embedding ambition – LPF: Years 7, 8 and 9

To continue the momentum of parental involvement the Year 7 programme has been introduced which will again involve parental engagement on campus.

These age specific activities have been specifically designed to support students in Years 7, 8 and 9.

### **Year 7 UP FOR IT**

A localised set of lesson plans focussing on the transition to secondary education is supported by Student Ambassadors in school. The programme is introduced in a year group assembly, delivered by your Widening Participation Officer, with the aim of raising awareness of the opportunities offered through further and higher education.

### **Year 8 Extended Assembly**

Extended assemblies using student ambassadors continue the discussion which focus on attainment raising for the whole year group. The assembly is delivered by your Widening Participation Officer and supported by Student Ambassadors.

### **Year 9 Mini Campus Visit**

This half day visit to campus gives them the opportunity to explore progression pathways and learn about further and higher education options. Students will work in teams with Student Ambassadors to design their own universities and will be required to make decisions on facilities, course options and accommodation options for students.

### **Summer School**

Summer schools, such as the popular 'Chi Rocks', give students an opportunity to spend extended time on campus focussing with talented undergraduate students, on specific subject areas. The benefits of the interaction with our lecturers and students not only inspires participants to consider higher education, but also develops transferable skills such as communication and organisation, whilst gaining self confidence in their own ability.

### **Year 9 – Mini Campus Visit Programme**

- Arrival and Welcome
- University – What's it all about?
- Moving Forward activity
- What is it like to be a university student?
- Mini campus tour with Student Ambassador
- Design your own university

## Raising aspirations – LPF: Years 10 and 11

Our programmes for students in Years 10 and 11 build on the core themes introduced in Years 6-9.

### Year 10

#### Higher Education Awareness Days (HEA Day)

The Higher Education Awareness Days enable students to focus on activities with Student Ambassadors and have the opportunity to experience firsthand a day in the life of a university student.

They also learn how to research course and university options using prospectuses and the UCAS website and how to manage a student budget.

#### GCSE Support Sessions

Student Ambassadors support students in school with subjects such as maths and English. This one to one guidance gives students confidence and helps to raise grades and potential. A customised approach and liaison with subject class teachers ensures effective cohesion between students and their Ambassador.

#### Learning Performance Seminars – Study and Thinking Skills

The on campus study and thinking skills seminars are led by the external learning experts 'Learning Performance'. This introduces students to a range of thinking skills that will enable them to solve problems effectively and think more independently. Using analytical skills, students will be able to write better essays, gain a deeper understanding of subject issues, plan ahead more effectively and be more confident in their studies with a potential to raise their grades. They will rise to the challenge of working with students from other target schools.

#### Year 10 – HEA Campus Visit Programme

- Arrival and Welcome
- What is it like to be a University student?
- What is a Students' Union?
- What do all these words mean?
- What course? How long will I study for? What grades do I need?
- What's on campus?
- How does a student survive on a budget?
- Quiz and Evaluation

### Year 11

#### Multi Taster Day

A full day campus experience that gives students the opportunity to participate in three hands-on interactive subject workshops. Workshops will be led by our academic staff team and will be supported by subject related student ambassadors.

#### Study and Thinking Skills Seminar

In Year 11 students will also have the opportunity to revisit a Study and Thinking Skills Seminar to improve their revision techniques prior to sitting their GCSE exams. A bespoke range of activities will be designed to reflect the requirements of students.

#### Empowering girls to aspire – LPF: Years 10 and 11 girls

The Enterprising Women Conference takes place in November each year to support Global Enterprise Week and aims to inspire and motivate young women to consider the widest range of career possibilities to ensure they reach their full potential.

The business breakfast forum provides students with the opportunity to interview successful business women and learn about their progression pathways from school to their current role. Students also spend time focusing on their own skills and identifying potential future job roles.



Our continuous support and encouragement of entrepreneurship, particularly encouraging enterprise amongst young women with our inspiring and impactful Enterprising Women event, has resulted in us being awarded the Global Entrepreneurship Week UK marque.

## Supporting progress to Higher Education – LPF: Years 12 and 13

A fast paced programme of activities now concentrates on progression to and preparation for study in higher education.

A range of on campus, in school and college interventions focuses on attainment raising, the detailed provision of Information, Advice and Guidance and focuses on the students experiencing a smooth transition from school/college to university.

As with the pre-16 package, schools and colleges can opt for all interventions or a bespoke selection to complement their current provision.

### Programmes to Support Progression to Higher Education

#### Year 12 Progression Day

The first sixth form intervention stepping up a gear from pre 16. An on campus event supported by undergraduates reinforces previous interventions whilst focussing on the real 'transition' issues students need to consider as soon as possible in Year 12.

#### Year 12 – Progression Day

- Arrival and Introduction
- Thinking about Higher Education?
- What is it like to be a University student?
- What is a Students' Union?
- Student Finance and Budgeting Workshop
- Campus Tour with Ambassadors
- Lunch
- Using the UCAS website and subject areas for me
- UCAS Quiz and Summary

#### Subject Taster sessions

Students have the opportunity to attend a day on campus working through a diverse range of subjects as an opportunity to differentiate between degree courses in the same subject area. A sports taster day for example allows participation in BSc Sport and Exercise Science, BSc Sports Coaching Science and BSc Sports Therapy. This allows students to examine the modules and specific course content alongside study and examination techniques for each course.

### Extended Project

To support A Level students the Widening Participation team has negotiated with the Learning Resources Centre, Bishop Otter Campus, access to resources and facilities to encourage and enable students to achieve their potential from target schools.

### Association of Certified Chartered Accountants (ACCA) Business Workshop

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

### Pre and Post UCAS Convention Workshop

In response to feedback, we have developed school/college pre and post UCAS convention workshops to help students get the maximum out of attending UCAS conventions.

The aim of these workshops is to help students plan effectively before the visit, then analyse the materials, post-event, to assist in the decision making process and take part in an interactive UCAS workshop activity.

### Personal Statement Workshop

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

### Student Shadowing

An opportunity for an individual student interested in finding out about a specific course can spend a day shadowing a current undergraduate student in their lectures.

### University Interview Preparation

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

### Uni Ready Day

We offer to students, from our target schools, who have chosen to study with us, an opportunity to spend time on campus pre first semester.

Practical advice on life as a student from finance and budgeting to healthy eating and cooking on a budget are covered. Study and research skills workshops, how to organise your time, as well as Learning Resources Centre and university intranet inductions will give students a head start in moving on to university with confidence.

### Parents/Carers: Student Finance

Through practical and illustrated examples we steer parents/carers through the intricacies of the student finance system in a clear transparent and impartial way.

## A2C Transition Programme

Our commitment to supporting students access to higher education means that we have developed, for 2012 entry onwards, the A2C Transition Programme.

This innovative support package is for students from partner schools who choose to apply to us. In addition to transition support there is the potential for a reduced grade offer to students who complete the A2C module. The module is designed to help students develop learning styles and prepare for all aspects of university life.

In order to receive the reduced entry offer, students must complete the A2C module which is designed to help students make the transition from school/college to university style learning and involves completion of the following:

- Study support module to help with academic writing skills
- A student shadowing experience, which will help students find out more about the style of teaching they can expect at university
- An essay specific to the course applied for which will be set and marked by university tutors. (An extended project on a relevant topic may be accepted instead)

To be eligible the student must attend a target Widening Participation secondary school and should:

- Be from a family with little or no experience of higher education
- Have a household income of below £25,000
- Be sponsored by a nominated teacher from the target school

A successful A2C applicant will receive two offers from the University of Chichester, the standard one and an alternative A2C offer.

The A2C offer is a reduction of up to two A level grades (e.g. BBB rather than AAB) or 40 UCAS tariff points. The grade reduction in the offer from the University is not guaranteed for all subjects, but the successful completion of the A2C scheme will be taken into account when A2C offers are made.

Successful attainment requires a pass in the essay, completion of the study support module and attendance of at least one student shadow session in their chosen subject.

A2C students will attend an enhanced induction day to offer information, advice and guidance prior to their first semester.

## Care Leavers

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. We have held the Frank Buttle Kitemark for the past three years in recognition of our commitment to these students.

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. Advice and guidance is offered pre-entry, during the admissions process and on admission to the university. The Student Support Services Advisor offers extra support if required and ensures students have access to the range of support services we provide.

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

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

### Widening Participation Outreach Work

In addition the WP team ensures the following raises the agenda of care leavers at various local levels.

- In collaboration with the local authority, taster days and on campus activities are offered to cohorts of care leavers across the region.
- Working collaboratively with our target schools and colleges we ask that the school encourages at least one student from a care background to participate in each event through the LPF.
- Our Widening Participation Manager sits on the board of a pan-Sussex Care Leavers Group which will sustain the current Aim higher development of work in this area.
- Our Widening Participation/ Student Support teams offer a staff development session internally to raise awareness of the needs of students from a care background.

### Our Care Leaver Application Process

The Care Leavers co-ordinator, CLC, oversees this process.



## Mature Students

Our current work to increase and retain the number of first degree mature students is detailed here.

### **Mature Students Open Evening**

An opportunity for mature students to explore, in a one to one session with lecturers, the courses and opportunities available and how to access Higher Education. Financial advice, study skills support, academic support and admissions advice are all on offer.

### **Mature Student Welcome Event**

Our Pre first semester, a dedicated Mature Student Welcome Event, is offered to support mature students returning to study or starting Higher Education for the first time. The programme of the day offers mature students practical advice and guidance on IT systems, intranet access, Learning Support Centre and an opportunity to meet other mature students helps alleviate concerns. Student support services hold a 'finance clinic' to assist with the potentially complex finance issues surrounding mature student access.

### **Mature Student Christmas Event**

An informal event offered to first year mature students at the end of first semester to revisit any of the issues raised since starting to study with us.

In early 2011/12 we are reviewing the anecdotal evidence from the outputs of the 'Moving Forward' Primary Project which has indicated a number of the parents in the target LPN areas attend the Mature Students Open Evening as a result of the aspirational work undertaken with their children.



## Supporting Schools and Colleges

As with all successful partnerships we recognise the fact that effective inspiration and aspiration raising is a three way collaboration.

Parents/carers and teachers are the key influencers in a child's life. The WP team aims to offer support to teachers and parents through a range of focussed activities linked to the LPF.

### Support for Parents/Carers

To complement the student experiences we have devised the following support specifically for parents/carers:

- Parents' evenings
- Information, Advice and Guidance sessions
- Campus visits for parents
- Open Days
- UCAS parent workshops
- Parent/Carer student finance events

This collaboration encourages dialogue around progression routes between parents/carers and their children and gives them confidence to support their child through the minefield of choices and decisions.

### Access Co-ordinators Forum

The bi-annual Access Co-ordinators Forum hosted by the University keeps key stakeholders informed of latest developments in Higher Education with a particular focus on supporting mature learners. This event is open to all partner colleges.

### Support for schools and teachers

The following support package for teachers will complement and assist delivery of the LPF:

- A series of inset training sessions aimed at informing teachers of the range of Widening Participation initiatives on offer
- Programme specific training to individuals or groups of teachers i.e. Year 7 tutor support on UP FOR IT lesson plans
- E-Mentoring Support
- University of Chichester website links
- Annual conference for partner schools, teachers and staff involved in the widening participation agenda
- Provision of relevant current Information, Advice and Guidance for your school within a changing landscape

## Student retention and success

Continuation of the transition to HE support through the A2C programme is essential to ensure the quality of support offered through the LPF is maintained. Collaboration between the Widening Participation Team, Student Support Services, Learning and Teaching Committee and Learning and Teaching Development and Practice Group will establish 'best practice strategies' to provide additional support for students from LPNs.

### Uni Ready Day

Uni Ready Days for students from our target schools will ensure ameliorated preparation pre first semester and allow first generation HE students a head start to HE study.

### Refreshers Week

Aware that for our target students the first semester will be both an exciting, daunting and challenging experience an end of first semester 'Refreshers' focus will allow students to revisit all aspects of their short time at university and address any concerns albeit study, finance or student life related. A range of activities and events organised in conjunction with Student Support department and the Students' Union will form the basis of this week.

### Mentoring Level 2 to Level 1 students.

Level 1 'freshers' from target schools will have the opportunity to be assigned a mentor from a Level 2 programme to support students through their transition. This will focus on settling into university study rather than subject specific support which will be offered through the faculty.

### Academic skills

The academic skills tutor is available to provide weekly timetabled training on aspects of writing, reading, note taking, revision and presentation. Individual tutorials can also be arranged.

### Student Support

Guidance and support will be provided by experienced staff, as and when required, with the majority of contact taking place between students and their academic advisor and administrative staff within each relevant subject areas. This support is available at any stage of their course. In addition, there are specialist advisors to assist with accommodation, careers, counselling, disability, finance, general welfare, international advice, health, learning support and spiritual well being. The Students' Union will also play an important role in supporting students and working in conjunction with the University's other services will assist students in maximising their experience during their time at the University.

### Postgraduate Support

Transition to post graduate study for students from LPNs has been as much a barrier as progression to HE in the first instance. In recognition of this we are in the process of developing the following support package for our graduates.

- Awareness raising sessions about post graduate study
- Post graduate taster sessions
- Vocational programmes – links with employers
- Research and Training Skills development for progression to post graduate study
- Supporting effective transition to the labour market
- To support successful participation through the use of new technologies
- Financial support to encourage further study with flexible payment options

## Student support package

The outline of the support package is detailed beneath:

- Students with a household income of £25,000 or less would be entitled to receive £2,500. £1,500 of this is provided as a fee waiver. The remaining £1,000 may be claimed as a further fee waiver or a cash bursary.<sup>1</sup>
- Students with a household income of between £25,001 and £42,000 would be entitled to receive £1,000 as either a bursary or a fee waiver<sup>1</sup>
- Care Leavers would receive an additional £2,000 as either a bursary or a fee waiver
- Students taking part in the National Scholarship Programme (NSP) will receive a £3,000 fee waiver from the Government in the first year of study. This will be matched during the second year of study by the University either in the form of fee waiver or bursary, although the maximum 'cash' award is £1,000. NSP students receive this package in lieu of our student support package.

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

The rationale for this decision is our commitment to the student experience. A core element of which is empowering the individual student to make the choice appropriate for them. For those students and families who are concerned about the burden of a long term debt the package will act as a fee waiver, for those concerned about the day-to-day affordability it will act as a maintenance bursary and a powerful retention measure.

A student will be entitled to change the nature of their package at the beginning of each academic year. If the bursary option is selected this will be paid in three instalments during the academic year.

### 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.

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

Table 3 details the modelling of how the bursaries/fee waiver are expected to be incurred. These costs are based on the HEFCE student profile and numbers from 2009-10. The total cost of our student support package would be in the region of £3,080,715 by 2014-15 (the first year that all students will be paying the higher levels of fee and receiving the student support package).

Outreach activity to recruit these students is planned and would cost £558,932. The costs associated with retention are £424,338. The section of this paper on page 5 provides further detail on how this investment is to be used.

Table 3

<b>Student Support package</b>			
	<b>Number</b>	<b>Amount</b>	<b>Total Cost</b>
<b>Household Income</b>		<b>£</b>	<b>£</b>
£0 - £25,000	902	2,500	2,255,000
£25,001 - £42,000	349	1,000	349,715
<b>Total</b>	<b>1,251</b>		<b>2,604,715</b>
National scholarship additional costs	144	3,000	432,000
Bursaries/Fee Waiver			3,036,715
Academic Excellence bursary	17	£1,000	17,000
Sports Performance bursary	3	£1,000	3,000
Care Leavers bursary (Based on 2010/11 actual)	12	£2,000	24,000
<b>Total</b>	<b>1,427</b>		<b>3,080,715</b>

# 4. Targets and milestones

## Our baseline data

Tables 4 and 5 provide details of the data related to our current performance in the nationally benchmarked WP measures.

### Retention (2007/08 entrants)

Table 4 details our retention of 2007/08 entrants.

Table 4

Description	% England	Rank: England	% UK	Rank: UK
Young FT first degree entrants not continuing	6.9	55/122	7.2	66/155
Mature FT first degree entrants not continuing	13.9	38/115	14	52/148
All FT first degree entrants not continuing	8.4	53/121	8.6	65/154
Young FT first degree entrants from LPN 1 or 2 not continuing	9.4	37/100	9.6	39/112

Table 5

### Entrants (2008/09)

Table 5 details the percentages of our 2008/09 entrants.

Description	% England	Rank England	% UK	Rank UK
Young FT first degree entrants from LPN 1 or 2	10.2	33/122	10.1	37/137
Mature FT first degree entrants from LPN 1 or 2	11.8	55/113	11.6	64/128
Young FT first degree entrant from State Schools	88	41/122	88.5	54/155

## Targets

Table 6 below provides details of our proposed targets for widening access.

Table 6

		Location Adjusted Benchmark (LAB)	Baseline 07/08	Current position and progress towards milestone/target (08/09)	Target 2016/17
State School (HESA Table T1a)	Young full-time undergraduate entrants from State Schools 08/09	93.8%	97.2%	96.7%	97.2%
LPN (HESA Table T1a)* note 2	Young full-time undergraduate entrants from Low Participation Neighbourhoods 08/09	10.4%	12.9%	13.2%	15%
NS-SEC (HESA Table T1a)	Young full-time undergraduate entrants from NS-SEC 4-7 08/09	35.6%	34.7%	35.2%	35.6%
Mature	Mature full-time undergraduate entrants with no previous HE qualification and from Low Participation Neighbourhoods 08/09	8.1%	10.5%	8.6%	9%
Part-time	Young part-time undergraduate entrants with no previous HE qualification and from Low Participation Neighbourhoods 08/09	14.6%	No figure	14.3%	14.6%
Part-time	Mature part-time undergraduate entrants with no previous HE qualification and from Low Participation Neighbourhoods 08/09	5.8%	3.9%	6.1%	6.1%
Disabled	Full-time undergraduate students in receipt of Disabled Student allowance 08/09	n/a	8.7%	9.4%	maintain
Disabled	Part-time all undergraduate students in receipt of Disabled Student allowance 08/09	n/a	4.9%	7.2%	maintain
Ethnicity	Percentage of new HE UG entrants with known ethnicity from Minority Ethnic Groups	n/a	4.18%	4.75%	5.5%

The University has decided to adopt the location adjusted benchmarks <sup>6</sup> (where applicable) in lieu of internally set targets

## Milestones

Table 7 provides details of the milestones necessary to achieve our targets (see previous page).

Table 7

		Current position and progress towards milestone/target (08/09)	Milestone 2012/13	Milestone 2013/14	Milestone 2014/15	Milestone 2015/16	Target 2016/17
State School (HESA Table T1a)	Young full-time undergraduate entrants from State Schools 08/09	96.7%	96.8%	96.9%	97%	97.1%	97.2%
LPN (HESA Table T1a)* note 2	Young full-time undergraduate entrants from Low Participation Neighbourhoods 08/09	13.2%	13.5%	13.7%	14.2%	14.5%	15%
NS-SEC (HESA Table T1a)	Young full-time undergraduate entrants from NS-SEC 4-7 08/09	35.2%	35.2%	35.3%	35.4%	35.5%	35.6%
Mature	Mature full-time undergraduate entrants with no previous HE qualification and from Low Participation Neighbourhoods 08/09	8.6%	8.6%	8.7%	8.8%	8.9%	9%
Part-time	Young part-time undergraduate entrants with no previous HE qualification and from Low Participation Neighbourhoods 08/09	14.3%	14.3%	14.3%	14.4%	14.5%	14.6%
Part-time	Mature part-time undergraduate entrants with no previous HE qualification and from Low Participation Neighbourhoods 08/09	6.1%	6.1%	6.1%	6.1%	6.1%	6.1%
Disabled	Full-time undergraduate students in receipt of Disabled Student allowance 08/09	9.4%	9.4%	9.4%	9.4%	9.4%	maintain
Disabled	Part-time all undergraduate students in receipt of Disabled Student allowance 08/09	7.2%	7.2%	7.2%	7.2%	7.2%	maintain
Ethnicity	Percentage of new HE UG entrants with known ethnicity from Minority Ethnic Groups	4.75%	4.8%	5%	5.2%	5.4%	5.5%

Continuation

Table 8 details our non-continuation rates.

Table 8

	Baseline 09/10	Target 10/11	Target 11/12	Target 12/13	Target 13/14	Target 2014/15	Target 2015/16	Target 2016/17
Young Full time First Degree Entrant from LPN	6.9%	6.6%	6.3%	6%	maintain	maintain	maintain	maintain
Mature Full and Part Time First Degree Entrants With No Previous HE Experience	12%	11.8%	11.6%	11.5%	maintain	maintain	maintain	maintain
Overall number of FT First Degree Entrants	7.4%	7.2%	6.8%	6.6%	maintain	maintain	maintain	maintain



# 5. Monitoring and evaluation arrangements

The impact of our Widening Participation work across the institution is monitored and evaluated by a working group chaired by the Director of Marketing, Communications and Access.

We have detailed action plans for monitoring and evaluation in order to ensure the robust monitoring of attainment, aspiration and progression.

Our current monitoring consists of four strands:

- Measurement
- Participation in Outreach
- Retention
- Evaluation of LPF content.

## Measurement

The internal evaluation of the data that forms the HESA Performance Indicator data is undertaken in September and feeds through into the HEFCE WPSA submission. The monitoring of our recruitment and admission data occurs on a quarterly basis.

## Participation in Outreach

The Participant Monitoring Database (using Aimhigher classifications) records our contact with disadvantaged learners and can be interrogated by both gender and age against subject and activity. Going forward it will be used to track participants of both pre-university and on-course support activities.

Institutionally, we track students by subject from target WP schools in their progression to the University of Chichester. This tracking helps us to focus on our outreach activities and we seek evaluations on their subsequent transition to university and the effectiveness of any outreach work in which they had participated.

We will internally track students from our Widening Participation target schools and colleges who will be eligible for the A2C module support and subsequent student finance package.

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

## Retention

The Widening Participation Manager is a member of the University's Learning and Teaching Committee (chaired by the Executive Dean) to ensure enhancement of the learning experience for students from diverse student groups.

## Evaluation of LPF content

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.

# 6 • Provision of information to prospective students

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

We will undertake the provision of information to students and we are committed to the implementation of the key information set activities in a range of ways.

The University prospectus was published with a clear explanation of the changes to the student finance and support system.

Both our Widening Participation and Schools Liaison Teams will be distributing the *Thinking of going to university 2012* leaflet produced by the Department of Business, Innovation and Skills (BIS), at our events and intervention in schools.

We will be producing guidance on our own tuition fee and student support packages. This guidance will be produced in the following formats: print, web, audio and podcast.

The University already has specialist Money Advisors, organises Student Finance presentations at all Open and Taster Days, including our targeted Mature and Part Time student awareness evenings, and this work will continue.

As part of our LPF we will be undertaking a series of parent/carer sessions focusing on Student Finance as well as the benefits of Higher Education. These are impartial advice giving sessions.

This impartiality is also the core feature of the student finance sessions that form part of our LPF and those undertaken by our Schools Liaison Team. All of our information will be written in plain English. Where appropriate we will offer the information in alternative formats.

# Glossary

## Statistics

<sup>1</sup> HESA Performance Indicator data 37th out of 137 institutions in the UK for recruitment and 39th out of 137 institutions in the UK for retention of widening participation students.

<sup>2</sup> NSS 2010, 35th out of 154 institutions for questions 1-22, 2nd in the modern university sector.

## Definitions

### <sup>3</sup> Polar Data:

The Polar 2 area classification is based on young people who reached 18 between 2000 and 2004 and entered a HE course in the UK aged 18 or 19. Young participation rates are calculated for each 2001 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 this 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.

### <sup>4</sup> 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.

### <sup>5</sup> 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.

### <sup>6</sup> 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.

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