Access and Participation Plan 2019-21

1. Assessment of current performance

1.1 Introduction

The University of Chichester has a proud tradition of serving local and regional communities, and facilitating the journey to, and through, higher education for a wide range of so-called 'non-traditional' students. The University has campuses at Chichester and Bognor Regis: whilst Chichester itself is known as a relatively affluent cathedral city, the University recruits many of its students from the coastal strip that includes Bognor Regis, and which has significant pockets of socio-economic deprivation and lower participation in higher education.

The University positively promotes its supportive community ethos in its recruitment and outreach work, and this has had particular success in encouraging admission of mature students, students with disabilities, and students from low participation neighbourhoods.

The following Office for Students definitions from the Office for Students are used in this Plan:

- **Access** – the entrance of students into higher education
- **Success (continuation)** – students continuing to year 2 of their studies (L4 to L5)
- **Success (attainment)** – the level of degree obtained
- **Progression** – destination of students following completion of their degree, either employment or further study.

1.2 Student consultation and involvement

The Students' Union (SU) plays an important role in supporting students, working in conjunction with the University's other services to assist students in optimising their experience during their time at the University. Members of the SU Executive meet regularly with the Vice Chancellor's Group (VCG) and Directors of Services to ensure that the University is addressing the needs and concerns of students. The depth of the partnership is demonstrated in the SU's pro-active engagement with preparation of the University's TEF submission.

We engage actively with SU representatives in developing, implementing and evaluating our access, success and progression work. For example, the Access and Participation Plan 2019-21 was received by the outgoing SU President and Vice-President (2017/18) and the incoming SU President (2018/19), via the Board of Governors and through communication with the Deputy Vice-Chancellor. The Students' Forum, chaired by the Pro Vice-Chancellor (Student Experience), leads ongoing discussion on access and participation issues and actions with students from a range of backgrounds and disciplines. Student Ambassadors assist with outreach and engagement activities throughout the year, and have opportunity to feed in proactively to these as they are implemented, and over 270 trained and supported Student Representatives feedback and forward useful contributions aimed at beneficial impact on student experience, satisfaction and outcomes.

Students will continue to help shape our institutional approaches to access and participation as well as how we measure and account for our performance on these. The University's financial support for the Students' Union is complemented by our exemplary University-Union partnership working model, which in itself has an implicit student benefit. Students' Union activities that support this plan include, for example, the annual Black History month, LGBT

History month and This Girl Can week events, as well as bespoke campaigns for awareness raising and change in areas such as sexual and mental health.

1.3 Equality and Diversity

Our access and participation plan will support and benefit from our broader Equality and Diversity Strategy, defined in our Inclusivity Plan and Equality and Diversity Policy, and articulated in our Inclusivity, Equality and Diversity Annual Report. Equality impact is embedded in our approach to access and participation to ensure that, as per the Equality Act 2010, we not discriminate against any student on grounds of gender, sexual orientation, marital or civil partner status, gender reassignment, race, colour, nationality, ethnic or national origin, religion or belief, disability, age or contractual status.

Our commitment to this agenda is seen in the impact of specific activities outlined on individuals with protected characteristics. Our widening participation and equality and diversity strategies align and work together, and we review our performance with specific under-represented student groups identified among our students as having gaps in equality of opportunity in relation to access, success (continuation and attainment) and progression.

Data are broadly consistent across the last three years (2014/15, 2015/16 and 2016/17) unless specified below. In particular, we employ UCAS End of Cycle Equality Measures to discern any differences in offer-making to 18-year-olds from all neighbourhoods, and UCAS Multiple Equality Measures to ensure that our acceptance of applicants treats all fairly and consistently. We are additionally developing interactions with key external Black and Minority Ethnic (BAME) influencers (e.g. honorary awardees Benita Mehra, President, Women's Engineering Society and Chi-Chi Nwanoku, Founder, Chineke! Orchestra) to ensure our approach to ethnicity complexity is appropriate to support our broader institutional inclusivity, equality and diversity vision and values, now detailed in the new University Strategic Plan (2018-25), overseen by the VCG and reported annually to Academic Board and the Board of Governors.

1.4 Low Participation Neighbourhoods

The University's intake from Low Participation Neighbourhoods (LPNs) is consistently above HESA benchmark i.e. 16% of our young full-time undergraduates are from LPN Quintile 1 (Q1) compared to a location-adjusted 13.9% benchmark (2016/17).

o **LPN Access**

The difference between our *actual* and *average* offer rates to all POLAR3 quintile 18-year-olds is statistically insignificant (UCAS End of Cycle Equality Measure, 2017). This reassures that the University's admissions process treats all applicants fairly and consistently. There is, moreover, little difference between the *intake standards* of those from Q1/Q2 and from Q3-5. In fact, over the last three years, Q1/Q2 students have enrolled with *higher* tariff points. And despite an overall 13% decrease in accepted applicants via UCAS in 2017, acceptances of 18-year-olds from Q1 and 2 only decreased by 9% and 8% respectively.

o **LPN Success (continuation)**

As a successful widening participation institution, we know the importance of strong student support to enable our students to realise their full potential. Our continuation data bears this out: less than 6% of our young, full-time, first degree students withdraw between L4 and L5 compared to an 8.7% benchmark. For the Q1 subset, this rises to 9.2%, below the 10.4% benchmark for that group, but reflecting the challenges faced by this specific cohort (economic pressures, part-time working whilst studying, social/cultural capital gaps, resilience needs). In our TEF3 split metrics, our continuation rates for Q1/2 students are positively flagged, evidencing that our support mechanisms are effective.

o **LPN Success (attainment)**

There is an attainment gap of circa eight percentage points between our Q1/Q2 students' attainment of a 1st /2:1 degree (just over 65%) and the Q3-Q5 cohort (just under 73%).

o **LPN Graduate employment or further study**

Our Q1 students have the lowest rate of full-time employment (46%) compared to Q3 (59%). That same Q1 sub-group, however, has the second highest rate of full-time further study (16%, only slightly lower than Q5's 17%). This latter statistic is striking: these students were least likely to access higher education, yet are evidently progressing beyond undergraduate study, many within the engaging learning environment of University of Chichester.

Our TEF3 metric for 'Highly skilled employment or further study' has a single negative flag for Q1/Q2 and a neutral flag for National IMD Q1/Q2, compared to our double negative flag on this metric as whole, suggesting that while our progression to highly skilled employment/further study is relatively weak overall, the University supports these lower participation students well.

1.5   Disability

The HESA performance indicator for full-time undergraduate students in receipt of DSA shows that we outperform the 8.1% benchmark, with 9% of these students meeting DSA criteria. This puts us in the top quartile of institutions on this metric, indicative of our accessibility and support mechanisms. The part-time performance indicator also shows us outperforming the 5.4% benchmark with 6.8% of these students in receipt of DSA. Entry standards have remained similar over three years for students without a disability, with a learning disability, and with a disability other than a learning disability.

Continuation has been similarly consistent across these groups over three years, excepting the 'other disability' sub-group in the latest data, which saw a six percentage point drop in continuation from L4 to L5 (85% to 79%). Withdrawal rates for students with learning disabilities have, on average, been lower than for students with no disabilities, again demonstrating the standard of support shown to these students.

There is little difference in the proportion of students obtaining a 1st/2:1 degree across three cohorts, and students with learning difficulties have in fact outperformed all other groups for the last two years. In progression terms, students without a disability are more likely to be in full-time work than those with a disability (56% compared to 48%), and over the last three cycles, there has been an average 7% difference between the rate of respondents without a disability in professional level employment (63%) compared to those with a disability (56%).

1.6   Mature students

The University performs well in attracting mature LPN students without previous HE experience. The latest HESA performance indicator shows that 16.2% of our mature entrants are in this category, comparing favourably with our 12.5% benchmark.

Internal data shows our mature students continuing at similar rates to our young entrants, indicating that the support mechanisms we put in place are working. Withdrawal data has historically been higher for mature students, suggesting that if a mature student does not continue at first attempt they are more likely to withdraw than resit the following year. Our TEF3 split metrics for mature student continuation has two positive flags, indicating that we have greatly exceeded the calculated benchmark figure.

There is virtually no difference between mature and young attainment rates, particularly pleasing as mature entrants will typically have lower tariff points or no qualifications on entry, and so demonstrate greater learning gain during their educational journey at the University.

Our young on entry students go into professional level employment in 54% of cases; those who were 22 to 34 on entry are in professional level employment in 81% of cases; and those over 35 on entry are recruited into professional level employment 72% of the time.

1.7   Ethnicity

BAME recruitment remains challenging for the University (currently 8% of our full-time undergraduates are BAME). This is due in part to our geographical location, our local/regional catchment, and our current portfolio. UCAS End of Cycle data shows that Nursing, Medicine, Law and Computer Science are disproportionately popular amongst BAME applicants, and it is anticipated that our current development of Law and Health Care provision will contribute to our strategic objective to increase this proportion to that of our 18.8% benchmark by 2025.

The percentage point difference between the University's *actual* and *average* offer rates for 18-year-old applicants by ethnicity are statistically insignificant (UCAS End of Cycle 2017 equality measures), reassuring that our admissions process is fairly and consistent. BAME intake quality previously showed a gap of 40 tariff points against white UK intake (260 vs 300 in 2014/15), but that gap has narrowed considerably to just 10 points (300 vs 310) in 2016/17.

Ethnicity sub-groups monitored are white UK, gypsy/traveller, Black British (Caribbean and African), Other Black, Asian British (Indian, Pakistani, Bangladeshi), Chinese, Other Asian, Mixed (range), Arab, Other and Unknown. HESA data across 2014-16 shows Chinese, Mixed Black/Other, Mixed Asian/Other and Asian British (Bangladeshi) tariff on entry was higher than that of White UK entrants, but variability across years makes further conclusion problematic. Most recently, our lowest entry tariffs are in the Asian British (Indian) ethnicity sub-group.

There is a gap between BAME/White continuation rates, narrowing considerably in the last year to 4.6% higher for the latter. BAME withdrawal rates are higher (8.6%) than in our White cohort (5.6%), although TEF3 split metrics positively flagged our BAME continuation, showing we are outperforming our benchmark by over two percentage points. Small populations in the ethnicity sub-groups make other continuation conclusions statistically problematic.

BAME students experience a significant attainment gap, with 1st/2.2 classifications fourteen percentage points lower than in the White cohort. Other discernible patterns are problematic, but Asian ethnicity students have the lowest attainment consistently across three years.

The proportion of BAME students employed in professional level employment is eleven percentage points lower than for White students. The TEF3 split metric for 'Highly skilled employment or further study' flags BAME data as neutral, denoting that performance is not statistically different to benchmark, and comparing favourably with the overall double negative flag University position for this metric.

There is more work for us to do on identifying how we ensure student journey disparities between ethnicity subgroups are dealt with satisfactorily.

1.8   Gender

Whilst our female students perform better than our male students on all access, success (continuation and attainment) and progression measures, TEF3 split metrics double positive flag our male continuation rates, showing we perform at least three percentage points above benchmark for this population. A slightly higher proportion of male to female graduates are in professional employment.

Looking at data intersections for Young, White UK, Male, Q1 students, continuation for this specific cohort is seven percentage points lower than the University's average, and twelve percentage points lower than Q5 counterpart continuation. This cohort's withdrawal rates are highest amongst all Q1 students, double the rate for Q5 students, and attainment is lowest for Q1 students. Employment data oscillates from one year to the next for this cohort: Q1 graduates have had the highest rate of professional level employment and the following year the lowest rate of the quintiles making it difficult to draw conclusions on this indicator.

1.9 UCAS Multiple Equality Measure data

Using recently published UCAS Multiple Equality Measure data, we note the our relatively positive MEM Group5:Group1 ratio of applicants/10,000 of 2.0, and a similar ratio of 1.8 for accepted applicants. Both these ratios are better than both sector and lower tariff providers.

MEM Group5:Group1 ratio of **applicants** per 10,000 population			
	2015	2016	2017
Lower tariff providers	2.1	2.2	2.2
All UK Providers	3.5	3.5	3.5
University of Chichester	2.4	2.2	2.0

MEM Group5:Group1 ratio of **accepted applicants** per 10,000 population			
	2015	2016	2017
Lower tariff providers	1.8	1.9	1.9
All UK Providers	3.8	3.8	3.8
University of Chichester	2.5	1.8	1.8

1.10 Care Leavers

The University had 16 self-identified care leaver students in 2017/18. We monitored their access, success, and progression data over 2013-17, noting that our female care leavers out-number males by 4:1, withdrawal rates are consistently low, and case histories identify positive withdrawal decisions, returns after withdrawal, and progression to PGCE study.

Support for this group takes the form of pre-registration contact, informal, rapid response 1:1s with link Student Support and Wellbeing staff, identification of a key academic link where appropriate. Reasonable amendments to work schedules/deadlines maximise support when most needed, and financial and emotional support is prioritised. Independence is strongly encouraged, but does take time to develop fully in care leaver students.

1.11 Outcomes comparison with previous years

University of Chichester collects comparator data across at least three years of HESA, UCAS and TEF metrics on the specific student characteristics above, creating an annual student life cycle report for internal use. This shows, for example, on LPN data across 2014-16:
- increased tariffs on entry across all five Quintiles, with greatest increase at Q1, where greatest disadvantage and non-participation is, vindicating our approach to access.
- continuation and attainment data that highlights the greater challenge Q1/2 students face.
- improved L4 to L5 continuation rates in Q3-5, but marginal regression for Q1/2 students.
- markedly higher withdrawal rates for Q1 (average 6.8%) compared to Q5 (average 3.8%).
- Q1 attainment averaging 67.6% compared to Q5 average attainment of 72.9%
- anomalous progression to professional employment for young leavers, with Q2 showing highest average progression and Q1 demonstrating lowest average progression.

2   Ambition and strategy

2.1   Introduction

In Section 1, we assessed the University's current performance. Data demonstrated that we continue to perform well across a range of metrics relating to under-represented groups, particularly when set against the relevant benchmark. This is the result of working with a particular ethos across the whole student lifecycle from enquiry to graduation, and beyond, over many years. That said, where there are gaps in access, continuation, attainment and progression for specified target groups, we are committed to reducing those gaps, even where the metric compares favourably with the relevant benchmark.

2.2   Monitoring and evaluating our performance on access and participation

The University's new Strategic Plan sets incremental KPIs from 2018 to 2025 for a range of strategic themes related to access and participation, including:

- annual improvement in NSS and DLHE metrics
- positive measures for student access, continuation, attainment and progression
- growth in overall student numbers, including in number of degree apprenticeships
- increased diversity of intake
- stronger alignment of the portfolio with regional needs
- enhanced employability within an increasingly dynamic regional economy

The University will ensure continuous improvement, including through robust evaluation of this Access and Participation Plan, measured against the agreed and published KPIs, monitored through VCG, and reported to Academic Board and Board of Governors. Evaluation of its outcomes is the responsibility of the Deputy-Vice-Chancellor, who will implement an evaluation programme from 2018-19 so that we can best understand whether University of Chichester has met its ambitions and goals, and provided value for money in respect of its financial investment. This is entirely different to previous evaluations, will be succinct and data-driven, and will in turn influence subsequent decisions related to access and participation in the University.

2.3 Areas identified in Section 1 for targeted development

➢ **Access** is that it is fair and consistent across all applicants, although overall BAME numbers remain a challenge for the University.
➢ **Continuation** for our Q1 students, and in particular for young, white, UK-domiciled males, is less successful than for their peers, even with our effective support mechanisms. Continuation is also challenging for BAME students, and more recently for students with an 'other disability', and for some mature students.
➢ **Attainment** for our BAME students and Q1/2 students is less successful than for their peers' achievement of 1st/2.1 degrees.
➢ **Progression** to full-time graduate employment for Q1/2 students is less consistent than for their peers, and is more challenging for the protected, other, and/or intersected characteristics of disability, BAME status, white male gender, and care leaver status.

As there is an expectation of a target to raise attainment in schools and colleges, this is included below in areas identified for targeted development are:

Target 1:	**Access** - attainment in schools and colleges	
Target 2:	**Access** - recruitment of BAME students	
Target 3:	**Continuation** - for BAME, Q1 (including young, white, UK domiciled males), mature, and 'other disability' students	
Target 4:	**Attainment** - for BAME and Q1/2 students	
Target 5:	**Progression** - across most of target groups	

2.4 Strategic partnerships supporting access and participation

The Sussex Learning Network (SLN) of regional HEIs, FE Colleges, local authorities, LEPs, training providers and guidance agencies focuses on ensuring information on the life-cycle of learners in the South East is accessible and transparent. SLN has coordinated the regional National Collaborative Outreach Programme (NCOP), and University of Chichester has benefitted from SLN-NCOP funding for a number of access and participation activities, including the *Growing STEM* project, across five regional locations and aimed at developing skills in young parents to facilitate learning outside and at home with their children.

The West Sussex Partnership has enabled formal University partnerships with Chichester and Crawley Colleges focused on accessibility, outreach and information, advice and guidance. Similarly, in line with our commitment to collaborative sharing of best practice, the University is an active member of both the National Educational Opportunities Network (NEON) and the Forum for Access and Continuing Education (FACE), allowing us gain and share knowledge on widening participation of target groups, intervention successes and applied best practice.

Our continued subscription to the Higher Education Access Tracker (HEAT) enables us to access longitudinal evidence on the progression and achievement patterns of our outreach participants. HEAT allows us to record and track the participation of students through our Learner Progression Framework programme and understand the progression routes of these students. This ensures the programme continues to meet the targets and milestones for our outreach programme.

3. Access, student success (continuation and attainment), and progression measures

In this section, we demonstrate the changes we aim to achieve and our strategic approach to doing so, addressing the whole student lifecycle in four subsections: access, continuation, attainment and progression).

3.1 Access

3.1.1 Low Participation Neighbourhoods

- **Targeted work with schools and colleges partners**

The University's Outreach and College Engagement Team works across West/East Sussex, Hampshire, Isle of Wight, Dorset and Surrey. To determine which schools and colleges across this area to target for partnerships, a weighted combination of the data sets below:

- POLAR3 data: *% of students attending schools/colleges in POLAR3 Quintiles 1 & 2*
- EST: *Education, Skills and Training Deprivation*
- IDACI: *Income Deprivation Affecting Children Index*
- GCSE: *GCSE Level 2 attainment including English/Maths compared to national average*

The University will continue to maintain formal Learner Progression Framework partnerships (LPFs) with fifty schools and colleges within the area above, delivering LPF sessions and continuing to build its network of school/college partners using virtual and digital resources.

Teachers and careers advisers are key influencers in supporting young people into Higher Education, and we will continue to offer focused support to these colleagues in our partner schools and colleges, including through INSET and programme-specific training, guidance on UCAS and Student Finance guidance, and via our *Annual Teachers and Advisers Conference* for partner schools, teachers and staff involved in widening participation. Similarly, with our local National Careers Service and the Careers and Enterprise Company, the University has developed a South Coast careers advisers network to ensure our partners have the most current information, advice and guidance to support their students.

- **Activities and support**

Following review with partner schools/colleges participating in our outreach programme and analysis of our participation data, the revised LPF programme includes more opportunities to visit our campuses and more work with employers and education providers. The refreshed activity is specifically designed to raise aspirations and enable access to HE across a range of under-represented student groups from targeted schools/colleges as follows:

Year Group	Learner Progression Framework Programmes	Programme
7	*What is University?* Whole School Assembly available to LPF partner schools.	Interactive assembly for Year 7s introduces pupils to concept of university study and student life through short clips of our current students. This enables pupils to see the different course options available and route ways for the future.
8/9	*Picture your Future* Available to targeted LPF schools and students who are underrepresented in HE.	Workshops are precursor to pupils choosing their GCSE options. School sessions aimed at providing pupils with information to enhance their decision-making and encourage consideration of how GCSE choices impact future pathways. Sessions organised into range of industry and education strands, enabling pupils to access specialist academics, professionals and industry bodies, and identify subject/industry focus. Main *Picture Your Future* day-long event at the University, with subject tasters, industry ambassador interviews, insight workshops, with access to academics and professionals in a 'pathways market place'. Session concludes with preparation and evaluation workshops to support processing of information.
8/9	*Aspire* Available to targeted LPF schools and students who are underrepresented in HE.	Session aimed at engaging pupils in self-identifying learning styles, key strengths and areas for development toward GCSEs. Exploration of their local/regional opportunities for education, training and careers. Interactive session with learning questionnaires and labour market information to motivate students in considering future options.
10	*You @ University* Available to targeted LPF schools and students who are underrepresented in HE.	University campus visit to encourage Year 10 pupils to consider themselves in higher education, covering finance and budgeting, student life and Students' Union, and in depth session on chosen subject.
11	*Why choose HE?* Whole School Year 11 Assembly available to LPF partner schools.	Assembly activity to encourage consideration of choices at Further and Higher Education level, including courses available, range of HEIs, and student life.
11	*Step Up*	Project aimed at raising ambition and aspiration in Year 11 pupils who may need additional support in realising their potential.

	Available to targeted LPF schools and students who are underrepresented in HE.	Campus workshops including employability skills, alternative pathways, ambassador interviews, qualification levels, goal-setting.

- **Promoting STEM**

Our STEM Learner Progression Framework objectives are:

- Tackling barriers to STEM literacy by breaking down perceptions that that STEM is not accessible to the most disadvantaged
- Building excitement around STEM subjects by providing young people with opportunity to participate in hands-on inspirational activities, workshops and competitions
- Growing awareness of STEM career opportunities and pathways with emphasis on the availability of progression opportunities in the coastal West Sussex area
- Providing information, advice and guidance via industry ambassadors, undertaken in partnership with Coastal West Sussex and the Careers and Enterprise Company
- Demonstrating practical application of STEM skills to real world challenges
- Encouraging women into STEM.

With the launch of the University's Engineering and Digital Technology Park in September 2018, the Outreach and Engagement Team will deliver primary to secondary activity addressing the need for more girls to consider and study STEM subjects. Based on the successful outreach Learner Progression Framework, the STEM engagement framework includes a range of programmes and activities providing information, advice and guidance, attainment support, mentoring, industry ambassadors and role models, campus experience days and in-school curriculum delivery by higher education lectures.

> **Target 1:   Access – raising attainment in schools and colleges**
>
> To target six local schools/colleges offering A level and/or BTEC (Year 12/13) in STEM subjects, and create a bespoke Academic and Outreach study programme to facilitate specific pupil/student achievement, with Compact Agreement support for entry to University of Chichester Tech Park STEM provision from 2019.
>
> **KPI 1:** To create a demonstrable and quantifiable local recruitment pipeline from our Academic and Outreach study programme in schools/colleges to our Engineering, Design, Creative and Digital Technologies courses.

3.1.2 Mature students

The University actively engages with mature learners wanting to return to education. They often face a host of complex barriers and obstacles while studying within Further Education and whilst considering Higher Education. We offer community and FE College based events, facilitated by our Outreach staff and our Mature Student Ambassadors, and including presentations, informal talks, 1:1s, sessions on UCAS/SLC processes, personal statement support and mock interviews to support potential students.

We will continue to offer our University of Chichester Mature Students Welcome Day, which aims to ease the transition into HE of this specific group. Working in collaboration with the University, the Students' Union also offers a Freshers' event specifically for mature students at the beginning of their first semester and a Refresher event at the end of that semester.

3.1.3 Ethnicity

The University's BAME group, led by the Equality and Diversity Officer (Race) has been active in seeking to meet the specific needs of current BAME students in partnership with other internal and external key players. The work has included responding to NSS returns and collaborating with academic departments to explore the representation of diversity and complexity in the curriculum and working alongside the Students' Union to offer an integrated range of opportunities to all students, including those that represent the multi-cultural diversity of this significant group of students.

The University is committed to increasing the ethnic diversity of its student population from its current position of 8% of full-time undergraduates to our BAME recruitment benchmark of 18.8%. To support this aspiration, we are purposefully extending the geographical reach of our recruitment and outreach work to build relationships with schools and colleges in (metropolitan) areas where there is a more diverse population, such as Southampton, Croydon and South London. While already begun, this will be an ongoing, focused and intelligence-led programme that will take some time to yield results and is therefore part of the early trajectory of our new Strategic Plan's span as a sustainable, medium term approach.

This builds on successful initiatives we are already engaged with to showcase our approach to ethnicity complexity and our developing interactions with key BAME influencers. Our access and participation plan will support and benefit from our broader institutional inclusivity, equality and diversity vision and values, and our continuous improvement approach to planning, monitoring and reporting.

As already noted, the University is currently reviewing its academic portfolio. Amongst anticipated changes is ongoing revision of existing module content to ensure diversity is appropriately reflected in the curriculum, expansion of our range of Degree Apprenticeships (that allow an important and accessible approach to accessing degree level qualification), and addition of new subjects that are evidenced as having greater appeal to a more diverse student body (e.g. Law; Health Care; Degree Apprenticeship provision).

> **Target 2: Access - recruitment of BAME students**
>
> To launch full Law degree and wider Health Care portfolio in September 2019 and subsequently.
>
> **KPI 2:** To address the new Strategic Plan's KPI related to Access and BAME Diversity by increasing our proportion of BAME student to 9.4% in 2019/20.

3.1.4 Gender

The University will continue to challenge the gender biases that are associated with a number of the disciplines that we teach, such as Early Years, Primary Teaching and STEM.

Our annual *FLARE Conference* aims to raise aspirations and confidence in UK domiciled, young, white males from underrepresented and disadvantaged backgrounds. The event requires students from our partner schools to engage in a series of 'challenge activities' focused around specific, topical themes such as Sport and Enterprise. We will expand this conference to include workplace visits, mentoring, and additional subject taster workshops including hands-on experience of Degree Apprenticeship study models. The programme's content will be partly co-designed by its participants each year, this process allowing us to ascertain levels of understanding of progression routes and subject aspirations, and challenge perceived barriers to progression to University.

The annual *Enterprising Women Conference* supports Global Enterprise Week and aims to inspire and motivate young women to consider the widest range of career possibilities to ensure they aim high to reach their full potential. The incorporated *Business Breakfast Forum* provides the female delegates with opportunity to interview successful business women about their progression pathways and includes skills audit and aspiration setting.

3.1.6 Encouraging Care Leavers into Higher Education

In recognition of the fact that care leavers require additional specific support, and are more likely to withdraw, we offer this group of students additional educational and emotional support to help them fulfil their potential (cf. Section 1.10). For qualifying students, the University of Chichester's package for those with a care background currently consists of:

- Care Leaver Bursary (£1,000 per annum)
- Campus accommodation 365 days a year
- Named Student Adviser throughout their stay at University
- Direct signposting to regular, flexible paid Student Ambassador work.

3.2 Continuation and Attainment (success)

3.2.1 Transition to University

The University's Admissions and Student Support and Wellbeing departments liaise closely to facilitate access to support services for new students before arrival. This helps ensure that the University can meet their expected needs at the start of their programme. This can apply to any student, but there is a greater engagement with targeted students, for example, those who are carers, care leavers, mature students, students with a disability, and students with mental health concerns who may appreciate assistance in co-ordinating a support package with the University and local NHS services in partnership with their home area.

All students receive welcome talks and this is an excellent opportunity for them to integrate, something that is encouraged throughout induction week and beyond in their academic area too. Parents from Low Participation Neighbourhoods (Q1/2) in particular have found our 'Welcome Parent Talks' accessible and useful to understand how higher education works, and this has resulted in supportive three-way dialogues in a number of cases. A booklet and online resource supports this.

We are aware that for our target students, the first semester will be an exciting, daunting and challenging experience. In partnership with Student Support and Wellbeing and the Students' Union, the end of first semester "Refreshers Focus", run by Student Support and Wellbeing, allows students to address any concerns about academic, accommodation, finance, health and student life with Student Ambassadors as well as specialist staff.

3.2.2 Student Transition Enhancement Programme (STEP)

Many students from LPN Q1/2 backgrounds thrive in a Higher Education environment. For others, the obstacles, real or perceived, mean the experiences and expectation of the new environment are challenging. We pride ourselves on creating a strong and supportive community, and the University runs this additional intervention approach that supports individual students. The emphasis of the STEP programme is on early, specific and targeted intervention, an approach that supports individual students, aids programme and University retention, and builds towards improved individual attainment. The multi-faceted approach of the STEP programme means that it influences a range of under-represented student groups.

Hurdles for individuals within these groups 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 enables 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 objectives of STEP are to introduce a more pro-active, timely and targeted approach to early identification of student needs and allocation of support and enable offer of 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 department.

Key factors in determining STEP participants include: age, 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. The tutorials that support this process can also be an opportunity for 'estranged' students, for example, to self-identify and potentially seek additional financial support. We are currently reviewing the STEP programme to consider how this approach may integrate with the Student Attendance Monitoring system and be linked to 'learning gain' whilst recognising the impact on information usage based upon of the changes in data protection legislation.

3.2.3 Student Support & Wellbeing

Our comprehensive Student Support and Wellbeing Services team ensures students have access to the range of support services provided, and there are specialist advisers to assist with accommodation, careers, counselling, disability, finance, mental health, general health and welfare, international advice, learning support and spiritual wellbeing. The service also manages issues of a safeguarding nature. These are strong services that have a wide reach. Specific aspects that link to LPN Q1/2 students would be the STEP programme matching students on low income to the Student Money Adviser, with low entry points to the Academic Skills Coordinator, and, if a mental health or health concern has not yet been declared, to offer the opportunity to meet the relevant professional. A higher than average proportion of WP students are supported both by Student Support services and their academic department with their permission throughout the year.

Any students who are unsure of who to speak to regarding any issue they may have, are advised to contact the Support and Information Zone (SIZ) or drop in to one of our non-bookable services (all 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. All information is also available online.

Further such initiatives include workshops that specifically reach out to vulnerable students. On checking profile, a greater percentage of LPN Q1/2 students access 'anxiety', 'moodfit' and 'coffee club' weekly activities. These are targeted workshops designed to give students the tools to better manage their self-esteem, mental health and University lives.

3.2.4 The Academic Adviser Scheme

Guidance and support is 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 area. This support is available at any stage of their course. The Academic Adviser scheme was revamped in 2017/18 and has been received well by students and staff alike and sets a minimum standard of engagement. The

accompanying resource places an emphasis on the needs of WP students and links back to the STEP programme that has a positive bias towards supporting WP students.

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.

A number of these sessions are delivered to a whole cohort in, for example, Sports Development, an area over-represented by students from a LPN Q1/2 background. This approach reduces stigma to access. This personalised service is supported by our Study Skills Virtual Learning Environment site. In addition, the Disability and Dyslexia service dovetails in with specialist support for eligible WP students in the form of learning support and academic mentoring and all students can access additional electronic resources via the LRC or remotely.

3.2.5 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 academic adviser, a student wellbeing 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.

The University Hardship Fund complements the bursary package and other forms of financial assistance offered by the University. It prioritises students from backgrounds that align against many of the characteristics of this grouping and their associated needs. As expected, low household income is a decisive eligibility component, but other factors that are barriers to access are also taken into account. The ongoing costs of a course, e.g. Adventure Education in regard to specialist clothing that may be perceived as a barrier to some, transport costs (often non-residential students commuting from POLAR identified codes) including work placements, estranged students and care leavers and single parents and the care needs of their children. The fund eligibility criteria are reviewed annually to continually ease access both in terms of the reduction of practical barriers for students applying to the fund and improving response times and simplifying the methods of application. The criteria have also widened to better meet the profile of the University demographic including the very real needs some WP students are facing. This review has included feedback from recipients of the fund to ensure that WP and other students' expectations are understood and managed.

> **Target 3:   Continuation - for BAME, Q1 (including young, white, UK domiciled males), mature, and 'other disability' students**
>
> To undertake further research into patterns of disadvantage, such as by subject area, so that the STEP (Student Transition Enhancement Programme) can be adapted to help identify and target more accurately those students who require some kind of intervention from their academic adviser and/or the Student Support and Wellbeing Services.
>
> **KPI 3:** Improved continuation rates for BAME, Q1 (including young, white, UK domiciled males), mature, and 'other disability' students

3.3 Progression - Careers and Employability Service

3.3.1 Careers and Employability Strategy

While we recognise that wider societal issues impact employment for most of the target populations identified in Section 1, the University is committed to reducing that impact in order to enhance the life chances of all our students.

The continuing rapid development of the Careers and Employability Service will enhance the quality, visibility and breadth of the service including career, placement and job hunting advice and support on both campuses. Under-represented groups will be invited to access specific services in order to improve both the total number, and the diversity, of students accessing the support that is offered.

The University will launch a central Student Employability and Enterprise Hub at a prime campus location in November 2018. This will function as a comprehensive one-stop shop for learners to access information, advice and guidance on careers, job hunting, placements and self-employment both in person and through a range of digital media. This space will be highly visible in place of high student footfall and will include interview space for employers, visiting alumni and professional careers guidance. Employers will be regular patrons of the job hunting desks on both campuses, meeting students in the 'safe space' of their on-campus territory.

The strength of the new Careers and Employability Strategy is its emphasis on working collaboratively with professional and academic departments, employers and alumni. The positive impact on graduate outcomes has been well documented related to placements, having a professional mentor and making connections with employers, so this will be the University's focus going forward.

3.3.2 Careers and Employability Actions

In 2019-20 the Careers and Employability team will aim to improve the rates of progression of students from under-represented groups, into graduate-level employment or further study. One of the new strategic developments we are now taking into consideration is employability support for Degree Apprentice applicants, who are concurrently applying for study and employment. The traditional approach of intensifying employment preparation towards the latter stages of undergraduate study is now changing as employability becomes a key issue before, during, towards the end of, and after, the course study.

The proposals below will build on activities that were implemented as part of the new Careers and Employability Strategy, to enhance the quality, visibility and breadth of service including career, placement and job hunting advice and support on both campuses. Under-represented groups will be invited to access specific services. Activities will be prioritised around the following thematic work packages and measurables.

Partnership working	
Work collaboratively with	**Measurements**
The Vice Chancellor's Group and the Marketing team and have CES staff at Graduation, Open Days and during semester holidays.	Number of recruitment and graduation events attended. Number of engagements.
Estates and SIZ to establish a physical Centre on both sites and offer advice through range of digital Medias to allow University to be on the same level offering as the vast majority of HEIs.	Number of student, employer and staff engagements.
Alumni team to plan a pro-active campaign for our "final years-to-graduates," to maintain graduate relationships, and build the external reputation of the University.	Number of alumni mentors and role models. Alumni visiting speakers Alumni offering graduate opportunities.

Promotion and information services	
What	**Measurements**
Updated service leaflets	Numbers of leaflets distributed
Regular postings on Facebook, Twitter and Instagram	Reach and following rates
Weekly newsletters via the Careers and Jobs Portal	Open rate
ChiLife intranet student pages	Views, hits and google analytics
Moodle pages	Views, hits and google analytics
Help page internet pages	Views, hits and google analytics
Short promotional "shout-out" in lectures of Football Performance and Coaching courses to promote mentoring	Number of BAME students who apply to have a mentor

Curriculum development, teaching and consultancy	
What	**Measurements**
Meetings with course and module leaders, especially with those with high numbers of disadvantaged groups within them.	Number of meetings Names of courses
Implement the student-led Employability Self-Evaluation to ascertain individual/course strengths and requirements and inform ongoing work.	Number of sessions delivered Numbers of course feedback Sessions delivered in relation to results
Sessions and presentations that support departmental work	Number of sessions Sessions per department Those within module delivery Those supporting modules Those part of a departmental event
In-depth careers interviews delivered as part of a departmental module	Number of sessions Sessions per department
Working with the Head of Humanities to develop the Placement Module and placement opportunities	No of Placements achieved and students applying and accessing one.

Student Engagement	
What	**Measurements**
In-depth careers interviews offered to all students Short advice or information sessions at the job hunting desk Placement advice sessions delivered Invitations to specific underrepresented groups: e.g. BME	Number of in-depth student engagements Names of courses
Sessions and presentations that support departmental work and specifically with those courses with poor graduate outcomes	Number of sessions / per department Those within module delivery Those supporting modules Those part of a departmental event
Central programme of events or presentations including:	Numbers of those attending

Getting into teaching Getting into postgraduate study Graduate work and how to find it Part-time work fair Graduate work fair Volunteering fair Placement fair	

Employers and opportunities	
What	**Measurements**
Numbers of opportunities advertised	Numbers of advertised: Placements Graduate roles Part-time opportunities
Employers on campus Invitations to specific individuals from disadvantaged groups	Those in central programme Numbers at Job hunting desk Those attending events/fairs
Deliver Professional Mentoring programme Invitations to specific individuals from disadvantaged groups	No of mentors and mentees trained Feedback gained
University of Chichester internship programme launched and invitations to specific individuals from disadvantaged groups	No of applications No achieving jobs
Develop relationships with local/relevant new employers so there are 50 key employers.	No of visits and brochure of key employers working to support Chichester learners
Working with Institute of Sport and their alumni who attend their Alumni Careers Fair to agree "mini-placements" for their students.	No of "mini-placements" created and numbers of those from LPN who accessed the placements.
Recruitment of 5 – 10 female role models as mentors to work alongside female students in small groups	Nos recruited Groups worked with
Recruitment of both professional mentors and matching them with student mentees	Number of mentees and report on those from under-represented groups.

> **Target 5:   Progression - across most of target groups**
>
> To launched support for specific groups, working within their course areas, for example:
> - Many of our white, male, UK domiciled students from LPNs are undertaking courses in the Institute of Sport. The Careers Team will work in partnership with the Institute's Alumni Careers Event to create 'mini-placements' that are accessible and attractive to this cohort.
> - There are high numbers of female students on our Humanities courses. The Careers Team will work with local employers who are keen to work with the University to establish local placement opportunities to support this area's new placement module. Key female role models will be identified to mentor small groups of female students.
> - Larger numbers of BAME students are undertaking Football Performance and Coaching courses, and professional BAME Mentoring will be promoted in employability sessions, with students personally invited to apply for matched mentoring opportunities.
>
> **KPI 5:** Improved progression rates to graduate level employment or further study across most target groups.

4.   Support package

4.1   Investment synopsis

The level of investment we intend to make in 2019-20 is laid out in the data we have provided. Our total access, success and progression investment is **£3,065,240**, of which **£1,139,588** is APP countable (Table 5). With Financial support investment, this brings our total APP investment to **£2,236,014** (Table 7a).

We will invest the **18.3%** of our Higher Fee Income (HFI) in the following proportions:

- **Financial: 9.0%**
- **Access: 4.1%**
- **Success: 2.7%**
- **Progression: 2.5%**

The rationale for the balance of spend we have adopted is set out below and is focused on our target support groups:

Target 1:	**Access** - attainment in schools and colleges
Target 2:	**Access** - recruitment of BAME students
Target 3:	**Continuation** - for BAME, Q1 (including young, white, UK domiciled males), mature, and 'other disability' students
Target 4:	**Attainment** - for BAME and Q1/2 students
Target 5:	**Progression** - across most of target groups

4.2   Financial support investment in 2019-20

Our total financial support investment is **£1,096,426** (bursaries and hardship funding) plus **£175,137** PGT alumni progression bursaries. The latter (in Table 6b) does not feed into the Table 7 Investment summary, so the Investment Summary records financial support investment as **9.0%**.

University Chichester's financial support package takes the form of

- Support for targeted student groups as follows:
  - cash bursary of £500 pa. for students with household residual incomes up to £25k
  - cash bursary of £500 pa. for BAME students (new from 2019 entry)
  - care leavers allowance of £1,000 pa.
- University Hardship Fund administered by Student Support and Wellbeing department
- PGT alumni fee discount of 15%

We do not offer fee waivers as we believe we can best impact our students in greatest need through direct cash in hand rather than the less direct benefit of fee reduction. This aligns with our approach to facilitating access to, and progression through, higher education for an above HESA benchmark proportion of applicants from local and sub-regional areas of socio-economic deprivation and lower participation in higher education.

We reviewed the impact of our bursaries over the 2014, 2015 and 2016 intakes, across full-time continuation from L4-L5 and L5-L6, on overall withdrawal rates, and on attainment (1st/2.1 degrees). Results are not entirely conclusive, but in 2 out of 3 years on each of these four indicators there is a performance improvement of 3.5-6.7% in the bursary-holding cohort versus the cohort without bursaries. We will continue to monitor the impact of bursaries on intersected sub-groups in a systematic fashion going forward, but we have sufficient indicative

evidence from the data we currently hold to support our decision to continue to provide bursaries to the c.36% of our students who are from <£25k residual income households.

Those bursaries have reduced significantly over the period from a fee waiver/bursary value of £3.5k to the current and ongoing £500 per annum and it appears to be the fact or bursary support, rather than its monetary value, that has a positive effect.

Our APP Target 2 is recruitment of BAME students, and while a modest cash bursary is unlikely to be a significant attractor, our metrics tell us that BAME continuation and attainment require further support. Application of the same bursary support in the case of this sub-group of students as in the <£25k residual income households group is likely to have at least a similar order of positive impact. On acceptance of this Access and Participation Plan for 2019/20, University of Chichester intends to launch its BAME Access Bursary on the same terms as offered to those of low income households.

With 16 self-identified care leaver students in 2017/18, this is a very small sub-group, but our monitoring of their access, success, and progression data over the 2013-17 period has shown consistently good withdrawal rates and some progression to further study. Our modest investment is aimed at developing progressive independence in these more 'fragile learners' over the full period of their study with us. The benefit of having full year access to campus accommodation, for example, is considerable for these students and presents the University with an opportunity to lend further very low cost support that has a disproportionally powerful impact.

Of the £170k Hardship Fund, £20k is contributed back into the the £38k cost of the Students' Union Safety Bus, which operates after hours to ensure our students get back safely from the Students' Union in the evening. This leaves £150k in the Hardship Fund that is specifically geared to provide additional specific support, particularly where individuals are more likely to experience barriers to continuation, attainment and progression, and it is strategically connected to other forms of academic, emotional, mental health, employment and other pastoral advice and guidance provided throughout the student lifecycle.

A particular example of this support is the additional subsidy we provide through the Disability and Dyslexia service that financially assists students who are primarily on low incomes and who have already been screened for a learning difficulty. The assessment is undertaken by Educational Psychologists at a DSA set cost of £330, and this cost dissuades some students who need this from having the assessment, hence impacting their ability to succeed. In tandem with the Learning Resource Centre's assistive digital technologies and the Academic Skills team's practical support, we offer part-funding of the cost of this assessment (based upon eligibility). In 2017/18, this cost £32k from the Hardship Fund, but we have found that taking away this financial barrier has increased access to this support. This provides good value for money as, once diagnosed, students are granted DSA Mentoring Support funding worth around £900 per annum per student.

Progression to our postgraduate courses is supported by alumni discount of 15%, and this has particularly positive impact on local, often mature, students who are less likely to access PGT provision further away. This support is not time-limited and therefore facilitates return to study for those University of Chichester graduates who wish to return to study after a period away from education as much as it supports those progressing directly from undergraduate study. **This support is detailed in *Table 6b* and we note that this table does not link to Table 5/6a and is therefore not included in the Investment Summary.**

4.3   Access investment in 2019-20

Our total access investment is **£770,557** of which **£505,485** is APP countable. This is **4.1%** of HFI.

Much of our Access activity is directed through our Outreach and Engagement Team's targeted Widening Participation activity (particularly through the Learner Progression Framework) with schools and colleges. This complex work includes working with teachers and careers advisers as key access influencers; running annual conferences for teachers and advisers, as well as more marginalised groups such as young, white males, young females, and families/women interested in STEM; and working outside of formal education networks through community and mature citizen's groups.

Our data tells us that our Access is fair and consistent across all applicants, although overall BAME numbers remain a challenge for the University. We will therefore be focusing and finessing our activity over the forthcoming period with this target and that related to raising attainment in schools/colleges in mind, extending the geographical reach of recruitment work, scrutinising our portfolio and curricula to ensure opportunities to reflect ethnicity complexity, listening to our own BAME students, developing interactions with key BAME influencers, and developing a programme to facilitate pupil/student achievement in STEM subjects towards creation of a local recruitment pipeline into our Engineering, Design, Creative and Digital Technologies courses.

In 2018/19 and going forward, we will target the six lowest performing local schools/colleges within a 15-mile radius of our Bognor Regis Campus offering A level and/or BTEC qualifications in STEM subjects. We will create a bespoke Academic and Outreach study programme to facilitate pupil/student achievement, with Compact Agreement support for entry to University of Chichester Tech Park STEM provision from 2019. This access action is aimed at raising attainment of A*-B grades in STEM subjects by the growth demonstrated for the six schools/college below. This will in turn create a demonstrable and quantifiable local recruitment pipeline from our Academic and Outreach study programme to our STEM Foundation provision and onto our Engineering, Design, Creative and Digital Technologies courses.

School/college	Base Year 2016	2019	2020	2021
A	11%	19%	26%	34%
B	25%	31%	37%	43%
C	34%	41%	48%	55%
D	34%	41%	48%	55%
E	38%	47%	57%	66%
F	42%	46%	51%	55%

To achieve the percentage increases shown above, we are targeting an additional two students per year to the total number of students currently achieving A*-B, based the 2016 cohort. As a comparator, the three highest performing schools in this catchment area achieved between 54% and 68% A*-B grades.

4.4 Success (continuation and attainment) investment in 2019-20

Our total success investment is **£1,637,327** of which **£332,377** is APP countable (**2.7%** HFI).

With continuation for our Q1 students, and in particular for young, white, UK-domiciled males, less successful than for their peers, our effective support mechanisms are vital. Continuation is also challenging for BAME students, and more recently for students with an 'other disability', and for some mature students. This further evidences the need for robust support continuing within this aspect of our access and participation obligations. Attainment gaps for BAME students and Q1/2 students further presses the need for focused investment in ensuring these are closed (see bursary support above).

The work of the Student Support and Wellbeing (SSW) service, which includes provision of Counsellors, Nurses, Dyslexia and Disability Support (including DSA), Chaplaincy, and general guidance and support of students' mental, physical and emotional health, is instrumental in ensuring student success throughout the student lifecycle. These services create an exemplary wrap-around service that in turn works in harmony with the Students' Union and external bodies in supporting our students from pre-induction onwards, ensuring progression rates remain high and withdrawal is minimised. It is clear that this service is particularly well-accessed by student carers, care leavers, mature students, students with a disability, and students with mental health concerns.

The SSW Student Transition Enhancement Programme (STEP) will continue to be a focus of our investment in progression support, and we consider its impact as significant in ensuring our withdrawal rates remain low, and we are recognised in the sector for high retention (the University of Chichester was named as 'University of the Year for Student Retention' for 2014 and 2017 by the Good University Guide from *The Times and Sunday Times*).

Proportional costs are associated with a range of University services and inputs that are geared towards protecting and preserving the student experience throughout the period of student. These include aspects of information technology, learning resources and ICT, electronic student attendance monitoring, accommodation and inter-site transport, and work related to Equality and Diversity. This is overseen by members of the Vice Chancellor's Group, the wider management team of academic and professional services Heads/Directors, and their respective teams.

4.5   Progression investment in 2019-20

Our total success investment is **£657,356** of which **£301,726** is APP countable. This is **2.5%** of HFI.

Section 3.3.1 above lays out our new Careers and Employability Strategy and Action Plan, and The Careers and Employability team's focus is to improve the rates of progression of students from all under-represented groups, into graduate-level employment or further study. An institutional KPI for Graduate Outcomes has been enshrined in the recently launched University Strategic Plan 2018-25.

We identified progression to full-time employment and/or further study as challenging to most of our target groups, and our internal monitoring and TEF Silver outcome highlighted this. We have enhanced investment in progression support as part of our commitment to rapid development of the University's student careers, enterprise and employability activity going forward. A significant plank in this shaping includes repurpose of a prime central space on our Bishop Otter Campus in Autumn 2018 to provide a Student Employability and Enterprise Hub. The enhanced visibility and non-threatening accessibility of this space is designed to improve access by students from under-represented groups who may be more reticent asking for progression guidance in a differently configured service.

Investment and initiative in focused mentoring activities will allow us to draw specifically on our growing network of Women, BAME, STEM, Sports and Business influencers, and use both their skills/knowledge and their role modelling power to benefit our students' confidence, social capital and self-awareness.

4.6   Investment in access and participation beyond that identified within the APP

The investment we will undertake in 2019/20 beyond that funded by the Access and Participation Plan is **£1,021,834**, and this is accounted for by the remaining costs of, for

example, student information zone, learning resources, IT/ICT and careers guidance facilities and support, as well as the The Students' Union allocation.

5.   Provision of information to students

The University of Chichester provides information to current and prospective students on the fees relevant to their course of study, and the financial support available to them, through the University's hard copy prospectuses (Undergraduate and Postgraduate), which are updated on an annual basis. Information on fees can also be found on the University's website at https://www.chi.ac.uk/study-us/fees-finance/tuition-fees. Information on the University's financial support package can be found at https://www.chi.ac.uk/study-us/fees-finance/our-financial-support-package.

The University website also contains an area on policies and statements. This includes the Admissions Policy, the Tuition Fee Policy, as well as the Student Contract, which covers the main terms and conditions of the contractual relationship between students and the University.

The University's Access and Participation Plan will also be published on the University website so that it is easily accessible to both current and prospective students.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Tuition fee increases for continuing students' fees are based on the most current 'RPI-X percentage change over 12 months' rate available when setting the fees. Tuition fees may be subject to annual increases in line with inflation as specified by parliament,		

Full-time course type:	Additional information:	Course fee:
First degree	17/18 fee rate onwards	£9,250
Foundation degree		£9,250
Foundation degree	Early years	£5,150
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		£9,250
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
HNC / HND	The Isle of Wight College - 10003406	£6,165
Foundation degree	The Isle of Wight College - 10003406 - Early Years	£4,000
First degree	Platform One (IOW) Limited - 10008430	£9,250
First degree	Chichester College - 10007817	£9,250
Foundation degree	Worthing College - 10007643	£6,195
First degree	Performers College - 10055831	£9,250
Foundation degree	King Edward VI College - 10003625	£9,250
Foundation year / Year 0		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree	- Same fee for all courses	£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle	Main target type	Target type	Description	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary
T16a_01	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	LPN1	No	2016-17	12.7	16	16	16	16	16	Based on POLAR3 data, may need to be reprofiled based on POLAR4
T16a_02	Access	Multiple	**HESA T2a** - (Mature, full-time, first degree entrants)	Mature full time first degree entrants from low particpation neighbourhoods with no previous HE experience	No	2011-12	9.6%	13.4	13.5	13.5	13.5	13.5	
T16a_03	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	38.8	35.8	32.8	30	30	Figures reduced from previous Access Agreements as support is refocussed from 17/18 onwards.
T16a_04	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_05	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	6	6	6	6	6	

T16a_06	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%	16%	20%	20%	20%	20	Added into corporate Key Performance Indicators
T16a_07	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	13	14	15	16	16	Engineering programmes launching in 18/19
T16a_08	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	15	23	30	30	30	Engineering programmes launching in 18/19
T16a_09	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%	64	64.5	65	65.6	66.3	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. Graduate Outcomes will survey our 17/18 graduates in Autumn 2019 and may neccesitate these targets being reprofiled based on the new outcomes.
T16a_10	Access	Attainment raising	**HESA T1b** - State School (Young, full-time, undergraduate entrants)	A level/BTEC in STEM attainment	No	2015-16	11-42%	n/a	19-46%	26-51%	34-55%	not determined	To achieve percentage increases shown, targeting additional two students per year to the total number of students currently achieving A*-B, based the 2016 cohort in our six target schools (lowest performing in 15-mile radius of our Bognor Regis Campus).

								Yearly milestones (numeric where possible, however you may use text)					
Table 8b - 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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Low participation neighbourhoods (LPN)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Primary	Yes	2011-12	6	18	20	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	19	22	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