



UNIVERSITY OF CHICHESTER

Access and Participation Plan, 2020-21 to 2024-25

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The University of Chichester is unequivocally committed to the Office for Students' Strategic Objective 1, 'All students, from all backgrounds, with the ability and desire to undertake higher education, are supported to access, succeed in, and progress from higher education'.

We welcome the new longer-term approach to access and participation planning. It is therefore our intention in this Access and Participation Plan to demonstrate our commitment to continuous improvement, to identify where we fall short, to move purposefully and effectively to close those identified gaps, and to make our objectives real, visible and measurable. We aim to demonstrate our contribution to social justice, mobility and equality of access to, participation in, and progress beyond Higher Education. We have followed closely the guidelines provided by the OfS, and in the context of the HE sector at the time of submission in July 2019.

1. Assessment of performance

The following assessment of performance and its evaluation of statistically significant gaps in performance has informed our strategic aims, objectives and ambitious targets. We examined the performance and rate of progress in closing the gaps for all target groups, across all lifecycle stages, and our findings have determined the strategic measures and investment necessary to deliver them and make a meaningful and effective contribution to equality of opportunity.

1.1 Higher education participation, household income, or socio-economic status

- Access

The University of Chichester's Office for Students-issued Access and Participation (APP) dataset shows in the most recent year (2017/18) there was *little difference* in the proportion of our full-time undergraduate intake who were *least* likely to take up Higher Education (POLAR Quintile 1: 20.7%) and those *most* likely to take up HE (POLAR Quintile 5: 20.9%).¹ This gap closed by 7.3 percentage points (pp) to 0.2 pp over the dataset's five years, *demonstrating that there is now almost no overall household income or socio-economic barrier to access at our institution*. This compares very favourably to the overall sector gap of 30.9 pp between the most and least represented groups (OfS KPM 1).

In the Office for Students APP dataset for University of Chichester (hereafter referred to as the APP dataset), the aggregation of our POLAR Q1 and 2 intakes is 40.4%, in line with the wider population, and is a positive reflection of our widening participation efforts. All quintiles in the most recent year are at circa 20%, with the modest outlier being Q3 at 18.5%. Household income is only obtained from those students who have received our cash bursary (detailed below): approximately one third (31.0 - 35.7%) of our students over the last five years have been from families with incomes of less than £25k. This chimes with our strong, long-term focus on

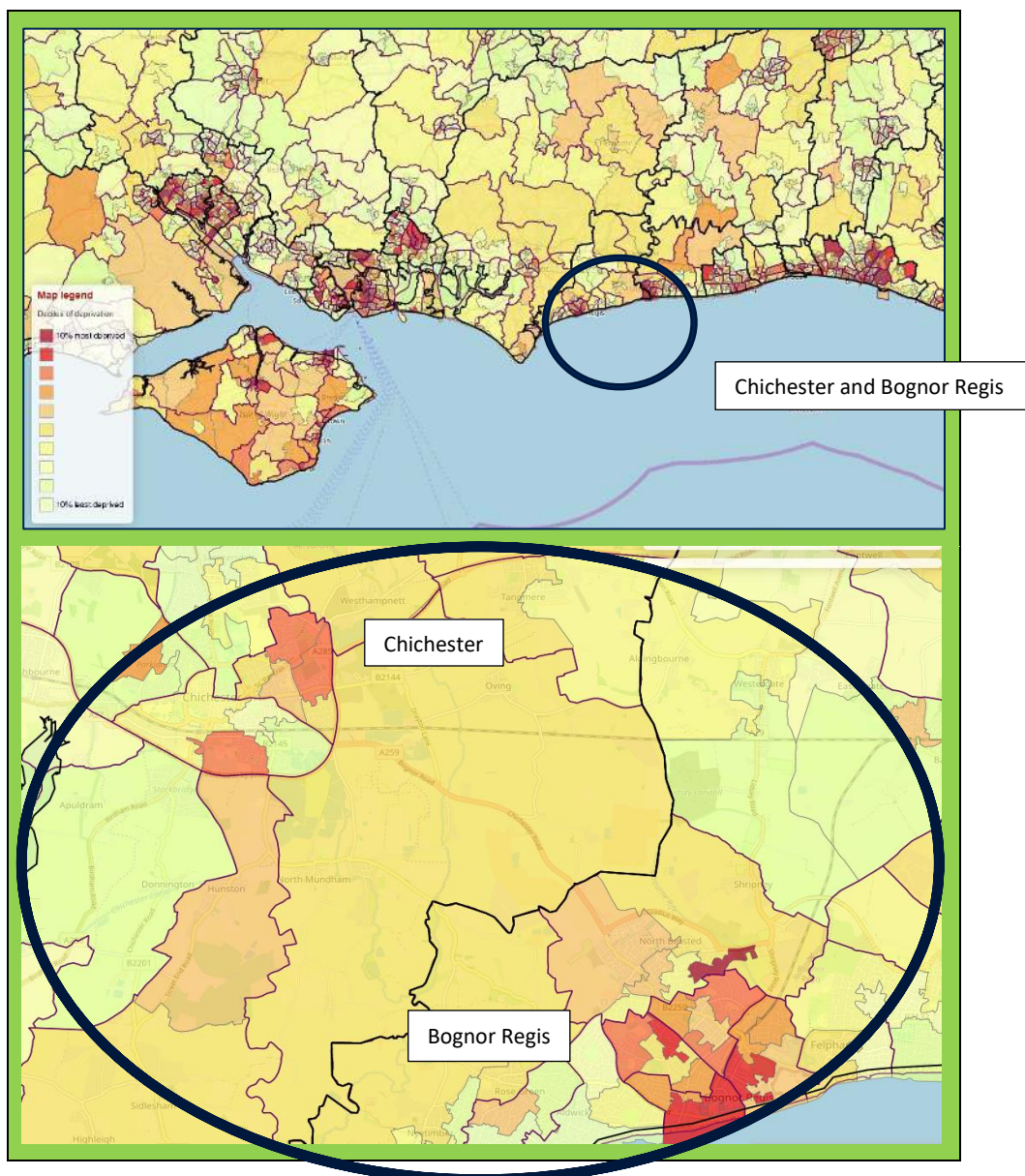
¹ Definition: **POLAR** classifies local areas into five groups (**quintiles**) - based on the proportion of 18-year-olds who enter HE aged 18 or 19-years-old. **Quintile 1 (Q1)** shows the lowest rate of participation.

enablement of 'non-traditional' students into and through HE, recruitment activities in our regional coastal/rural areas of socio-economic deprivation, and our service to local and regional communities.

Using the APP dataset's Indices of Multiple Deprivation (IMD) measure, however, there is evidence of under-representation of 18-year-olds from IMD Quintile 1 at the University compared to that in other regional HEIs and wider society.² This has been circa 14-15 pp over the dataset timespan. There is also evidence of under-representation of 18-year-olds from IMD Quintile 2, with a 4-6 pp gap over five years, and the same gap of 4 pp in the most recent year as in year one of the dataset. IMD Q1 and Q2 are the two most multiply deprived groups across employment, health/disability, education skills/training, barriers to housing/services, living environment, and crime indicators. In the South East there are smaller IMD Q1/2 pockets than in other regions, and while improving performance in these areas we will take care not to impact our excellent performance using the POLAR measure.

The map below provides detail on both the wider region and the Chichester/Bognor Regis area, and demonstrates how few areas in our immediate locale are in the lower IMD Quintiles (in deepest red).³

Nevertheless, our first APP target concerns increasing access for the most economically disadvantaged applicants (IMD Q1).



² Definition: **IMD (Index of Multiple Deprivation)** is the official measure of relative deprivation for small areas in England. **IMD 1** refers to the most deprived areas.

³ dclgapps.communities.gov.uk/imd/idmap.html

- **Success (Continuation)**

In the APP dataset, the continuation gap widened between POLAR Q1 and Q2 from 1 pp (in favour of Q1) in year 1 to 3 pp (in favour of Q2 in year 5). Between Q3 and Q1 the gap reduced from 4 pp in year 1 (in favour of Q3) to 3 pp in year 5 (in favour of Q3), while between Q4 and Q1 the gap narrowed from 4 pp in year 1 (in favour of Q4) to 2 pp in year 5 (in favour of Q4), and between Q5 and Q1 the gap increased slightly from 2 pp in year 1 (in favour of Q5) to 3 pp in year 5 (in favour of Q5). These gaps were not flagged as statistically significant.

None of the continuation gaps between IMD Quintiles have been flagged as statistically significant in the APP dataset, although the gaps between Q1 and every other Quintile widened over the past five years. This measure will be kept under scrutiny. Using internal datasets to measure L4 to L5 continuation rates of those in receipt of a bursary, and therefore from a <£25k family income, we identified an 8.8 pp gap in favour of those receiving the bursary *in the most recent year (2017/18)*. With less recent exceptions, the following data reinforces our commitment to this form of continuous support for this group, in tandem with our overall student support and guidance (academic, pastoral, emotional, hardship funding, etc.) throughout the student lifecycle.

		2014/15	2015/16	2016/17	2017/18
Full time continuation from level 4-5	UoC overall	87.1%	87.0%	86.5%	86.5%
	With bursary	89.8%	70.2%	90.0%	91.6%
	Without bursary	84.7%	90.4%	83.3%	82.8%
	Difference	5.1%	-20.2%	6.7%	8.8%
Full time continuation level 5-6	UoC overall	92.7%	93.3%	91.3%	93.4%
	With bursary	95.8%	86.8%	94.2%	95.1%
	Without bursary	89.6%	94.7%	88.4%	91.7%
	Difference	6.2%	-7.9%	5.8%	3.4%
Overall withdrawal rate (non-continuation)	UoC overall	4.8%	5.7%	5.6%	4.3%
	With bursary	6.7%	3.7%	3.0%	3.9%
	Without bursary	4.2%	7.2%	7.5%	4.6%
	Difference	-2.5%	3.5%	4.5%	0.7%

- **Success (Attainment)**

The attainment gap between POLAR Q1 and Q5 decreased from 6 pp to 3 pp over five years, not flagged as statistically significant in the APP dataset. Grouping Q1 and Q2 together, and comparing to Q3-5 again, shows a closing gap from 4 pp to 2 pp.

None of the gaps between IMD Quintiles in the APP dataset are flagged as statistically significant. IMD 1 students receive the lowest proportion of 1st/2:1s each year, but the gap narrows over five years. Between Q1 and Q3 the gap narrows from 15 pp to 7 pp. Between Q1 and Q5 this narrowed from 10 pp to 8 pp. Grouping Q1 and Q2 together, and comparing to a grouping of Q3-5, shows the gap narrows from 9 pp to 5 pp over the five year period.

Using internal datasets, the attainment gap between those in receipt of a bursary, and those not in receipt, is *in favour of the bursary holders* in three out of four years. While impact measurements appear more volatile, we remain convinced of the bursary impact on continuation rates feeding through positively into attainment.

		2014/15	2015/16	2016/17	2017/18
1st/2:1 percentage (attainment)	UoC overall	70.1%	71.5%	70.1%	73.7%
	With bursary	70.5%	74.9%	70.0%	73.9%
	Without bursary	69.7%	68.5%	70.2%	73.5%
	Difference	0.8%	6.4%	-0.2%	0.4%

- **Progression to employment or further study**

In the APP dataset, there is a 10 pp swing in the progression to employment/further study gap between POLAR Q1 and Q5. In year 1, Q5 had a 5 pp higher progression rate, whereas in year 5, the Q1 progression rate was 5 pp higher. This gap is not flagged as statistically significant.

In three out of five years in the APP dataset (2012/13, 2013/14 and 2016/17), *IMD Q1 graduates – that is, those from the most deprived areas – outperformed all other Quintiles on this measure*. In the last of those years IMD Q1s had a 12 pp advantage over IMD Q5 graduates (compared to a 5 pp advantage in year 1). In the other two years (2014/15, 2015/16), the IMD Q1 graduates have lowest results. There is a 16 pp gap in favour of IMD Q4 between IMD Q1 and IMD Q4 in year 3 of the APP data (2014/15 graduates). None of these gaps are flagged as statistically significant.

By analysing internal DLHE datasets, we also know that our POLAR Q1 students have a marginally higher rate of full time employment (46%) compared to Q5 (45.7%). Of young graduates from Q1 in employment, 57% are in professional level employment, which compares favourably with Q5 (51%). A further 26.3% are in further study, including those studying in conjunction with working (slightly less than Q5 students at 27.4%). *This latter statistic is striking: these students were least likely to access HE, yet are evidently progressing beyond undergraduate study, many within the engaging learning environment of University of Chichester and supported by our PGCE/PGT progression bursaries* (details below).

In the three years of DLHE data referencing students paying higher fees (2014/15 onwards), graduates in receipt of a bursary showed an average positive gap over those who were not bursary recipients, when comparing the rate entering professional level employment.

1.2 Black, Asian and minority ethnic students

• Access

There is a consistent 6-7 pp gap in the APP dataset between our recruitment of Asian students compared to the wider population of Asian 18-year-olds. There is also a consistent 1-2 pp gap between our recruitment of Black students compared to the wider population of Black 18-year-olds. **Improved levels of access for Asian/Black 18-year-olds is our second APP target.**

Our populations of Mixed and Other ethnicity students are small, and APP data has been suppressed to avoid identifying individuals. Figures also consequently show *over-representation* of White ethnicity students by 9-10 pp across the five years.

• Success (Continuation)

Due to the small size of populations, much of the ethnicity data is suppressed in the APP dataset to avoid identifying individuals. Comparing White student performance against that of the grouping of Asian, Black, Mixed and Other students (we choose to use the BAME acronym rather than the less familiar in our context ABMO) shows a gap narrowing from 5 pp in favour of White students to 3 pp in the most recent year. The 2014/15 BAME starters had a continuation rate 1 pp *better* than the corresponding White students.

The APP dataset gap between Black and White students' continuation rate halved from 10 pp to 5 pp in the most recent year. There is no gap for 2014/15 starters. This is not flagged as statistically significant due to small student numbers. As we address issues around recruitment of Asian and Black students, we will need to continue our vigilance on any emergent gaps in performance.

• Success (Attainment)

In the 2017-18 APP dataset, there is a *sector* difference of 23.1 pp between the proportion of White and Black students getting a 1st/2:1 (OfS KPM 4). Due to our BAME populations' small scale, much of our APP dataset ethnicity data is suppressed to avoid identifying individuals. Only the split comparing White to BAME attainment for 2014/15 is flagged as a significant difference.

Using the *more detailed* institutional dataset, we can see that the attainment gap closed from 25.8 pp to 15.5 pp over the five years between White students and Asian students. This was flagged as significant in the first two years, but not in the last three. It is important to bear in mind population sizes, with a population of only five students in year 1 and ten students in year 5, these cohorts are very small and comparisons are not statistically robust.

The attainment gap between White and Black students increased from 16 pp in year one to 30 pp in year 5. In the latest year, however, this cohort was only five students, and the above point about statistical robustness must again be considered.

The gap between White and Mixed students increased from minus 4 pp to 6 pp over the five years from a slightly larger population of thirty students in the most recent year.

Using our own internal data, however, there are gaps ranging from 4 pp in 2016/17 to 42 pp in 2017/18. With this magnitude of fluctuating gap identified in internal data, **we cannot ignore the disparity in degree outcomes between BAME and White students, and improving our BAME attainment is our third APP target.**

- **Progression to employment or further study**

Due to small population sizes much of our APP dataset ethnicity data is suppressed. There is a fluctuating gap between White and BAME progression rates, however, over the five year dataset. This started at 5 pp, increased to 14 pp by year 3, and reduced over the next two years to 8 pp. This gap is not identified as statistically significant due to low population numbers.

Using the *more detailed institutional dataset*, we can obtain progression data for years 3 and 5 only comparing White and Asian students. In year 3 this gap stood at 21 pp from a population of five Asian students. By year 5, however, this was a minus 7 pp gap in favour of the fifteen Asian students.

The progression gap between White and Black students decreased from 8 pp in year 1 to minus 4 pp in year 5, with these being small cohorts of ten Black students each.

The progression gap between White and BAME students increased over the four years of data from minus 8 pp in year 2 to 32 pp in year 5, although this is from a population size of only *five* Mixed students.

1.3 Mature students

- **Access**

Internal data shows the proportion of our full-time undergraduate entrants who are 21 or older (mature) on entry increasing over the last five years from 18% to 23%. We perform near benchmark in attracting mature applicants without previous HE experience from Lower Participation Neighbourhoods (LPNs) – 11.3% compared to 11.6% benchmark. A mature alumna, consulted on this Plan, wrote:

My own experience reflects the unique and exceptional qualities of UoC as a place to learn as a mature student. I am pleased to see the ongoing commitment to retaining as well as recruitment.

We actively recognise and ameliorate the complex barriers and obstacles mature entrants/students face. We offer community and college based events, facilitated by our Mature Student Ambassadors, and support UCAS/SLC processes, personal statements and mock interviews for potential students.

- **Success (Continuation)**

The APP dataset gap in continuation rates between young and mature students has decreased from 6 pp to 3 pp in the latest year. This gap is not flagged as statistically significant. Many of the mature age groupings are suppressed due to small population sizes and risk of identifying individuals. The only comparison in the five year set of information is between young students and those aged 21-25 on entry. Between these two groups the continuation gap reduced slightly from 6 pp to 5 pp. Indeed, 2015/16 starters had a gap of only 1 pp.

We offer a Mature Students Welcome Day and in-year Refresher events, collaborating with the Students' Union to ease transition into HE and provide information on services/support available to this specific group. Withdrawal rates are historically higher for mature students, with mature students less likely to re-sit where success is not achieved at first assessment – nevertheless, our TEF3 split metrics for mature student continuation had two positive flags, indicating overall performance significantly higher than TEF3 benchmark.

In the part-time cohort of students, the continuation gap between Mature and Young students improved slightly over the 5 years from 18 pp in year 1 in favour of Young students to 16.5 pp in year 5. In years 2, 3 and 4 the Mature cohort outperformed the Young cohort by 0.5 pp, 7.5 pp and 5.5 pp respectively. The continuation rate for Mature students has stayed reasonably consistent for the last three years. The cause of the jump from 5.5 pp in favour of Mature in year 4 to 16.5 pp in favour of Young in year 5 is the very small Young part-time cohort of only fifteen students that had a 100% continuation rate rather than the usual figure

around 80%. These young part-time students were on a variety of courses across the institution and around half were with partner institutions.

- **Success (Attainment)**

Comparison of young and mature attainment shows a decreasing gap from 5 pp to 1 pp in the most recent APP dataset year. Comparing our young on entry students to our 21 to 25-year-old on entry students over five years shows a fluctuating gap starting at 9 pp, decreasing to 3 pp, increasing to 5 pp for two years, then increasing to 10 pp in the most recent year. Mature entrants typically have lower tariff points/no qualifications on entry, and tend to demonstrate greater learning gain during their educational journey. For part-time students there is a gap in attainment between Mature and Young students of between 33.5 pp and 52 pp over the 5 years: this has always been in favour of the Mature students. In year 5, for example, the 1st/2:1 rate for part-time Mature students was 67.9% (20 out of 30 students) compared to the part-time young rate of 16% (5 out of 25 students). No attainment gaps were flagged as statistically significant in the full-time Mature cohorts.

- **Progression to employment/further study**

The gaps that exist in our APP dataset progression data are in favour of mature students, who have a higher rate of progression by 21 pp at year one, decreasing to 17 pp in the most recent year. This gap has been flagged as significant. Where available by age grouping, all our enrolled at 21+ groupings have a higher progression rate than our young graduates. This differential is as high as 30 pp for 2013/14 graduates (on average 26 to 30-years-old when they started compared to their peers who were under 21 on entry).

Younger students are not a group specifically under-represented in HE.

1.4 Disabled students

- **Access**

Internal data shows annual increases in the proportion of our full-time students declaring a disability (15% of 2013/14 intake to 21% in 2017/18). The HESA performance indicator for full-time students in receipt of DSA shows we are higher than the 8.2% benchmark, with 8.8% of these students meeting DSA criteria. This is just outside 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 4.7% benchmark with 5.1% 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.

- **Success (Continuation)**

There are small gaps in continuation rates in the APP dataset between disabled students and those with no known disability. In years 1 and 5, our disabled students continued at a higher rate than those without a disability, in both years by <1 pp. Of the 2015/16 starters, our students without a disability continued at a rate 5 pp higher than those with a disability. No gaps are flagged as statistically significant.

Breaking down disability into types, much of the data is suppressed due to small numbers. Where available, none of the gaps have been flagged as statistically significant. In year 5 those with Cognitive and Learning disabilities, for example, had a continuation rate 4 pp higher than those without a disability, improving from the year 1 position of the same rate as those without a disability. In years 4 and 5, however, students without a disability had a continuation rate 5 pp higher than those who had been identified as having a Mental Health disability. The largest gaps are between those with Multiple Impairments and those with none: for the three years with available data, this has been at 10 pp or 15 pp. In the latest year, this gap closed positively to 2 pp.

- **Success (Attainment)**

Attainment has been higher by 1 pp and 3 pp for those with a disability for two of five years. For the other three years, the gap was 10 pp, 2 pp and 3 pp in favour of those without a disability. No APP dataset gaps are flagged as statistically significant.

Breaking down disability into types, much of the data is suppressed due to small numbers. Those with Cognitive and Learning disabilities outperformed the no known disability cohort in years 3 and 4, with a gap of

7 pp and 5 pp respectively. In the latest year, those with a Mental Health disability outperformed the no known disability cohort by 15 pp, an improvement over the five years from the minus 5 pp gap in year 1.

- **Progression to employment/further study**

The gap between full-time disabled and no known disability students for progression to employment/further study has narrowed from 5 pp to 2 pp over the APP dataset's five years. For part-time students the gap has widened from minus 4 pp in year 1 to 14 pp in year 5, although this has not been flagged as significant due to small population sizes.

Much of the data by disability type is suppressed due to small numbers. There is a full comparison for those full-time students with Cognitive and Learning disabilities, and the gap has closed in comparison to no known disability peers from 3 pp to 1 pp. The gap between those full-time students with multiple impairments to no known disability has improved in favour of those with multiple disabilities from minus 1 pp in year 1 to minus 20 pp in year 5.

1.5 Care leavers

We typically have around 16 self-identified care leaver students each year. The APP dataset does not provide access, success and progression information for the University's care leavers.

Support for this group takes the form of pre-registration contact, informal and rapid response 1:1s with link Student Support and Wellbeing staff, identification of a key academic link where appropriate, and reasonable amendments to work schedules/deadlines to maximise support when most needed.

While independence is strongly encouraged, care leavers are more likely to withdraw, so we offer this group of students additional educational, financial and emotional support. For qualifying students, the University offers those with a care background a cash bursary, 365 days a year campus accommodation, a named Student Adviser, and direct signposting to regular, flexible paid Student Ambassador work.

1.6 Intersections of disadvantage

The only APP dataset intersectional gaps flagged as significant are in the Attainment section, and use gender as one of the constituent components. The gap for attainment by economically disadvantaged Male students is identified separately as an APP target.

- **Success (Continuation)**

There are generally small gaps in the APP dataset continuation rates for intersected groups, often alternating between positive and negative over years. The largest gap in the most recent year is between IMD 1/2 BAME students and IMD Q3-5 White students at 10 pp, although this has been less at 4-5 pp in the other years.

- **Success (Attainment)**

The APP dataset intersection of IMD Quintiles and Ethnicity shows the compounding effect of the two constituent measures. The key factor is ethnicity, with a 30 pp gap between IMD Q1/2 White students and IMD Q1/2 BAME students. The same level of difference is seen in the gap between IMD Q3-5 White and IMD Q1/2 BAME students.

The intersection of POLAR and Ethnicity again shows ethnicity as the key factor (in some instances, English as a second language is a factor, with this more visible in statistics for British BAME students from second or more generation immigrant households in which the primary domestic language is not English). In the APP dataset there is a minimal gap of 1 pp in the most recent year between the POLAR groupings of White students. Between the POLAR groupings of BAME students there is a 5 pp gap in the most recent year, although this has not been flagged as a significant gap.

The APP dataset's attainment gap is 14-19 pp in the most recent year in favour of Female students. Both IMD and POLAR combined with Gender show lower results for all measures for our Male students compared to Female students. In the most recent year IMD Q1/2 and POLAR Q1/2 Male students have a gap in comparison to IMD Q3-5 and POLAR Q3-5 Male students (5 pp and 7 pp respectively). **The attainment gap for**

economically disadvantaged Males (IMD Q1/2) compared with Female students from the same background is our fourth APP target.

- **Progression to employment/further study**

In the APP dataset, the small population of IMD Q1/2 BAME students performs less well against the other intersections (by 20 pp in the most recent year of this measure). Progression to employment/further study is an institutional imperative for *all* our students, and being dealt with holistically in current work to deliver our Strategic Plan. We have therefore chosen not to apply a target for this measure.

IMD/Gender intersections generally show small differences between particular combinations, often reversed in two out of five years. There are no consistent gaps. POLAR/Gender intersections follow the same pattern in that one combination may outperform the other, but reversed the following year. This reversal of values indicates there is no systemic bias for particular intersections of students.

Much of the data for intersections between POLAR and Ethnicity are suppressed due to small population sizes. Where data exists, gaps are small and reverse between years. In the most recent year there is no gap between POLAR Q3-5 White and POLAR Q3-5 BAME, closed from 5 pp in year 1.

1.7 Other groups who experience barriers in higher education

In 2018/19 we initiated formal contact with the military services community at Thorney Island, Hampshire. The Office for Students Catalyst Fund award (*Co-designing curriculum innovation to address Health & Social Care skills gaps*, 2018) coupled with our Armed Forces Covenant/Employer Recognition Silver recognition, led us to declare formal interest in providing access to HE for children of military families (and service leavers) in this region. We launched a Bridging into HE module in 2019, developed via the OfS Catalyst funding, and have accepted applicants to this from the Thorney Island community. This is likely to develop momentum at modest pace. Our commitment to this group progresses in increasingly detailed fashion, but we have chosen not to apply target measures for this at this stage.

The Catalyst Fund project additionally linked us formally with Stonepillow registered charity (aimed at relief of homelessness and social exclusion in the Chichester/Arun area) and Sanctuary in Chichester registered charity (welcoming refugees/asylum seekers to West Sussex⁴). We additionally undertake weekly outreach sessions at Job Centre Plus in Bognor Regis and Chichester, and we are working on gaining a presence at HMP Ford, in West Sussex. While our commitment to these external partners progresses in increasingly detailed fashion, we have chosen not to apply target measures for this at this stage.

2. Strategic aims and objectives

2.1 Target groups

Analysis of the APP dataset and our own internal data established where key focus should be directed in this Access and Participation Plan (see table below). For each of the four target groups identified, we have ambitious expectations of ourselves to make a meaningful difference to equality of opportunity in the five years of this Access and Participation Plan (APP). To stretch ourselves, we asked if this was possible in each case within this timeframe, and if not, why not. Where an objective requires a more extended timescale, we show the progress we intend to make over the plan's span.

2.2 Aims and objectives

Our assessment of data and performance has enabled development of greater specificity in our aims, objectives and strategic approach, sharpening our access and participation focus. This honing process provided welcome opportunity to understand further our greatest access and participation challenges, and create a longitudinal and staged plan of action to address these effectively, without reduction in ambition in terms of outcomes in general for underrepresented students.

⁴ We have accepted Stonepillow applicants for degree level study, while we engage student sports coaches in direct skills development, enhancing their employability and 'real life' work experience with Sanctuary in Chichester.

Our four strategic aims by 2025 are:

a) To have developed access and admissions activity and academic provision that is as attractive and accessible to those in the most deprived areas in our region as it is to others, so that those individuals can reach their full educational potential.

Closing the equality of access gap between the most economically disadvantaged applicants (IMD Q1) and their peers is our first APP target aim.

b) To have created as accessible, representative and nourishing a learning community for BAME applicants seeking a personal, pastoral, scholarly, supportive, aspirational and non-urban tertiary academic experience as for other learners.

Closing the equality of access gap between Asian/Black 18-year-olds and their peers is our second APP target aim.

c) To have built a diverse and inclusive context, culture and curriculum through which all BAME students are able to achieve their full attainment potential.

Closing the equality of attainment gap between all BAME students and their peers is our third APP target aim.

d) To have better understood and more effectively implemented approaches to social/educational mobility, motivation and transition to study, and models of supported work/study that significantly enhance attainment and life chances for economically disadvantaged Males in our region.

Closing the equality of attainment gap between economically disadvantaged Male students (IMD Q1/2) and Female students from the same background is our fourth APP target aim.

a) Closing the equality of access gap between the most economically disadvantaged applicants (IMD Q1) and their peers

The University's previous and ongoing access efforts have demonstrably improved our POLAR Q1 entrant proportion over the previous five years. *Our intake from Low Participation Neighbourhoods is consistently above HESA benchmark, with 18.2% of our young full-time undergraduates from LPN Q1 compared to a location-adjusted benchmark of 13.6% (2017/18).*

The APP dataset, however, points to a specific under-representation of 14-15 pp for 18-year-olds from IMD Q1 relative to the wider population of 18-year-olds (with a related IMD Q2 under-representation of 4-6 pp) across five years. In the latest year (2017/18) we had 150 IMD Q1/2 students studying at the University, circa 3% of our overall population.

We will address the specific target group, and plan the following **strategic target** incremental reductions for this gap. This forms part of our general access activity, narrowing its focus on access towards the identified target group of individuals from IMD Q1 and Asian/Black 18-year-olds (cf.2.2b below), while maintaining our excellent general access from LPNs:

ACCESS	Current	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
IMD Q1	14 pp	Preparation	11	8	5	2	0

By 2025 to have access and admissions activity and academic provision that is as attractive and accessible to those in the most deprived areas in our region as it is to others, so that those individuals can reach their full educational potential. *Closing the equality of access gap between the most economically disadvantaged applicants (IMD Q1) and their peers is our first APP target aim.*

Our objectives to meet this strategic aim are to:

- Examine why we are not appealing to the IMD Q1 group, tailoring our messaging and outreach activity to address some of the challenges faced by these individuals by, for example, articulating our support for

those with health/disability issues, our approach to skills development/training for employment, the long-term impact of HE – including Degree Apprenticeships – on betterment of life chances), etc.

- Specifically target potential applicants, and their educators and influencers, in the small regional pockets of most deprived IMD Q1 areas in the South East.

b) Closing the equality of access gap between Asian/Black 18-year-olds and their peers

The University’s Asian 18-year-old intake is joint weakest in the UK, with a gap of 7 pp in the latest year. The Black 18-year-old access gap is smaller, but still poor in sector terms.

The percentage point difference between the University’s actual and average offer rates for 18-year-old applicants by ethnicity has generally been statistically insignificant (UCAS End of Cycle 2018 equality measures), evidencing that the University’s admissions processes are fair and consistent. Therefore, the challenge for the University is to encourage more Asian and Black applicants *to apply* to the University, and for more of those applicants, having received an offer, *to choose Chichester*.

Compared to the IMD Q1 access gap above, it is imperative that we address both Asian and Black access gaps completely by 2024-25, and **we have therefore set stretching incremental and final targets as below.**

ACCESS	Current	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian	7 pp	Preparation	6	4.5	3	1.5	0
Black	2 pp		2	1.5	1	0.5	0

Our 2019/20 Students’ Union President, consulted on development of this Plan, wrote:

There are issues the University and the Students’ Union can overcome, making the University a more multicultural and diverse place to live therefore reassuring BAME students that Chichester is the University for them! I believe it is near impossible to have one-person represent such a large diverse group of people. Involving more BAME students will be a large step towards creating a familiar environment with students.

Our strategic aim is by 2025 to have created as accessible, representative and nourishing a learning community for BAME applicants seeking a personal, pastoral, scholarly, supportive, aspirational and non-urban tertiary academic experience as for other learners. Closing the equality of access gap between Asian/Black 18-year-olds and their peers is our second APP target aim.

Our objectives to meet this strategic aim are to:

- Acknowledge that the University is not sufficiently attractive to a notable proportion of potential young BAME – Black, Asian, and Other – applicants (*Students’ Union incoming and outgoing Presidents’/Vice-Presidents’ comments in June 2019 are clear and detailed on this, and inform these objectives*);
- To actively examine and where possible take remedial action – such as through the Sussex Learning Network’s (SLN⁵) BAME mentoring project – to address the issues we find, including, as appropriate, changing our provision/facilities, improving diversity representation in our marketing materials, and reviewing how and to whom we promote the University;
- Actively challenge any unconscious bias within our marketing, recruitment, admissions and other provision and processes through staff development, reflection on our practices, and by positively, visibly valuing and celebrating the achievements of our BAME students;
- Proactively show potential young BAME applicants (within our regional recruitment area and beyond) that the University’s personal, pastoral, scholarly, supportive, aspirational and non-urban tertiary academic experience is welcoming to them: as our Students’ Union Vice-President 2019/20 wrote:

...this university is fairly accommodating to black students. However, I feel like this University does need to show that we have BAME students here and that these students do really well.

- Consider intersectional approaches to attracting, for example, Asian females living at home, including involvement of external communities and organisations; reviewing our outreach activity; and gaining

⁵ sussexlearningnetwork.org.uk/

insight to challenges faced by BAME learners, before starting their learning journey *and* when outside the university.

Our early and immediate work is important to influence positively our BAME recruitment *now* in order to see data improvements for 2020-21 entry, and begin to narrow gaps laid out in annual improvement milestones.

c) Closing the equality of attainment gap between all BAME students and their peers

It has been really difficult for me to accept that coming from a BAME background has set me up for a lower chance of achieving a first or an upper 2:1... [universities must] “truly capture the authentic voices shared by individual students about their experiences.”⁶

Our current BAME attainment gap is 12 pp, putting us *just under the sector mid-point of 13.2 pp* (only one UK HEI shows a deficit in *non-BAME* attainment). Our BAME numbers are relatively small, so this measure is volatile. With the ambition to reduce the Black/Asian access gap set out above, this will change. This gap requires preliminary acknowledgement that there will be potential conscious/unconscious bias in our institution. Visible senior management commitment to removal of racial inequities (as set out in our *Strategic Plan 2018-25*) is essential. One of our Academic Leads, a BAME member of staff, said:

I found the strategic aim to eradicate our BAME attainment gap by 2024/25 particularly bold. I do believe that this will be an achievable albeit challenging ambition. I have every confidence that we can get there. We do listen to our students, and we do act on their feedback.

Another Academic Lead articulated experience of working with BAME students, noting these students had spoken of feeling isolated and ‘different’, and were often facing complex, cumulative challenges including parental/care and work/money responsibilities. Our approach is to dispel any residual myths that BAME students are less confident, able or diligent than non-BAME peers, and instil in them a legitimately strong sense of entitlement towards our support services, resources and opportunities.

Taking an evidence-based, best practice starting position, we will adopt the five steps to improve BAME student outcomes in the NUS/UUK *Closing the Gap* report (strong leadership; conversing about race and the attainment gap; racially diverse and inclusive environments; analysing the data/evidence; using applied research on what works).⁷

Our strategic aim is by 2025 to have created a diverse and inclusive context, culture and curriculum through which all BAME students are able to achieve their full attainment potential. Closing the equality of attainment gap between all BAME students and their peers is our third APP target aim.

We may need to recalibrate our interim targets during the period, but to set any less stretching target is unjustifiable, and given this steep challenge we have built in outer end years acceleration to our **stretching incremental and final targets** as below.

ATTAINMENT	Current	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
BAME	12 pp	Preparation	10	8	5	2	0

Our objectives to meet this strategic aim are to:

- Take an honest, authentic and good faith approach to increasing opportunities for students and staff to talk confidently together about race, BAME lived experiences/identity, and the BAME attainment gap, towards practical solution-focused, co-designed/co-owned outcomes.
- To embark on development of an inclusive curriculum framework embedding the principle and practice of inclusivity and representation across the whole academic cycle.

⁶ A.E.Adebisi *As a black student, I know why our grades are worse...* The Guardian, 2 May 2019 [theguardian.com/education/2019/may/02/as-a-black-student-i-know-why-our-grades-are-worse-universities-dont-listen-to-us](https://www.theguardian.com/education/2019/may/02/as-a-black-student-i-know-why-our-grades-are-worse-universities-dont-listen-to-us)
⁷ [universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf](https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf)

- To base our theory of change methodology on the tried and tested model of Kingston University applied to The University of Chichester context, culture and curriculum.⁸

Some of the groundwork in 2019-20 will pave the way for short-term improvements, but deeper curriculum change will take longer to demonstrate attainment metrics value, as three-year programmes run through.

d) Closing the equality of attainment gap between economically disadvantaged Male students (IMD Q1/2) and Female students with the same background.

By 2025 to have better understood and more effectively implemented approaches to social/educational mobility, motivation and transition to study, and models of supported work/study that significantly enhance attainment and life chances for economically disadvantaged Males in our region. Closing the equality of attainment gap between economically disadvantaged Male students (IMD Q1/2) and Female students with the same background is our fourth APP target aim.

The University's 19 pp gap for economically disadvantaged Males' attainment is the worst of our benchmark group and is one of the worst in the sector (currently at 3.8 pp). Given this starting position, it is considered too stretching to close the gap entirely within the first five years of action, and we have committed to the following **stretching incremental and final targets**. Clearly, should improvement accelerate, our incremental targets will be appropriately recalibrated during the period.

ATTAINMENT	Current	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
IMD 1/2 Male	19 pp	Preparation	18	15	12	9	6
<i>Subject to recalibration during progress</i>							

Our objectives to meet this strategic aim are to:

- Take an honest, authentic and good faith approach similar to that above to understand challenges and motivations for IMD Q1/2 Male students better and attain towards practical outcomes.
- Continue development of alternative, credible and educationally/socially mobile routes to graduate status to meet a greater variety of learner demands/markets, including employees, employers and others not wishing or able to undertake traditional full-time undergraduate study.
- Review key processes designed to offer targeted support to economically disadvantaged Male students, with interventions available to the wider student body.
- Trial gender specific consultation groups in 2019/2020 in advance of implementing the APP plan 2020-2025 to better understand gender split in support of attainment.

3. Strategic measures

Overview

The University of Chichester has a proud tradition of serving local and regional communities, and facilitating the journey to and through HE for a wide range of so-called 'non-traditional' students. These include those recruited from local coastal strip/regional rural areas characterised by pockets of socio-economic deprivation and lower levels of participation in HE (see earlier maps).

We continue to perform well against relative benchmarks and across a range of metrics relating to under-represented groups. This is the result of working with a particular inclusive ethos across the student lifecycle – from pre-entry outreach/support, to admission/transition, to on-course learning, teaching and student engagement support, to graduate progression to postgraduate study and/or employment, over many years.

Our enrolment of over 110 Degree Apprentices in 2018/19, with numbers set to double for 2019/20, for example, demonstrates our whole provider approach to alternative provision, engagement with flexible routes to HE, and collaborative practice with local/regional employers and the business community.

The APP dataset, however, confirms where gaps of significance lie. We can and will continue to open up access to 18-year-olds from IMD Q1/2 as this is a key part of our institutional mission. Moreover, widening

⁸ kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/our-inclusive-curriculum/inclusive-curriculum-framework/

participation by Asian/Black 18-year-olds is enshrined in our *Strategic Plan 2018-25* (and in associated institutional KPIs).⁹

Our whole provider strategic approach in the context of both access and participation is evidenced in our 2019-20 APP, which clearly demonstrates how staff across the University are actively and integrally involved with access and participation, how senior management/governing body is fundamentally committed to access and participation, and how broad and diverse student engagement in formulation, support and evaluation of access and participation is embedded.

Alignment with other strategies

Fundamental to ensuring continual improvement in relation to inclusivity at all stages of the student lifecycle is our **Community Commitment Charter** (chi.ac.uk/search/course-search/why-chichester/student-contract). This was co-developed by the University and the Students' Union, and co-signed by the Students' Union President and the Vice-Chancellor. Everyone – students and staff – is charged with meeting the Charter obligations. It is re-approved annually by Academic Board, contains a number of references to inclusivity, harmonising with our **Institutional Core Values**¹⁰, and opens with the following joint commitment:

As a community, individually and collectively, we are considerate and respectful of others at all times. We seek to ensure a safe and supportive community and respect the diversity of its members. We show consideration for all members of both the University community and the wider community. We are polite and courteous and act as we would wish others to behave towards us. We constantly strive for a safe, secure campus and a considerate community.

Our APP supports and benefits from our broader **Equality & Diversity Policy**¹¹, and in the introduction to our *Inclusivity, Equality & Diversity Annual Report, 2019*, the Vice-Chancellor wrote:

We recognise the importance of every individual...and know that our culture has to be inclusive, equality has to be embedded, and diversity has to be recognised, valued and celebrated across all our endeavours.

Our cross-institutional approach to **Teaching, Assessment and Curriculum Design** is to provide every student with a high-quality, personalised and accessible learning experience. We build up confidence, aspirations and resilience through, for example, access to our resident Royal Literary Fund Fellow, whose contribution is to develop students' academic writing skills. Student retention and progression is enhanced by our proactive learning and information services that support student learning needs, including through development of our digital learning environment (eg. embedding online submission/assessment).

Student Wellbeing & Safeguarding begins with our *Transition to University* programme that signposts access to support services for new students before arrival to ensure we meet their expected needs at the start of their programme. This is particularly useful for targeted students such as carers, care leavers, mature students, students with a disability, students with mental health concerns, and where necessary we offer assistance in co-ordinating a support package with local/home NHS services. Alongside welcome and induction activities, parents from Low Participation Neighbourhoods (LPNs) in particular access our Welcome Parent Talks to understand better how HE works and enable supportive three-way dialogues (student, parent, University) in a number of cases.

Many LPN background students thrive in HE, while others are challenged by real or perceived obstacles, support needs or new environment relationships. The greater number of factors to be overcome, the more at risk a student is of withdrawal, so we use available student data to set challenge thresholds and prioritise intervention.

Partnering with the **Students' Union**, Student Ambassadors and specialist staff, our **Student Support & Wellbeing Services** team offers confidential, accessible advice through the student lifecycle on academic, accommodation, mental/physical health, welfare/ safeguarding, disability, and student life concerns. Initiatives

⁹ chi.ac.uk/about-us/mission-and-vision/university-chichester-strategic-plan-2018-2025

¹⁰ Create a supportive environment that celebrates diversity and champions equality; Take a stand against prejudice; Foster mutual trust, as well as honesty and integrity; Help respect flow through all areas of the University community.

¹¹ d3mcbia3evjswv.cloudfront.net/files/Equality%20&%20Diversity%20Policy%202018-21.pdf

include specific reach out to vulnerable students, with a greater proportion of LPN students accessing our 'coffee club' weekly activities designed to help self-esteem and mental health self-management.

The University's **Student Money Advice Service** provides information about forms of financial support available from government and other independent bodies, as well as practical budgeting advice. Our University Hardship Fund complements our bursary package and prioritises students from backgrounds indicating particular needs (low income, ongoing specialist course costs, work placement transport costs) and the specific needs of estranged students, care leavers and single parent students.

Our **Employability Strategy** upholds strong links with opportunity providers/employers, recognising learner diversity, and ensuring employability encompasses a visible careers/enterprise focus. This encompasses our Professional Mentoring Programme and GraduateOn scheme, and we run on campus jobs fairs, and employer/graduate employment conferences/events. We are also rapidly growing employability support for Degree Apprentice applicants, who concurrently apply for study and employment.

3.1 Strategic measures

The University of Chichester has not previously worked with a Theory of Change model. In reference to a specific example of this model provided at the OfS *Access and Participation Plans Briefing Event* (21 March 2019) and *Evidence and Evaluation* workshop (1 April 2019), we have for some time extended our outreach activity to primary level without fully understanding how/if this specifically and causally leads to improved access to HE. The Theory of Change approach has challenged us to reflect on the evidence, value-for-money, effectiveness, and evaluative rigour of our historical approaches.

Harrison and Waller's 'small steps'¹² approach to the transformative application of a 'theory of change' enables us to understand how the desired changes that we have mapped in our particular targets over five years is expected to happen through the proposed activities, interventions and conditions we have identified as appropriate for our particular University. Harrison and Waller's article acknowledges both the potential of optimised 'reflective practice' by those engaged with conceiving and evaluating access and participation activity, and the need for evidence-informed and intermediate evaluation to enable a variety of forms of causality and impact measurement, and refinement of both process and practice through a more longitudinal span.

Also acknowledged by Harrison and Waller is the tension between "institutional ideas of success" (better overall recruitment, progression, attainment, employment) and the wider remit for outreach, which is about transformational change, educational equality and social justice, naturally aligned to our Strategic Plan's Core Values¹³. To deal with that tension, we seek continuous improvement of our access and participation culture, and associated academic, pastoral and social structures/functions (through academic departments, student services, etc.).

We are a modestly-scaled Higher Education Institution, so we know that colleagues who may not be access and participation *specialists* are fully engaged in enactment of our access and participation mission. We will therefore maintain selected 2019-20 access and participation actions and interventions in the 2020+ period, while identifying one specific strategic measure for each of our four identified targets that will be subject to a 'small steps' theory of change approach.

We are conscious that we can – and wish to – do better in understanding how and evaluating why our activities, interventions and conditions will lead to achievement of the desired changes we have identified in our shorter and longer term targets above. We will plan these and their evaluation in detail during 2019/20, with the assistance of specifically configured student focus groups and informed by close reading of specific theorised texts pertinent to each target (*cf. Section 3.3 Evaluation Strategy below*).

¹² Harrison, N. and Waller, R. (2016) Evaluating outreach activities: Overcoming challenges through a realist 'small steps' approach. *Perspectives: Policy and Practice in Higher Education*, 21 (2-3). pp. 81-87. ISSN 1360-3108

¹³ Wellbeing, Social justice, Personal Growth, Support, Respect, Equality, Diversity, Inclusion, Community, All Faiths/None, Aspiration, Inspiration, Encouragement, Cultural vitality, Intellectual potential, Academic excellence, Freedom from discrimination, Freedom of speech, Freedom of Enquiry.

Adopting an inclusive practice approach includes using co-design methods with students to enable them to engage meaningfully in their own higher education experience. We will tailor our engagement with students in each of our target groups as identified through our data and evaluative evidence as most likely to experience negative differential outcomes. This will ensure that approaches are fit for purpose and have the best possible impact. These approaches will be cognisant of and complement broader strategies that support mental health and safeguarding of students with particular characteristics (as we do anyway), both of which have an impact on sense of belonging and inclusion for students at our University.

Strategic measures

In this section we demonstrate that we have sufficient, adequate and credible measures in place to achieve the aims, objectives and targets stated earlier.

a) Closing the equality of access gap between economically disadvantaged applicants (IMD Q1) and their peers

We will:

- i. Extend Unconscious Bias training already undertaken by Admissions/Recruitment/Marketing staff to admissions tutors and student ambassadors, with further relevant training as appropriate.
- ii. Ensure contextual admissions are deployed as a radical and ambitious way of opening access to these applicants (applies to BAME applicants also): this involves explicit and publicly documented examination of applications for 2020 onwards using a range of contextual data, with standard conditional, unconditional or reduced points offers of up to 40 UCAS points (with no conditions).¹⁴
- iii. Undertake research to understand what schools/colleges we might target for outreach in the most deprived areas (IMD Q1) nearest to Chichester and/or Bognor Regis, where our campuses are located (see earlier maps), and set numerical targets for the numbers we must attract from IMD Q1 to close the specified gap. Involve some of our 150 IMD Q1/2 students in *paid* outreach and 'study buddy' work in their schools/colleges of origin, where they overlap with the local/regional research above.
- iv. Continue to secure above HESA benchmark general intake from LPNs, ensuring that selected high-profile public events at the University (such as our summer STEM festival) provide access opportunities to neighbouring communities to be and feel familiar with our institution and what we do.
- v. Seek support from our University Alumni, Mission Group (The Cathedrals Group), Lay/Church Governors, Honorary Awardees, our regional FE, municipal, industrial, charitable and military partners, and SLN/NCOP¹⁵ to develop imaginative approaches to supported pathways into HE for those least likely to consider this.
- vi. Expand our pre-degree provision to include foundation, access and bridging modules that are offered as 'ways in', expand our Degree Apprenticeship provision to enable more diverse opportunities to 'earn and learn', and continue to offer flexibility in our provision to support students who need to work significant hours while studying (such as, twilight/weekend provision, accelerated/concentrated/online learning models, and accreditation of prior or parallel work-based learning).¹⁶

Key delivery milestones, accountabilities and KPM:

- We have reviewed our introduction of targeted unconditional offer-making (started December 2018), and in July 2019 the Vice-Chancellor's Group commissioned work on contextual admissions. This will be considered again by VCG in advance of 2020 entry application cycle, which commences Autumn

¹⁴ By adopting this approach, we will match the ambition of York St. John University in contextual admissions use.

¹⁵ National Collaborative Outreach Programme officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/national-collaborative-outreach-programme-ncop/

¹⁶ The Catalyst Fund Bridging Module, test-launched in 2019, had a 50% conversion rate on the first cohort, and is being promoted at Job Centre Plus in Bognor Regis and Chichester, as well as with military families at Thorney Island.

2019. *Contextual admissions will be introduced in Autumn 2019, and monitored/refined in each subsequent year of entry from 2020 throughout the 2020-25 APP period under leadership of our Head of Admissions.*

- Research into schools/colleges in local/sub-regional most deprived areas, and best methods of approaching these, to commence formally in 2019/20, to inform a *focussed outreach and engagement action and implementation plan, with numerical annual enrolment targets. This will be developed for introduction in 2020, with delivery by current students, overseen and accounted for by our Head of Admissions.*
- Progress will be reported by Head of Admissions annually to Curriculum Planning Group, chaired by Deputy Vice-Chancellor and ensuring our Pre-Degree, Degree and Degree Apprenticeships portfolio and delivery modes are current and appropriately marketed (including via our partners, networks, alumni and influence leaders) to optimise access and participation of hard to reach groups including this target group.

Key Performance Measure is closure of the access gap between the most economically disadvantaged applicants (IMD Q1) and their peers by 3 pp per annum from 2020 entry.

b) Closing the equality of access gap between Asian/Black 18-year-olds and their peers

We will:

- i. Review our academic portfolio in the light of latest available UCAS data on applications, offers, and placed applicants by sex, area background, and ethnic group to ensure we have an offering of high value, high status courses that address the complexity of this research.
- ii. Undertake complementary activities that will more fully engage both current and potential BAME students (including recipients of The University of Chichester BAME Student Bursary 2019/20) to help us better understand BAME students' perceptions of what was/was not attractive about their journey to HE in general, and to this University in particular. This will help us to identify how we can best adapt the presentation and, indeed, substance, of our offering to prospective students.¹⁷
- iii. Similarly, convene focus groups with BAME pupils from partner schools/colleges and work with the University's BAME Students Group, collaborating with the Students' Union to drive visibility of BAME students in our outreach, engagement and Open Day activities¹⁸. This builds on SLN's support of our bespoke BAME mentoring programme in July 2019 (in preparation for this APP's period) identifying three academic/professional services staff, including our STEM Inspiration Officer (a BAME role model) to work with consultants in designing/initiating a West Sussex schools/colleges programme.
- iv. Additionally, noting relative lack of ethnic diversity locally, develop closer outreach relations with schools/ colleges in regional areas of greater ethnic diversity (eg. South London via our History Matters/African Diaspora work, and through our Croydon, Redhill/Reigate, Crawley college partnership networks).
- v. Mark key dates for the six major world religions (Christianity, Islam, Hinduism, Buddhism, Sikhism, Judaism)¹⁹ and significant national events (Black History Month, Holocaust Memorial Day, International Women's Day) and check our support for students undertaking exams during Ramadan.

¹⁷ This approach recently identified lack of single sex accommodation, dietary provision (Halal, Kosher, etc), specialist hairdressing facilities as potential barriers for some students. Our Students' Union President 2019/20 is a BAME ex-student, now in an influential role, will seek strong engagement with BAME students in this pre-2020 period.

¹⁸ Our BAME student group is facilitated by our Director of Student Support and Transition. Some coordination will be developed so that this relatively small group of students are not bombarded with requests, and we will hear/listen to the 'authentic voices and experiences' of diverse BAME students, some of whom will have specific social, cultural, religious and other needs that we need to identify, understand, and act upon.

¹⁹ cf. Interfaith Network UK interfaith.org.uk – the University's Anglican origin is well documented, as is our Strategic Plan's commitment to those of all faiths and none.

Key delivery milestones, accountabilities and KPM:

- As above, *contextual admissions introduced in Autumn 2019, and monitored/refined in each subsequent year of entry from 2020 throughout the 2020-25 APP period under leadership of Head of Admissions.*
- Head of Admissions, with input from Director of Student Wellbeing and Transition, will develop a *BAME-focussed outreach and engagement action and implementation plan in 2019/20 – with West Sussex and South London regional partner schools/colleges, SLN, and with our own BAME students – detailing numerical annual enrolment targets for introduction and delivery from 2020.*
- As above, progress reported annually to Curriculum Planning Group by the Head of Admissions.

Key Performance Measure is closure of the access gap between Asian/Black 18-year-olds and their peers by respectively 1.5 pp and 0.5 pp per annum from 2020 entry.

c) Closing the equality of attainment gap between all BAME students and their peers

We will:

- i. Review our academic portfolio in the light of latest available UCAS data on applications, offers, and placed applicants by sex, area background, and ethnic group to ensure we have an offering of high value, high status courses that address the complexity of this research.
- ii. Address BAME students' potential lack of 'belonging' by considering how to – best and most visibly – facilitate conversations and representations through the University and Student's Union to find the necessary solutions and outcomes for this objective.²⁰
- iii. Reject deficit models of BAME attainment gap responsibility, applying student/research/evidence-based, high quality precedents/exemplars to embed inclusion and representative in our portfolio, curricula and pedagogies.²¹
- iv. Adopt a 'small steps' theory of change, and the design pedagogy model of conception, design, implementation and operation of curriculum enhancement and evolution, while evaluating and adjusting, as part of a loop of continual improvement and cultural change.²²

Key delivery milestones, accountabilities and KPM:

- From 2019-20 onwards, Deputy Vice-Chancellor, representing University senior management will work with BAME staff/students and the Students' Union President *to implement a highly visible symbolic institutional action per annum.*²³
- Director of Student Wellbeing and Transition will plan – with BAME Student Group input – pastoral, well-being, financial or social interventions in the student lifecycle, logged/reviewed through the APP period, that facilitate reflection on BAME visibility, identity, inclusion and attainment, *and evidence development of year-on-year BAME equality of entitlement to our support services, resources and opportunities.*
- Academic Heads/Directors, through Curriculum Planning Group and Learning, Teaching & Student Experience Committee, will take a proactive and evidence/literature-based approach to developing a

²⁰ Husbands, D. *Universities must listen more closely to their BAME staff and students.* The Guardian, 8 Jan 2019. [theguardian.com/education/2019/jan/08/universities-must-listen-more-closely-to-their-bame-staff-and-students](https://www.theguardian.com/education/2019/jan/08/universities-must-listen-more-closely-to-their-bame-staff-and-students)

²¹ Introduction of Engineering, Law and Computer Science provision, and greater engagement with Health & Social Care, will (and has already) see an uplift in the number of BAME students and staff attracted to the University.

²² That is, from curriculum development and revitalisation, through teaching and learning, to assessment, and finally to programme review, modification and revalidation. kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/our-inclusive-curriculum/inclusive-curriculum-framework/

²³ Such as inviting BAME keynote speakers to speak to our academic disciplines; commissioning a permanent voluntary photographic display of BAME staff, students, governors, alumni and honorary awardees; etc.

discipline-specific inclusive portfolio, curriculum, pedagogy and attainment improvement strategy where BAME attainment disparity is identified. *Each year across the APP period, one of our five Institutes will showcase how it is adopting this principle and practice.*

- Director of Quality and Standards will report annually to Curriculum Planning Group on BAME/peer attainment trends, noting disparities and monitoring department/institute action plans/progress to address these.

Key Performance Measure is closure of the access gap between Asian/Black 18-year-olds and their peers by 2 pp accelerating to 3 pp per annum from 2020 entry.

d) Closing the equality of attainment gap between economically disadvantaged Male students (IMD Q1/2) and Female students from the same background

We will:

- i. Continue development of alternative, credible, educationally/socially mobile routes including Degree/Higher Apprenticeships, based on our established 2019/20 provision of 200+ DAs (fee free, work-based learning, longer four-year education span), plus upskill/reskill opportunities, block delivery, credit accumulation, prior experience top-ups to enhance attainment, attract this identified target group, and improve attainment levels in the wider workforce.
- ii. Further exploit our already excellent and established network of small to large employers, businesses and the C2C LEP, as well as raising awareness in schools and colleges of non-traditional ways to undertake Higher Education programmes and attain well.
- iii. Review our early, targeted interventions (eg. our STEP: Student Transition & Participation programme) to aid retention and improve attainment. Delivered by our Student Support and Wellbeing team, key factors determining STEP participation include entry route, term-time jobs/hours worked weekly, first to attend HE in family, family estrangement, financial position, household income and POLAR data.²⁴ The team wish to engage gender specific consultation groups to better understand gender split in support needs.
- iv. Enhance use of our Student Attendance Monitoring and Student Money Advice systems for 'early warning' of non-attendance, diagnosis of lowered participation and/or identification of financial hardship, enabling swift, appropriate intervention. Students progressing from schools/colleges where entry to HE is not the norm can struggle with transition to the academic requirements of University-level teaching/learning.²⁵ Our Academic Adviser scheme provides accessible academic skills support and guidance, with expected standards of engagement, emphasis on widening access students' needs, and delivery in person or online.
- v. Review annually and longitudinally – with students – the financial support provided through the University's Hardship Fund to economically disadvantaged Male students to align with specific student needs, and ensure best value for money and focused impact on attainment.

Key delivery milestones, accountabilities and KPM:

- Director of Student Wellbeing and Transition will tailor specific academic, pastoral, well-being, financial or social interventions in transition to HE and student lifecycle, logged/reviewed (using our diagnostic and monitoring technology where appropriate) through the APP period, towards better understanding of the challenges, motivation, support and enhancement of attainment for this target group compared to peers.

²⁴ A higher than average proportion of LPN students are supported both by Student Support services and their academic department with their permission throughout the year.

²⁵ Research in social work and related professions reveals a disproportionate failure rate for men, and particularly BAME and working class men. The conclusions typically are that men fail because of 'lack of reflective ability', but we contend these men (intersected with BAME) do not necessarily 'speak the language' of their educators and links to themes such as cultural capital and social confidence.

- Curriculum Planning Group to ensure our Pre-Degree, Degree and Degree Apprenticeships portfolio and delivery modes enable educational and social mobility, drawing on our business/industry partnerships and networks to optimise access and participation of this target group.
- Director of Quality and Standards will report annually to Curriculum Planning Group on this target, noting disparities and monitoring department/institute action plans/progress to address these.

Key Performance Measure is closure of the attainment gap between economically disadvantaged Male students (IMD 1/2) and Female students from the same background by 3 pp per annum from 2020 entry.

3.2 Student consultation

The University of Chichester Students' Union plays a very important role in supporting students, working reciprocally and mutually with the University's other services to benefit and assist students in optimising their experience during their time with us. The SU is therefore integral to the planning, monitoring, evaluation and delivery of our access and participation work.

Members of the Student's Union Executive meet regularly with the Vice Chancellor's Group and Directors of Professional Services, ensuring through these channels that the University is addressing the needs and concerns of students. The President of the Students' Union sits on the Board of Governors and the Academic Board, with SU representation on the Academic Standards Committee, the Learning, Teaching & Student Experience Committee, and the Research and Enterprise Committee.

The Student 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. Paid Student Ambassadors assist with outreach and engagement activities throughout the year, and have opportunity to feed in proactively to these as they are implemented. Over 270 trained and supported Student Representatives provide a conduit between academic programme staff and students for feedback and forward on student experience, satisfaction and outcomes.

This Access and Participation Plan has been shared with a range of our students, who have fed back to the Deputy Vice-Chancellor directly. It has additionally been shared with the outgoing *and* incoming President and Vice-President of the Students' Union. Their feedback, which was rich, helpful and positive, was stitched into the developing drafts of this document. The Students' Union, and specific groups of students, will continue to be instrumental as 'critical friends' to the University as we implement and evaluate this plan on an ongoing basis. This Access and Participation Plan was also shared with the Vice-Chancellor's Group, the Senior Management Team, and the Board of Governors prior to its submission.

3.3 Evaluation strategy

To develop our robust and credible evaluation strategy, both demonstrating continuous improvement in practice through the five year plan, and enabling the outcomes of evaluation to influence practice, we returned to Harrison and Waller's original 2016 text²⁶. Its transformative 'theory of change' approach to understanding the particular contributions, inferences and impact is helpful in understanding 'what changed', 'what caused the change' made by our discrete activities, and 'what might drive further change' in our future activities.

To ensure a considered and critical approach to *realist evaluation*, which Harrison and Waller consider the embodiment of a 'theory of change', we have used these questions to develop an **Evaluation of Transformation Matrix** for completion over the APP period (cf. Section 3.4 below). Responsibility for populating the matrix, evaluating actions/activities *in terms of their 'small steps' towards transformational effectiveness*, identifying lessons learnt from approaches that have not worked as well as expected, and generation of credible claims in respect of Pawson's query 'What works, for whom, and in what

²⁶ Harrison, N. and Waller, R. (2016) Evaluating outreach activities: Overcoming challenges through a realist 'small steps' approach. *Perspectives: Policy and Practice in Higher Education*, 21 (2-3). pp.81-87.

circumstances?’²⁷ (as opposed to noting the outcomes of actions and activities) will sit with an APP Evaluation and Monitoring Group, chaired by the Head of Planning.²⁸

Our whole provider approach to an overarching, evidence-informed theory of change is that we intend to demonstrate significant positive impact for the underrepresented groups we have identified, and will adjust activity accordingly as we progress the reflexive and continuous improvement we require to ensure this primary outcome is achieved.

Harrison and Waller’s five guiding principles for evaluation, relating to theories of change, measurement, causality, timescales and disadvantage, are at the heart of this evaluation strategy, as is their caution around ‘confusion of successes’ that distracts evaluative effort from determining the effectiveness of addressing identified structural educational inequalities.

Financial support evaluation

Our investment in financial support (as detailed in the Appendix below) will be evaluated rigorously throughout the five-year period of this Access and Participation Plan to ensure it has, and continues to have, the most positive impact on our identified target aims. We point to earlier reporting on our APPs as evidence of our previous commitment to understanding the value for money, impact, and return on investment of our financial commitments to access and participation in other years.

As we have done in setting our targets for this 2020-25 period, we intend to use this opportunity to refresh what we evaluate, how we do that, how we measure impact, and how we fold the findings back into habitual continuous improvement to further our evidence-led, strategic approach to access and participation. We therefore intend to access the following:

- **The OfS Survey Tool** will be utilised by the Head of Planning, in collaboration with members of the APP Evaluation and Monitoring Group and other University colleagues, to help us understand how the range of financial support detailed in the APP is used and valued by its recipients, how it affects their academic, personal and social outcomes, and if/how it impacts their perception of ‘belonging’ or ‘attachment’ to the University. The qualitative results from this research method will complement to statistical data produced through use of the statistical tool.
- **The OfS Statistical Tool** will be employed by the Head of Planning, in collaboration with members of the APP Evaluation and Monitoring Group and other University colleagues, to enable us to understand the relationship between our financial support and four academic outcomes: retention into second year (continuation); degree completion within five years; degree attainment level or grade; and graduate outcome. This quantitative information will supplement that gained from use of the Survey Tool.
- **The OfS Interview Tool** will be operated by the Director of Student Support and Transition to guide semi-structured, face-to-face interviews to facilitate a more in-depth understanding of the effectiveness of financial support packages from the perspective of students while they are studying including how and why financial support affects academic, personal and social outcomes.

These tools will provide rich quantitative and qualitative data that will inform an Annual APP Evaluation Report that will be summarised in the Evaluation of Transformation Matrix at the end of the document, and presented to the Vice-Chancellor’s Group by the APP EMG Chair (Head of Planning) at the end of each academic year.

The expectation of strong evidence of how this APP’s financial support will help improve outcomes for our targeted underrepresented groups is understood, and we will expect to see demonstration of this improvement – as in our numerical targets for each of our target aims – year on year. We will engage with the colleagues we need to at each stage of evaluation, for example, our Psychology researchers are experienced in data interpretation and will be engaged with this aspect of this work. By the same token, our Students’ Union colleagues will be invited to maintain a keen student engagement with the processes and outcomes of

²⁷ Pawson, R. 2006. *Evidence-based policy: a realist perspective*. London: Sage (p.25).

²⁸ The APP EMG will meet quarterly, with membership including Head of Planning (Chair), Head of Admissions, Director of Student Support and Transition, Head of Financial Planning & Analysis, and President or Vice-President of the Students’ Union. The Group will follow the ethical, safeguarding, legal and risk policies already established in the University.

evaluation. As all data will be anonymised it is anticipated that this mixed methodology approach will provide excellent opportunity for multiple mining, and while we will seek to interpret what we should keep doing, what we might do more of, and what we should do less of, we suspect there will be opportunities for engagement of this material in learning and teaching practice in several of our departments.

3.4 Monitoring progress against delivery of the plan

The University will ensure continuous improvement, including through ongoing monitoring of our progress and performance in achieving our aims as detailed in the Evaluation of Transformation Matrix in the Appendix final page below.

Should progress worsen, two actions may be taken: the first is a detailed analysis of what timely and decisive intervention(s) could be made to rectify performance and return progress to expected pace and/or impact; the second is a recalibration of incremental targets, which would entail either slowing or speeding up the anticipated milestones with a view to still achieving the final target, or a revision of that final target. Should this latter outcome be necessary, the 'lessons learned' analysis will be critical to the process, and would include scrutinising our own and sector performance to understand why progress has not been as planned. In setting stretching targets, it must be acknowledged that – however diligently action is enacted – stretch may prove over-ambitious in its enactment and require the recalibration approach identified.

Monitoring will be formally presented to the Vice-Chancellor's Group, the Academic Board, the Students' Forum, and the Board of Governors (which includes Student Governors) *at the close of each academic year through the APP period*. This aligns with the annual cycle for monitoring of our institutional KPIs, onto which our Access and Participation Plan targets, aims and objectives map.

4. Provision of information to students

The University ensures that current and prospective students are provided with information about the fees they will be charged for the duration of their course by publication of this information clearly on our website at chi.ac.uk/study-us/fees-finance/tuition-fees.

Information about the financial support that students are entitled to as a result of the provisions within this access and participation plan, including the eligibility criteria and the level of financial support students from underrepresented groups will be offered in each year of their studies, is published on our website at chi.ac.uk/study-us/fees-finance/our-financial-support-package.

This Access and Participation Plan is published online at chi.ac.uk/about-us/mission-and-vision/access-agreements, while the University's Admissions Policy, Tuition Fee Policy, Student Contract (which covers the contractual relationship between students and the University), and the Student Protection Plan can be found online at chi.ac.uk/search/course-search/why-chichester/student-contract.

5. Appendix

Finance

In setting out our estimated investment we were cognisant of the Office for Students guidance²⁹, and also of our 2019/20 level of investment across access, success and progression. We have not reported on success and progression investment as this is not required by the OfS, but our commitment to continue to support these appropriately is assured. What we are trying to achieve with the financial support we have allocated is to close/narrow the gaps to the targets we have referred to above.

Access investment

In 2019/20, 4.1% of our Higher Fee Income was invested in Access (£770,557, of which £265,072 was OfS funded and £505,485 was APP countable). This was distributed across WP Outreach (£252,444), VCG activity (£8,671), Central Marketing (£115,558), Recruitment (£379,245) and IT/Student Information Zone (£14,639).

²⁹ No set expectation of investment size, but sufficient to demonstrate credibility and ambition; no requirement to report on investment on success and progression; no business as usual investment, eg. normal recruitment, infrastructure, Equalities Act obligations; proportionate and value for money investment to outcomes ratio.

For the purposes of the Access and Participation Plan from 2020 to 2025, we commit to the following expenditure for Access, disaggregated proportionally across activities that are mainly concerned with post-16 groups, with some pre-16 and adults/communities activity (as noted).

We focus on access for two specific target groups (18-year-olds from IMD Q1 and Asian/Black populations) while continuing to secure above HESA benchmark general intake from LPNs. Our indicative investment includes:

- Carefully selected and high-profile local community/public events at the University.
- Tailored marketing messaging ensuring effective showcasing (to potential applicants, their educators and influencers) of our academic support for Degree Apprentices and traditional students, pastoral/wellbeing student support, skills development/training for employment, the long-term impact of HE, etc.
- Planning Team gathering and analysing contextual admissions data and Admission Team training for use of this data as a strategy for opening access.
- Outreach Team research and targeting of schools/colleges and associated networks for engagement in most deprived areas nearest the University and wider BAME school/college communities, and travel and other logistic costs of access and participation project delivery.
- Payroll costs of Academic/Professional Services staff time spent on planning, delivering, access activities; monitoring/evaluating access and participation activities; research into access and participation.
- Paid student ambassadors/mentors, focus groups, outreach and 'study buddy' work in schools/colleges.
- Supported and expenses for student consultation groups on marketing, outreach, access and admissions as described in this APP.
- Development of new pathways into HE through engagement with our Alumni, Mission Group, Governors, Honorary Awardees, and our regional partners including SLN.
- Subscriptions to the tracking services we current use, membership of collaborative networks that will emerge, and subscription to research resources on access and participation as necessary.
- Expansion of pre-degree, flexible provision and Degree Apprenticeship offer, and review of academic portfolio (calculated as a third of overall cost of curriculum development and quality/standards spend).
- Staff development (including unconscious bias training/refreshment) for marketing, outreach staff, admissions administrators/tutors, student ambassadors, etc.
- Strategic partnership activity with the University of Chichester Multi-Academy Trust.

Financial support

Our financial support is tightly targeted at disadvantaged and underrepresented student groups³⁰, as follows:

- cash bursary of £300 pa. for full-time undergraduate students with household residual incomes up to £25k (approximately one third of our current UG intake/progressing students) – *this bursary is paid at mid-point of each academic year, when we know individual students are continuing into Semester 2. Advertising this level of bursary support through the undergraduate's lifecycle impacts access from this group of disadvantaged and under-represented applicants as it provides assurance to those considering entry to University of Chichester that their access to our institution is a worthwhile investment as we are committed to seeing a return on that investment for the individual by supporting their journey towards completion.*
- allowance of £300 pa. for full-time care-leaver students (approximately 16-20 students pa.) – *this bursary is paid at mid-point of each academic year, when we know individual students are continuing into Semester 2. As in the point above, advertising this level of bursary support through the undergraduate's lifecycle impacts access from this group of disadvantaged and under-represented applicants as it provides assurance to those considering entry to University of Chichester that their access to our institution is a worthwhile investment as we are committed to seeing a return on that investment for the individual by supporting their journey towards completion. For care leavers in particular, it also provides a 'bolster' that supplements other specifically focused support, like 365 days a year access to accommodation, both attracting and sustaining this group to/in Higher Education.*

³⁰ Reserving the possibility of alternative allocation of funds during the five-year period should our evaluation outcomes indicate sub-optimal return of investment, impact and/or value for money.

- University Hardship Fund administered by Student Support and Wellbeing department is nominally set at £175k, but will be reflective of student numbers over the five year span of the APP – *this Fund is disbursed by the Director of Student Support and Transition, throughout the academic cycle, and is advertised as another means by which we unlock real or perceived barriers to accessing Higher Education for those disadvantaged and under-represented applicants who may need this type of support throughout their academic journey.*
- PGCE alumni bursary of £1,000 (*paid in two instalments, at start and mid-point of the course, to encourage progression to PG study*) and PGT alumni fee discount of 15% (*applied at each point of fee payment*). Both these forms of financial support specifically support access into higher level study, and are specifically marketed to undergraduate applicants as a means to attract them to access Higher Education and visualise a successful journey through to further students and graduate employment.

Evaluation and research

We estimate that 0.1 fte of each of the salary cost of the following roles will be devoted to gathering and analysing data for monitoring and evaluation of our APP actions, including the impact, effectiveness and value for money of support on access, success and progression for the target groups, and review of the University's application and acceptance data to monitor correlation between activities and/or changes we undertake and the applications/acceptances that the University receives.

- Director of Student Support and Transition
- Head of Admissions
- Head of Planning
- Director of Academic Quality and Standards
- Chief Marketing Officer

Our BAME Access activity will form the genesis of a longitudinal piece of access, outreach and engagement work over the APP period, and administrative cost per annum will be included to support this activity.

Evaluation of Transformation Matrix (next page)

Evaluation of Transformation Matrix: 'small steps' towards transformational effectiveness

Target aim	Shorthand actions/activities (some repetition across aims)	KPM	When?	What changed?	What caused the change?	What works, for whom, in what circumstances (lessons learnt)?	What did not work (lessons learnt)?	What might drive further change?	Annual review, reflection and revision
<i>Harrison and Waller's guiding principles</i>	<i>Disadvantage</i>		<i>Timescale</i>	<i>Measurement</i>	<i>Causality</i>	<i>Evaluation</i>	<i>Evaluation</i>	<i>Evaluation</i>	<i>Evaluation</i>
<i>a) Closing equality of access gap between most economically disadvantaged applicants (IMD 1) and peers.</i>	Unconscious Bias training								
	Contextual admissions								
	IMD Q1 schools/colleges outreach								
	High-profile public events								
	External/internal stakeholder access support								
	Portfolio/study mode expansions								
<i>b) Closing equality of access gap between Asian/Black 18-year-olds and peers.</i>	Portfolio/market review								
	Current/potential BAME student engagement								
	BAME pupil focus groups/mentors (local/ regional)								
	Marking diverse religious/social dates/events								
<i>c) Closing equality of attainment gap between all BAME students and peers.</i>	BAME students' sense of 'belonging'								
	Inclusive/representative portfolio, curricula, pedagogies								
	Theory of change model of curricular/ cultural continuous improvement								

<i>d) Closing the equality of attainment gap between economically disadvantaged Male students (IMD Q1/2) and Female students from the same background.</i>	Portfolio/study mode developments (with business, etc. networks)								
	Schools/colleges outreach re. access to 'non-traditional' (FT UG) HE								
	Review retention/attainment impact of interventions (STEP, gender specific consultation, SAM, SMA, Academic Advisers)								
	Review retention/attainment impact of Hardship Fund								

**Access and participation plan
Fee information 2020-21**

Provider name: The University of Chichester

Provider UKPRN: 10007137

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation degree	FDa Early Years	£5,500
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Performers College Limited 10055831	£9,250
First degree	Platform One (IOW) Limited 10008430	£9,250
Foundation degree	Worthing College 10007643	£6,195
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		£6,935
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Chichester

Provider UKPRN: 10007137

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£316,462.60	£319,595.89	£323,966.01	£325,697.57	£325,862.48
Access (pre-16)	£15,823.13	£15,979.79	£16,198.30	£16,284.88	£16,293.12
Access (post-16)	£284,816.34	£287,636.30	£291,569.41	£293,127.81	£293,276.23
Access (adults and the community)	£15,823.13	£15,979.79	£16,198.30	£16,284.88	£16,293.12
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£558,416.20	£562,212.40	£567,507.10	£569,605.00	£569,804.80
Research and evaluation (£)	£50,658.00	£51,671.00	£52,704.00	£53,758.00	£54,834.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£11,348,170.00	£11,538,185.00	£11,701,690.00	£11,766,475.00	£11,772,645.00
Access investment	2.8%	2.8%	2.8%	2.8%	2.8%
Financial support	4.9%	4.9%	4.8%	4.8%	4.8%
Research and evaluation	0.4%	0.4%	0.5%	0.5%	0.5%
Total investment (as %HFI)	8.2%	8.1%	8.1%	8.1%	8.1%

Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Chichester

Provider UKPRN: 10007137

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
By 2025, to have developed access and admissions activity and academic provision that is as attractive and accessible to those in the most deprived areas in our region as it is to others, so that those individuals can reach their full educational potential. Closing the equality of access gap between the most economically disadvantaged applicants (IMD 1) and their peers is our first target aim.	PTA_1	Socio-economic	Percentage point gap for access between full-time 18 year olds from IMD Q1 joining the institution and the wider 18 year old population from IMD Q1.	No	The access and participation dataset	2017-18	14 percentage point gap	11	8	5	2	0	Current baseline refers to specific under-representation by 14 percentage points for full-time 18-year old entrants from IMD Q1 relative to the wider population of 18 year olds from IMD Q1, and then how that gap will close over the period.
By 2025, to have created as accessible, representative and nourishing a learning community for BAME applicants seeking a personal, pastoral, scholarly, supportive, aspirational and non-urban tertiary academic experience as for other learners. Closing the equality of access gap between Asian/Black 18 year olds and their peers is our second target aim.	PTA_2	Ethnicity	The percentage point gap for access between full-time Asian 18 year old intake compared to the wider population of Asian 18 year olds is joint weakest in the UK; The full-time Black 18 year old intake gap compared to the wider population of Black 18 year olds is smaller, but still poor in sector terms. The challenge is to encourage more Asian and Black applicants to apply to the University, and for more of those applicants, having received an offer, to choose University of Chichester.	No	The access and participation dataset	2017-18	9 percentage point gap	8	6	4	2	0	Data is combined percentage point gap for Asian and Black 18 year old entrants data compared to wider 18 year old population, with disaggregation in the APP document.
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
By 2025, to have built a diverse and inclusive context, culture and curriculum through which all BAME students are able to achieve their full attainment potential. Closing the equality of attainment gap between all BAME students and their peers is our third target aim.	PTS_1	Ethnicity	Our BAME attainment gap is 12 percentage points, just under sector mid-point of 13.2. Our BAME numbers are relatively small, so this measure is volatile. Actions include dispelling BAME deficit myths; listening to and involving BAME students; ensuring equal entitlement to use of support services, resources and opportunities; developing an inclusive curriculum framework appropriate to our context and culture.	No	The access and participation dataset	2017-18	12 percentage point gap	10	8	5	2	0	May need to recalibrate interim targets during period, but to set any less stretching target is unjustifiable. Given this steep challenge we have built in outer end years acceleration to incremental and final targets.

