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Social Media

- Facebook: University of Chichester
- Twitter: @chiuni
- Instagram: @universityofchichester
- Snapchat: chiuni



University
of
Chichester

Strategic Plan 2018-25

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OUR MISSION AND VISION

Our Mission

To provide outstanding education,
advance knowledge and benefit the world.



Our Vision

To achieve national and international recognition for
the excellence of our teaching, research and innovation.
We will secure full acknowledgment as an outstanding
university with a strong externally-facing focus. As the
only university in West Sussex, we recognise the
economic, social and cultural importance of 'place'
and the need to meet both local and global challenges.

Our Core Values



Wellbeing
Social justice
Personal growth
Environmental sustainability
Equality, diversity, inclusion

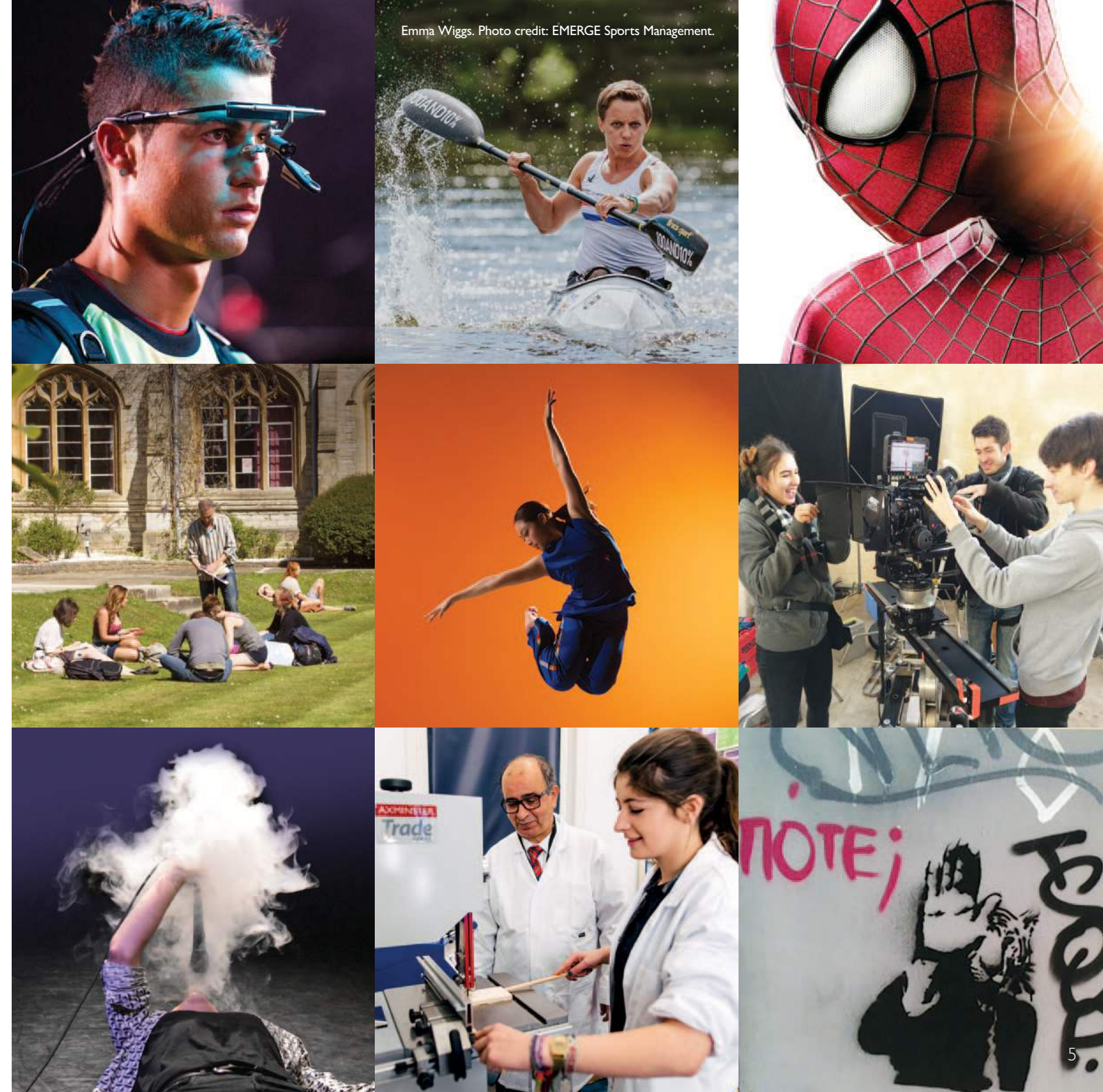
Aspiration

Encourage
Inspiration
Cultural vitality
Intellectual potential
People of all faiths or none

Community

Academic excellence
Freedom from discrimination
Freedom of speech
Freedom of enquiry
Economic growth
Respect

Innovation



Emma Wiggs. Photo credit: EMERGE Sports Management.

Our Alumnus Antony Potheary
aka Alfie Ordinary MA Performance
Theatre 2014 Drag Prince, award
winning international performer.

Aspiration

Encourage

Delivering our Key Strategic Themes

We will strengthen the distinctiveness of the Chichester student experience as high-quality, personalised, accessible and aspirational

HOW WILL WE ACHIEVE THIS OBJECTIVE?

- Inspire and motivate staff and students to work together in effective ways to ensure that we continue to be a University that is known for delivering outstanding learning and teaching informed by high-quality research
- Build up the confidence, aspirations and resilience of every student through an engaged and responsive admissions, academic advisor and module co-ordinator system so as to optimise student retention and progression
- Continue to provide a proactive, accessible and bespoke range of centralized student support and wellbeing services
- Ensure that all our staff recruitment and interview processes include an essential requirement to understand and actively embrace our distinctive sensibility, the qualities, values and characteristics expected of everyone working for our University
- Enhance the digital literacy of staff and systematic development of our digital learning environment to ensure that it meets the present and future learning and teaching needs of our students and staff
- Embed both employability and enterprise education in all undergraduate and taught postgraduate programmes
- Equip our students to make the most of life opportunities

KEY PERFORMANCE INDICATORS

- Annual improvement in NSS and DLHE metrics
- Positive measures for student access and retention
- Achievement of TEF 'Gold' and Ofsted 'Outstanding'

OUTCOME

- The University gains a strongly differentiated position in the highly competitive HE landscape

We will increase the size and diversity of our student body

HOW WILL WE ACHIEVE THIS OBJECTIVE?

- Careful consolidation and management of the current portfolio
- Development and marketing of an attractive, adaptable and industry/ profession/ employer-focused academic portfolio, with sub-degree, pre-sessional, accelerated, standard UG/PG, top-up, higher/degree apprenticeship, professional and year abroad/sandwich provision
- Incremental growth in home, international, undergraduate, postgraduate, and degree apprenticeship enrolments
- Adherence to the principles of equality and diversity including purposeful engagement where possible with BAME influencers, for example, as honorary awardees, mentors, and advisors, as well as in our academic and external communities
- Careful management of incremental growth in student numbers by Estates Management, Academic Registry, Student Welfare, Learning & Information Services, and other University Professional Services

KEY PERFORMANCE INDICATORS

- The University's total FPE will increase to circa 7,400 by 2025 entry
- The University will have at least 600 Degree Apprentices enrolled by 2025 entry
- The University's total UG/PG international students will be 10% of total FPE by 2025 entry
- The University's student population will exhibit greater diversity as new entrant BAME numbers rise by 2025 to match our current benchmark of 18.8%

OUTCOME

- The University becomes more diverse and strengthens its financial sustainability

Respect

Personal growth

Equality, diversity, inclusion

Brian Lobel is one of our Readers in Theatre. He creates performances about bodies and how they are watched, policed, poked, prodded, and loved by others.



We will provide an excellent staff experience based on the core values of the University community

HOW WILL WE ACHIEVE THIS OBJECTIVE?

- Enhance our recruitment, selection and induction practices to deliver an excellent candidate experience at every stage of the engagement process
- Create the capability needed for future success by tailoring a programme of professional development opportunities to encourage and support innovative thought and activity in individual and team professional practice
- Develop career progression routes and opportunities, recognising individual and team contributions that embrace and support the University's core values and objectives
- Review our approach to performance management in order to support, motivate and engage individuals to take responsibility for their own performance and development and to adapt to continuous change
- Improve pay and reward mechanisms that align with the University's objectives whilst remaining agile and competitive in the external market
- Equip our leaders with the skills and behaviours necessary to address organisational changes and empower staff to develop ideas and make them happen
- Work in partnership with managers, staff and trade unions to improve our people management practices and approaches to staff engagement
- Promote inclusion of staff at all levels, demonstrating that a University community is enhanced by engaging diverse, talented individuals from many different heritages and backgrounds
- Place health and wellbeing at the heart of the experience of working at the University, offering relevant interventions and services

KEY PERFORMANCE INDICATORS

- Positive results in Staff Survey
- Low staff turnover rates
- Improved distribution of employees across the age ranges

OUTCOME

- The University continues to recruit and retain high quality staff

We will achieve disciplinary and cross-disciplinary excellence in research and innovation

HOW WILL WE ACHIEVE THIS OBJECTIVE?

- Through a supportive research environment in which all of our academics are both encouraged and expected to contribute to knowledge creation through research, so that 'all of our teachers research and all of our researchers teach'
- Maximising the impact of all of our research for economic, health, quality of life, environmental sustainability or other societal benefit through publication, pedagogical development, the influencing of professional practice and forging external collaborations
- The targeting of funding opportunities that closely align with the University's areas of research and third stream activities
- Raising the standing and recognition of the University's research through high achievement in the 2021 Research Excellence Framework (REF); this in turn will support the growth of our postgraduate research student community
- The support of inter- and cross-disciplinary research and collaborations within the University, with other universities in the UK and overseas, with industry and with other bodies; this will include the establishment of research centres, international collaborative research projects and Knowledge Exchange Partnerships (KTPs)
- The support of entrepreneurialism and the creation and protection of intellectual property through patent protection, consultancy, licencing and the creation of spin-out companies
- The encouragement and support of spin-in opportunities via the establishment of an Enterprise Park

KEY PERFORMANCE INDICATORS

- Growth of research and third stream income to £6m during the 2020-21 financial year– (i.e. to c.10% of annual turnover) – and greater than 10% of turnover thereafter on a rolling 3 year average
- Achievement of HEIF funding from the 2018-19 financial year onwards
- Success within REF 2021, including submission of new units of assessment – including 10 place uplift in the overall GPA ranking in REF 2021

OUTCOME

- The University gains increased national and international recognition for academic excellence

Academic excellence

Innovation





Intellectual potential

Freedom from discrimination

We will increase external academic engagement, meeting regional needs and securing national and international recognition

HOW WILL WE ACHIEVE THIS OBJECTIVE?

- Mapping, aligning and developing the University's external academic engagement to further the University's role as a credible and authoritative anchor institution for West Sussex
- Ensuring our academic provision is aligned to the region's economic, educational and cultural needs, and that it gains traction with national and international markets and audiences
- Maximizing our presence and visibility and extending the reach and contribution of our learning community in the wider region
- Taking a proactive approach to national and international reputation enhancement, through skilful, expert work in international, partnership, press/media, and portfolio development

KEY PERFORMANCE INDICATORS

- Number of new programmes meeting regional needs for enhanced health and social care, higher skills in engineering, digital and bio technologies, legal and knowledge intensive services
- Growth in engagement with external organisations
- Growth of annual income from high quality regional and international academic partnerships

OUTCOME

- The University becomes an anchor institution for West Sussex and secures an enhanced regional, national and international profile

We will build on our heritage in teacher education

HOW WILL WE ACHIEVE THIS OBJECTIVE?

- Growth in student recruitment to an expanded portfolio of UG/PGCE, School Direct, Teacher Apprenticeship, pathways into teaching programmes, and provision of Education/STEM professional courses
- Promotion of internal progression for all undergraduates via a cross-University teaching career module, school volunteering opportunities, and the alumni PGCE progression bursary
- Growth of income from international short courses, provision of formal school improvement activities, including Continuous Professional Development (CPD) and National Professional Qualifications (NPQ), accredited mentor training, and increase in research funding
- Ofsted benchmark data measures for student achievement of good or outstanding outcomes, high quality trained mentoring, appropriate placements, and employment following graduation, with robust data management and analysis to inform management decisions
- Close partnership with the University of Chichester Academy Trust, Local Authority and other strategic schools and contacts

KEY PERFORMANCE INDICATORS

- Growth in Institute of Education student recruitment of at least 55% by 2025 intake, based on 2017-18 baseline
- Doubling of income from international short courses and significant growth of third stream and research income by 2025, based on 2017-18 baseline
- Regaining 'outstanding' Ofsted grade
- Continued sponsorship of a high quality and financially sustainable Academy Trust that supports the priorities of the University

OUTCOME

- The University's longstanding contribution to teacher education continues to be valued internally and externally

Freedom of enquiry

Inspiration

Dr Glenn Stone Head of our
BA (Hons) Primary Teaching and
Principal Lecturer in Education.



We will contribute to the development of a strong economic ecosystem in West Sussex through imaginative business partnerships, enterprise education and support for graduate start-ups

HOW WILL WE ACHIEVE THIS OBJECTIVE?

- Being highly business oriented and providing adaptable and tailored services to meet the specific needs of SMEs through to multi-national companies
- Establishing an Enterprise Business Park, along with business support, access to specialised facilities and sector specific academic expertise to support University-business partnerships
- Creation of flexible business space for our graduates and businesses of all sizes to spin-in, co-locate and work alongside each other to encourage a cross-exchange of ideas and so support a thriving business culture
- Establishing and supporting Knowledge Transfer Partnerships (KTPs) with our business partners
- Development and delivery of higher, degree and postgraduate apprenticeships of relevance to businesses of all sizes across a range of sectors
- Training of graduates with highly adaptable and transferable skills to promote entrepreneurialism and directly meet the identified and specific needs of employers
- Utilising our research expertise as a resource for the benefit of our businesses partners

KEY PERFORMANCE INDICATORS

- Securement of 3 KTPs p.a. from 2019-20 onwards
- 10 sustainable graduate start-ups p.a.
- 5 new business partnerships, 2 spin-in and 1 spin-out company p.a.

OUTCOME

- Our graduates secure employment within an increasingly dynamic regional economy

Cultural vitality

Economic growth

We will develop attractive and environmentally sustainable campuses

HOW WILL WE ACHIEVE THIS OBJECTIVE?

- Ensure that we have a range of high quality spaces across our campuses in which students, staff and visitors wish to spend significant amounts of time enjoying all aspects of our University community
- Commission a new Estate Masterplan which will focus on creating an identity and sense of community for each campus
- Undertake an assessment of building and land use for new academic provision and improve space utilisation across the estate
- Improve and maintain building condition and functionality to support an excellent student and staff experience
- Secure and continue to provide high quality, affordable and well managed student accommodation to meet student demand
- Increase third stream income from conference/language school and partnership activity in alignment with new accommodation provision
- Achieve the Environmental Standard ISO 14001:2015 for environmental management and sustainability to fulfil compliance obligations and our environmental objectives
- Reduce energy use and carbon dioxide by continuing energy saving measures and improvements to existing buildings together with investment in innovative technologies for new developments

KEY PERFORMANCE INDICATORS

- The delivery of a new Estate Masterplan by September 2019
- The achievement of ISO 14001:2015
- Increase in external income from our estate
- Growth in percentage of residential students
- Reduction in carbon dioxide production
- Further improvements to building condition and functionality assessments

OUTCOME

- Careful use of our campuses to provide an excellent student and staff experience while securing financial and environmental sustainability

Environmental Sustainability



Wellbeing



The University of Chichester can trace its origins back to 1839.

In the early part of the 19th century, there was considerable debate about the role of church and state in university education.

In 1828 students were accepted for the first secular university institution in the country, which later became University College London. In response, it was felt that London needed another university institution where the role of the Church would be formally recognised. In 1829 King's College London was established, with William Otter as its first Principal.

William Otter moved on to become Bishop of Chichester in 1836 and took an earnest interest in the promotion of education. A college for training schoolmasters was established as his memorial in April 1839. Eventually, Bishop's Training College moved to new buildings on the new site in October 1850 and was named Bishop Otter College. These buildings are the historic core of the University at the Chichester campus.

In 1942, during the Second World War, students and staff of the College were evacuated to Stockwell College in Bromley and the RAF took over Bishop Otter College. Chichester played a crucial part in the D-Day landings of 1944, where one of the lecture rooms on the Bishop Otter campus became the Operations Room of RAF Tangmere, the nerve centre controlling squadrons of fighter planes involved in the D-Day landing.

In 1873 the College became a training college for women as a result of the campaign by Louisa Hubbard to encourage the acceptance of women as teachers. Male students were not introduced until 1957.

The Bognor Regis College of Education was set up in 1946 as an emergency training college for men and women to meet the severe shortage of teachers after the war. It was located in a crescent of three beautiful Regency houses.

The West Sussex Institute of Higher Education was formed in 1977 as a result of the merger between the two colleges (Bishop Otter College and the Bognor Regis College of Education). It was a single institution of higher education, which allowed the two colleges to retain some of their traditions and identity. Initially, degrees were awarded by Sussex and Southampton Universities, but the Institute moved to a single degree awarding body, the Council for National Academic Awards (CNAA) and then with the demise of the Council, the Institute became an accredited college of the University of Southampton, awarding Southampton degrees.

To confirm its unitary identity and prime location, in 1995, the Institute changed its name to Chichester Institute of Higher Education.

In 1999 the Institute gained degree awarding powers in its own right and the name was changed to University College Chichester.

The title 'University of Chichester' was approved by the Privy Council on 12 October 2005.