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Chichester has grown from a small college established in 1839 as a major

# 1. Student finance

## Tuition fees

We continue to propose charging £8,500 per year to Home and EU students on full-time undergraduate programmes, including ITT courses.

Sandwich year fees will be £1,275 for 2014/15.

We will be charging £1,065 per module to part-time students. No student will undertake more than six modules in any academic year, therefore the annual maximum is £6,390.

Home students from the most disadvantaged backgrounds will continue to receive a support package that reduces the tuition fee to below £6,000, if they opt for a fee waiver.

Home students studying on University of Chichester courses at Platform One are covered by these provisions.

University of Chichester courses at the Isle of Wight College are charged at £6,000 and our student support package is not applicable for students registered on these courses.

## Tuition fees and student support package

Based on the current profile of students our average fee will be £7,446 in 2014/15 across all years.

## Support package

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

The rationale for this decision is our commitment to the student experience, a core element of which is empowering the individual student to make the choice appropriate for them. For those students and families who are concerned about the burden of a long-term debt, the package will act as a fee waiver. For those concerned about the day-to-day affordability, it will act as a maintenance bursary. It is our firm belief that this bursary support is one of the reasons why our recruitment remained firm, not because it is a recruitment tool that students use as a determiner in university choice, but rather that it removes the fear from those non-traditional students that finance is a barrier. We also believe that is a powerful retention measure and one that will aid the attainment of non-traditional students as they are financially supported. For further information relating to our evaluation of bursary support please see section 8.

Our expenditure on fee waivers and bursaries for new and continuing students in 2014/15 will be £5,813,000.

The outline of the support package is detailed beneath:

- Students with a household income<sup>1</sup> of £25,000 or less would be entitled to receive £2,000 as a fee waiver and £1,000 may be claimed as a further fee waiver or a cash bursary.



## 2. Expenditure on access measures

We are committed to ensuring that money is not a real, or perceived, barrier to participation. We are equally committed to making sure that studying at university remains about the ability to learn. This is why our expenditure is focused on student support, out-reach activity and retention.

Forecast Outreach and Retention Expenditure	2014/15
Total	

This is an increase of 32.8 % since our first Access Agreement.

# Outreach

**Our outreach activity encompasses all of the Sussex and south east Hampshire regional community.**

A weighted combination of the following data have been used to create a list of 30 schools and colleges with whom we have formal partnerships since 2011: POLAR, Employment Support and Training (EST), CVA, and Income Deprivation Affecting Children Index (IDACI). Following the release of Polar3, we will re-assess our local and regional schools and will form new partnerships where appropriate.

In addition to these schools and colleges we have continued to work with all our local schools and colleges, focussing on cohorts drawn from a combination of first-generation and low-income households, as well as the AimHigher schools and colleges for which we were previously the lead HEI and did not form part of our target 30.

In total, we will continue to undertake access and outreach work in more than 50 schools and colleges; this will now begin in Year 9, rather than in Year 7, in order that we can utilise the unique learner number and more effectively monitor and evaluate the impact of our activities.

## Learner Progression Framework (LPF)

Listening to our partner schools and colleges, we have devised the Learner Progression Framework (LPF) to consolidate our work year on year. Our school and college partners have indicated critical success factors to date as being an increase in:

- Students' self confidence
- Awareness of opportunities
- Students entering further education
- Attainment levels
- Motivation and aspiration levels in school
- Applications to university

Partner schools can:

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



## Supporting progress - Years 9 – 11

### Standalone inspiration events

#### ChiRocks

Targeted at songwriters, vocalists and musicians from across our WP target schools, this is a three-day summer school project run by the University's Music Department and the Widening Participation team. Eighty pupils spend three days working with

### Supporting progress to Higher Education - Years 12 and 13

A fast-paced programme of activities now concentrates on progression to and preparation for study in higher education. A range of on-campus, as well as school and college based interventions focus on raising attainment, the detailed provision of information, advice and guidance, and preparing students for a smooth transition to university.

As with the pre-16 package, schools and colleges can opt for all interventions or a bespoke selection to complement their current provision. The outline of the programme is beneath but we have highlighted what we believe are four of the most effective interventions and outlined an additional activity that we intend to put into place in 2014.

In response to feedback, we have developed school/college pre and post UCAS convention workshops to help students get the maximum out of attending UCAS conventions. The aim of these workshops is to help students plan effectively before the visit, then analyse the materials, post-event, to assist in the decision making process and take



### Support for parents/carers

To complement the information, advice and guidance that students receive as part of the LPF we have devised the following support specifically for parents/carers:

- Parents' evening briefings
- Information, Advice and Guidance sessions and materials
- Campus visits
- UCAS parent workshops
- Parent/Carer student finance events

We believe these specific sessions encourage dialogue about progression routes between parents/carers and their children and gives parents the confidence and skills to support their child through the myriad of choices and decisions.

### Encouraging care leavers into higher education

The University sits on the board of a pan-Sussex Care Leavers Group in order to sustain the collaborative approach adopted by FE and HE institutions in this area of work. In addition our WVP Team ensures the following raises the agenda of care leavers entering Further and Higher education:

- In collaboration with the relevant local authorities we offer taster days and on-campus activities to care leavers across the region.
- Whilst planning our work with our target schools and colleges, we encourage the schools to ensure that at least one student from a care background participate in each event.

In recognition of the fact that Care Leavers require additional specific support, we offer this group of students additional financial, educational and emotional support to help them fulfil their potential.

Advice and guidance is offered pre-entry, during the admissions process and on admission to the University and an appointed, confidential, 'Care Leavers Co-ordinator' provides a central point of contact which minimises any difficulties applicants might have in being fully informed about entry to higher education.

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

- A Care Leavers' Bursary see page 4.

#### **16-25 NEET sport for social change project**

The 16-25 NEET sport engagement project is aimed at encouraging and re-equipping young people to participate in education, training and employment using sport as a tool for social change in a three-stage process. The aim is to harness the personal development skills and self-confidence acquired through sport in order to engage the participants. Once engaged participants are then supported to become trained and qualified sports makers, mentors

# 4. Academic attainment in schools and colleges

**Raising aspiration and providing impartial, clear advice to those who are first generation or from backgrounds where there is historic low participation is imperative. Equally important, however, is supporting attainment and progression in schools and FE.**

Historically we have always supported schools and colleges through the activities described below.

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

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

The concept of the two pilot programmes outlined below is to provide a meaningful and longer term engagement with the university that is focussed on academic knowledge that enables attainment and progression. It is also intended to take the university into the classroom and further demystify higher education.

It is our intention moving forwards to offer curriculum-focussed GCSE and BTEC study and revision programmes which can take place in school or on our campus. Initially, this will start as small-scale pilot and be subject to qualitative and quantitative evaluation involving schools, pupils and delivery partners.

Building upon small-scale work already taking place both in our academic departments, as well as through our multi-subject taster days, it is our intention to work with colleges to embed university-style learning experiences into some modules of subjects in our target colleges. Initially this will start as small-scale pilot and be subject to qualitative and quantitative evaluation involving the colleges and students, an examination of the progression data, monitoring of academic attainment on entry and during the lifecycle of the student.

# Support for our students

Supporting transition to and through HE is a critical part of students from WWP backgrounds. Most students cope very well and manage the series of steps they face; however, for some the challenges they meet become insurmountable barriers. The greater the number of factors to be overcome, potentially the more likely a student is of withdrawing from their programme. We have a number of support mechanisms in place to support transition, retention and successful completion and attainment.

## Transition

We are aware that, for our target students, the first semester will be both an exciting, daunting and challenging experience. Introduced for the first time in 2012, in partnership with Student Support and the Students' Union, the end of first semester 'Refreshers' focus allowed students to address any concerns about academic, accommodation, finance, healthy eating and student life with Student Ambassadors as well as specialist staff.

In 2014 we will be offering applicants with a WWP background, from our partner colleges, an opportunity to spend time on campus prior to their first semester. This experience will have a varied programme of activities ranging from practical advice on life as a student to study and research skills workshops and will give students a head start in moving onto university with confidence.

Many students from WWP backgrounds thrive in a HE environment; for others the hurdles, real or perceived, mean the experiences and expectation of a new environment are challenging. AaahdR SbeYjhgiRdSbfYadbhRWbffYaahdRrSbeYjjchRiSWbcY

# Graduate destinations

**In excess of 50% of our students are from households where income is less than £42,000 so we understand the importance of ensuring that students have the knowledge, skills and experiences to be able to fully exploit their journey into higher education and gain employment in graduate-level jobs.**



# Collaboration

**The overriding principle of the students' experience is key and it is this that guides our approach to collaborative working with schools, colleges and other universities.**

Teachers, FE staff and careers advisors are the key

Our success in demystifying higher education and reducing the barriers towards attending university has involved active engagement with schools and colleges over many years. As an academy sponsor we are now, through the vehicle of the Chichester Academy Trust (CAT), able to make a systemic intervention in the education and attainment outcomes of pupils in schools and colleges.

CAT aspires to be a Multi-Academy Trust of about 30-40 eclectic, cross-phase family of schools with the common aim of continuous school improvement through challenge.



## Monitoring and evaluation

We have detailed action plans for both monitoring and evaluation which are designed to focus on the effectiveness of any outreach work in terms of: activities, progression to FE and HE, transition and success within the University, and employment upon exit.

All students /teaching staff and student ambassadors complete post event questionnaires. Post-event analysis using qualitative and quantitative data informs programme content moving forward and designs participative activity.

We also operate a 360 degree evaluation with all of our partner schools and colleges. Further, we have introduced a School Partner Forum with staff and students from all of our partner schools to improve our qualitative approach.

Students from all the Learner Progression Framework colleges are tracked into feeder colleges to ensure continued support through further education and to evaluate the impact of our WIP intervention programme. Institutionally, we track the progression of students in our target WIP colleges to the University of Chichester. The monitoring of our recruitment and admission data occurs on a quarterly basis.

The internal evaluation of the data that forms the HESA Performance Indicator data is undertaken in September and feeds through into the University's annual academic monitoring and corporate departmental planning cycle.

We use the data contained within this exercise to assess and monitor our performance in terms of graduate destinations and pay particular attention to the destinations of WIP students.

In addition to institution-focussed monitoring, we also use the HEAT database to track all students involved in outreach at University of Chichester from Year 9 onwards. In collaboration with other South East universities, we will be continuing to fund this database in order that we can monitor and evaluate the impact of our activities, as a group of HEIs, upon a common geographic area. This recognises our commitment to the overriding aim of increasing participation in higher education rather than our own student recruitment imperatives.



# Performance



## Our data

These tables provide details of the data related to our current performance in the nationally benchmarked WP measures. Where appropriate we have measured perfo



Description	University of Chichester		% England		% UK		Rank: UK	

