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Chichester has grown from a small college established in 1839 as a major intervention in the education of the working community into a successful modern university.

Located on the deprived coastal strip of West Sussex and South-East Hampshire and surrounded by underdeveloped rural hinterland, we recruit from some of the poorest areas in the country and we are now amongst the most successful institutions for the recruitment and retention of students from low-participation areas. We were the winner of the *Sunday Times and Times University Guide 2014* "University of the Year for Student Retention 2014" award.

Currently 54.8pc of our student body are from households with an income of less than £42,000, 53.1pc of our undergraduate entrants have told us they are the first generation of their families to enter Higher Education (*2013-14 HESA*), and 28.4pc of our undergraduate entrants are mature on entry (*2013-14 HESA*); since 09/10, our full-time headcount has grown by 26%.

These figures were achieved despite the changes to student finance and against a backdrop of falling undergraduate student recruitment at many other institutions. We firmly believe that our long-term approach to widening access, as well as our clear student support package, played a significant role in maintaining progression to university in an area with a poor participation rate.

We believe that our performance across the whole lifecycle - recruitment, retention and completion - as well as school and college-based outreach reflects our institutional holistic approach and

We firmly believe that studying at university is about the ability to learn and we are committed to ensuring that money is not a real or perceived barrier to participation.

We propose to charge £9,000 to Home and EU students on full-time undergraduate programmes, including ITT courses.

The tuition fee for a sandwich year is £1,800.

Our tuition fee for part-time study is £6,750. This figure is based upon a maximum of £1,125 per module.

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





The LPF comprises a range of on-campus, as well as school- and college-based interventions, focusing on raising aspiration, the provision of information, advice and guidance, and preparing students for a smooth transition to university.

Reflecting on evaluations and feedback from our partner schools and colleges and following four years of delivering the LPF, we have revised the University of Chichester Learner Progression Framework in order to engage in a more strategic and far-reaching level, advantageous for both internal and external partners. 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 in all elements of the LPF;**
- Work with us to devise a coherent programme, drawn from the LPF that meets their needs.**

The LPF provision is revised constantly through post-event evaluations from pupils, students, teachers, parents / guardians and Student Ambassadors with new interventions being added to keep pace with the changing education landscape.







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

**A Care Leaver' Bursary** (see p.4)

The offer of campus accommodation 365 days a year at the current rate

A named Student Adviser throughout their stay at University

Direct signposting in order to apply to become a Student Ambassador which offers regular and flexible paid work both during and out of university term times.

The University has always engaged actively with mature learners wishing to return to education and we are proud that almost a third of our undergraduate entrants are mature on entry (*13/14 HESA*). We understand that mature learners face quite different and complex obstacles when studying at both FE and HE levels and these obstacles can potentially have a significant impact on attainment, aspirations and the mature student experience.

Our mature learners programme of events take place at key dates and times throughout the academic year and will be tailored around college calendars and commitments of mature students and will be facilitated by our mature Student Ambassadors.

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Raising aspiration and providing impartial, clear advice to those who are first generation or from backgrounds where there is historically 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:

Subject specific attainment based sessions taught by University Academic staff

In order to support the development of the Technology Park a specific strand of STEM outreach work is proposed that will start in 2015-16. The evaluation of this activity will inform the development of the outreach work that will be taking place during the period of this Access Agreement. The outreach programme will include the following key elements collaboration with **local primary and secondary schools and FECs led by the University's successful WP team** to provide cohesive STEM outreach/ aspiration raising activities to encourage participation in STEM curricular **and careers, reducing 'leakage' at each decision point. The University's Institute of Education will** also deliver a focussed school improvement service to improve the teaching of STEM subjects, through our extensive school partnerships.

Supporting transition to and through HE is a critical part of students' ~~experience~~ from Widening Participation 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 employment or further study.

#### Refreshers Week:

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

#### Uni Ready Day:

We offer applicants with a Widening Participation 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 on to university with confidence.

#### Student Support & Wellbeing:

Our Student Support Services Advisor ensures students have access to the range of support and wellbeing services we provide and there are specialist advisors to assist with accommodation, careers, counselling, disability, finance, general welfare, international advice, health, learning support and spiritual wellbeing.

Any students unsure of who to speak to regarding any issue they may have, are advised to contact their student adviser or one of our student money advisers (available on both campuses), who will be able to put them in touch with the right service both within Student Support and Wellbeing services and across the University as a whole.

#### Student Transition Enhancement Programme (STEP):

Many students from WP backgrounds thrive in an HE environment; for others the obstacles, real or perceived, mean the experiences and expectation of a new environment are challenging. As a university that prides itself on creating a strong and supportive community, in 2013-14 we launched an additional intervention approach that supports individual students.

The emphasis of the STEP programme is on early, specific and targeted intervention and is an intervention approach that supports individual students and aids programme and University retention.

Most students moving into and through our Higher Education system cope very well and manage the series of steps they face. However, for some the challenges they meet become insurmountable barriers. Such hurdles, for the individual, can either be academic, or based upon false perceptions, unidentified support needs, external concerns or the relationship challenges faced in a new environment. The greater the number of factors to be overcome, potentially the more likely a

student is of withdrawing from their programme. Whilst some of these factors are difficult to predict and therefore manage, much student data is available that would enable us to view how many **factors are 'in play' when an individual student arrives at the University. By setting a factor threshold**, the intervention team can see which students ought to be prioritised for additional tutorial support to enable the student to address and manage these factors and increase the likelihood of a more positive outcome.

The aims and objectives are to introduce a more pro-active, timely and targeted approach to early identification of student needs, allocation of support and offer a holistic and bespoke support package to identified students. This work is delivered collaboratively by our Student Support and Wellbeing team and nominated individuals in each academic departments.

Key factors in determining participants include: age, number of UCAS points, entry route, term-time jobs and number of hours worked per week, first to attend HE in family, financial position, household income and POLAR data.

**Academic Support:**

Guidance and support will be provided by experienced academic staff, as and when required, with

A good quality, current CV.  
Interview preparation.  
Experience of a recruitment process.  
Transferable skills for the workplace – **asper CBI 'Future Fit' report of 2009**.  
Substantive work experience.

Our commitment is to make sure that Level 5 students and graduates from all disciplines who register on the programme, and successfully complete the necessary preparation, have the opportunity to apply for an expanded programme of carefully matched short and longer term internships with employers.

In response to the Destination of Leavers from Higher Education survey 2012-13 (DLHE) survey the Careers and Employability Service focuses on collaborative working with academic departments



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.

#### Schools and colleges

Teachers, FE staff and careers advisers are the key influencers when it comes to supporting young people into further and Higher Education. The WP team aims to offer support to teachers and



69 pc of WP participants in the tracked cohort, with known POLAR3 postcodes, were from POLAR3 quintiles 1 and 2.

Over the 7 years from 2007-8 to 2013-14 the average Young Participation Rate (YPR) of the 18 year olds in the HEAT tracked cohort (worked out in accordance with the HEFCE YPR) was 38 pc. This compares to a HEFCE national YPR of 38 pc in 2011-12. Given the profile of the students in the tracked cohort (more than 69 pc of them from the most deprived POLAR3 quintiles and 82 pc declaring themselves as first generation HE) this is a measure of the success of the WP programmes implemented by the University of Chichester.

Furthermore, over the seven years from 2007-08 to 2013-14 the average Young Participation Rate of the HEAT tracked cohort from POLAR 3 quintiles 1 and 2 was 36 pc. This despite the fact that the national likelihood of young people entering HE from POLAR quintiles 1 and 2 is less than 25 pc

Of those in the ~~University of Chichester's tracked cohort~~, who were ready to progress to HE between 2007/08 and 2009/10, and have therefore been in Higher Education long enough to have achieved a qualification, 90 pc have achieved a First Degree. This compares with the national average of 83 pc taken from a population that includes students from the most disadvantaged backgrounds in the country.

These tables provide details of the HESA Performance Indicators that relate to our current performance in the nationally benchmarked WP measures.

Table 4: HESA Performance Indicators: Entrants

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

Young participation rates are calculated for each census area statistics ward in the UK and used to rank the wards into five participation quintiles, each containing 20 per cent of the UK young population for the relevant period. The quintiles are numbered 1 (lowest young HE participation rates) to 5 (highest young HE participation rates). Widening Participation activity is focused on the bottom two quintiles.

Measures the extent of deprivation in terms of education, skills and training in a local area. The indicators are structured into two areas: one relating to education deprivation for children/young people in the area, and one relating to lack of skills and qualifications among a sub-set of the working age adult population.

The Index of Multiple Deprivation 2007 combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. This allows each area to be ranked relative to one another according to their level of deprivation.

a HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)  
a HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)  
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