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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*);

We firmly believe that studying at university is about the ability to learn and we are committed to





We introduced a standalone inspiration event targeted at young men in 2014/15 and have taken the opportunity to refine the scope and activities in order to address the needs of our partner school over subsequent years. The introduction of the Greenpower Challenge as part of our STEM outreach programme is a deliberate decision to engage young men and we have also commissioned a piece of research to examine the motivations and barriers of the young men who attend the schools in our coastal communities.

The deficit in BAME students participating in our LPF and progressing to HE is a key area we need to address. In order to do this we have made BAME a specific criteria of our Compact Agreement (p.9) and are working with the NNCO SLN to employ a BAME Project Officer who will build relationships with a 50%+ BAME population within a 75 mile radius and deliver a tailored version of our LPF framework. The Project Officer will also be leading a research project the outputs of which will examine the barriers and perceptions surrounding progression to further and Higher Education, as well as exploring the breadth of courses and curricula available in HE. Furthermore, in conjunction

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.

	<b><i>"Designed to raise aspirations and introduce the benefits of further and Higher Education through inspiring and engaging activities"</i></b>	
	-	Freshers Inspire Options and Choices
	-	Ambitions Programme Post 16 Programmes (mainstream schools and an additional programme for our local SEN schools.)
	<b><i>"A fast-paced programme of activities now concentrates on progression to and preparation for study in Higher Education"</i></b>	

Progression days  
Pre-and Post-UCAS  
convention workshops  
Personal Statement clinics  
and workshops  
Insight Days [HE  
Development Series: 2]  
Mock interview sessions  
Student Finance information  
sessions  
HE, UCAS and finance  
presentations



Insight days are aimed at Year 12; the days provide a progression from the Ambitions programme. Academic departments and staff within the University deliver subject specific sessions (supported by Student Ambassadors) that provide **students with an increased 'insight' into their opted subject and future options into Higher Education and career pathways.**

The Access 2 Chichester Compact is an agreement between the University and applicants which guarantees a standard offer or an interview for a place on their chosen course. Applicants who are eligible for the Compact would need to meet one or more of the following criteria:

- Be first in their family to go to university
- Be in receipt of a 16-19 college bursary
- Have caring responsibilities
- Be a care leaver
- Had a disrupted pattern of education
- Difficult family circumstances
- BAME

Once signed up to the agreement, students are able to access the following package of support:

- Talks and workshops to support the application process and student finance
- Subject Taster Days and Events
- Information Evening for Parents
- Learning Performance Study Skills Workshops
- EPQ Workshops
- One to one support with writing the personal statement
- Opportunity for mock interview support via Skype
- Compact Welcome Day supported by the Student Union

The University recognises the importance of providing prospective students, their parents/carers and teachers with information on Student Finance in a relevant and impartial manner. We undertake this work in all our colleges through specific student finance workshops and information events for all of these groups. These are impartial events that, through practical and illustrated examples, steer all participants through the intricacies of the student finance system in a clear, transparent and impartial way.

As a university we ensure that our prospectus is published with a clear explanation of the student finance and support system as well as information on our support package. This information is supported by specific information that is mailed directly to applicants, as well as

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;

Parents / carer student finance events;

**A designated area / community 'Hub' at Open Days** and post-application Experience days for

<p><i>Provides an opportunity to consider study options and how these may affect future career choices.</i></p>	<p><i>Undergraduate applicants and enrolled students can prepare and get ready for degree study at university.</i></p>	<p><i>The sessions are to address challenges students face towards the end of term.</i></p>
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***Give the facts on tuition fees***

Enterprising Women event, has resulted in us being awarded the Global Entrepreneurship Week High Impact Award.

Following on from the success of the Enterprising Women Conference, we are expanding our programme to support Year 12 students. Working in partnership with The Girls Network, who is a

project and applied approach, it will also embed professional placements and a programme of

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.

#### 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 Enhance.00121up5(f)11.9947(1(e t)5.985n)-5.5T iuf

Many students from WP backg1(e 1.98585(u)2.99868(n)2.99868(d)2.99868(s t)-4.00488(h)2.99868(ri)13.0076(v)-4.0 university thatdes itself on creating a strong and supportive community, in 2 intervOntion approach that supports individual students and aids pr retention.

Most students moving into and through our Higher Education syste.00121151( c)8.00755(o)-5.01329(p)2.99868(e )7. barriers. Such hurdles, for the individual, can either be academic,

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 the majority of contact taking place between students and their academic adviser and administrative staff within each relevant subject areas. This support is available at any stage of their course.

We are aware that students progressing from schools and colleges where progression to HE is not the norm sometimes struggle with the academic requirements of university-level teaching and learning. In order to support transition, completion and attainment we pay particular attention to the provision of academic skills advice. The Academic Skills Adviser offers workshops and one-to-one advice appointments focusing on the important skills students need to be successful with their studies: essay planning and writing, critical thinking, academic referencing, presentation skills, research, information gathering and general dissertation skills, examination techniques, revision strategies, time management and organisation, grammar, punctuation and spelling, and note-taking techniques. This personalised service is supported by our Study Skills VLE site.

In excess of 50 pc of our students are from households where income is less than £42,000 pa 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.

Using the **University's** STEP programme our Careers Service is to introduce specific employability support through a bespoke careers customer relationship management system to enable individual students to access more timely, relevant and pertinent support. Access to job opportunities has been improved as has the management information to support WP students through into the work place and as alumni.

Many of our programmes have embedded work placements, links with employers, industry accreditations, as well as sector-specific employability and enterprise modules. We also have a start-up enterprise module that is run by the Business School, available to all students who wish to launch their own business at the end of their studies.

To support effective transition to the labour market, we have invested in a progressive work experience programme ~~tailored both to students' courses and their career aspirations on graduation~~ that launched in 2013-14.

Transferable skills for the workplace – **asper CBI 'Future Fit' report of 2009**  
Substantive work experience.







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. Furthermore, 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 trackeng



69% of the tracked cohort, with known POLAR3 postcodes, were from POLAR3 quintiles 1 and 2 (lowest participation neighborhoods).

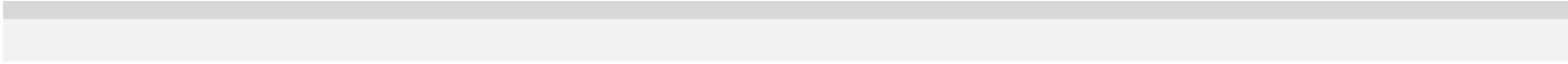
Where the data was collected, 92% of the tracked cohort declared themselves as first generation Higher Education (HE) and 41% of the tracked cohort scored highly on 3 or 4 more of the deprivation indicators (IMD, EST, IDACI and POLAR3).

Over the eight years from 2017/08 to 2014/15 the average Young Participation Rate (YPR) of the 18 years olds in the tracked cohort (worked out in accordance with the HEFCE YPR) was 38%. This compares with a HEFCE national YPR of 38% in 2011/12. Given the profile of the students in the tracked cohort (more than 69% of them from the most deprived POLAR 3 quintiles and 92% declaring themselves as first generation), this is a measure of the success of the WP programmes implement by the University of Chichester.

Furthermore, over the 8 years from 2017/08 to 2014/15 the average YPR of the tracked cohort from POLARE3 quintiles 1 and 2 was 36%. This compares with the national statistics where the likelihood of young people entering HE from POLAR3 quintiles 1 and 2 is less than 25%.



						2016-17	2017-18	2018-19	2019-20	2020-21		
T16a_01	Access	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	NS-SEC 4-7	No	2011-12	28.9	33	34	34	35	35	We would like to remove this target in line with the decision reached by the UK Performance Indicators Steering Group which brings together



						2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Primary	Yes	2011-12	6	14	16	18	20	20	We have re-focussed this work to focus on a smaller number of the FAB locality to support our STEM project and our Academy Trust Schools. We will continue to work with secondary schools to support their engagement with their feeder primary schools.
T16b_02	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Secondary	No	2011-12	32	50	50	50	50	50	Learner Progression Framework partners
T16b_03	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Chichester Academy Trust Schools	Yes	2014-15	6	20	25	30	40	40	

