

Assessment participation plan

Assessment of current provision

Introduction

The University of Chichester has a proud tradition of serving local and regional communities, and facilitating the journey to, and through, higher education for a wide range of so-called 'non-traditional' students. The University has campuses at Chichester and Bognor Regis: whilst Chichester itself is known as a relatively affluent cathedral city, the University recruits many of its students from the coastal strip that includes Bognor Regis, and which has significant pockets of socio-economic deprivation and lower participation in higher education.

The University positively promotes its supportive community ethos in its recruitment and outreach work, and this has had particular success in encouraging admission of mature students, students with disabilities, and students from low participation neighbourhoods.

The following Office for Students definitions from the Office for Students are used in this Plan:

- **Access** – the entrance of students into higher education
- **second year** – students continuing to year 2 of their studies (L4 to L5)
- **qualification** – the level of degree obtained
- **destination** – destination of students following completion of their degree, either employment or further study.

Student consultation involvement

The Students' Union (SU) plays an important role in supporting students, working in conjunction with the University's other services to assist students in optimising their experience during their time at the University. Members of the SU Executive meet regularly with the Vice Chancellor's Group (VCG) and Directors of Services to ensure that the University is addressing the needs and concerns of students. The depth of the partnership is demonstrated in the SU's pro-active engagement with preparation of the University's TEF submission.

History month and This Girl Can week events, as well as bespoke campaigns for awareness raising and change in areas such as sexual and mental health.

• **Equal and Diverse**

- **L u s s attainment)**

There is an attainment gap of circa eight percentage points between our Q1/Q2 students' attainment of a 1st/2:1 degree (just over 65%) and the Q3-Q5 cohort (just under 73%

Looking at data intersections for Young, White UK, Male, Q1 students, continuation for this specific cohort is seven percentage points lower than the University's average, and twelve percentage points lower than Q5 counterpart continuation. This cohort's withdrawal rates are highest amongst all Q1 students, double the rate for Q5 students, and attainment is lowest for Q1 students. Employment data oscillates from one year to the next for this cohort: Q1 graduates have had the highest rate of professional level employment and the following year the lowest rate of the quintiles making it difficult to draw conclusions on this indicator.

ar t A ss - attainment in schools and colleges
ar t A ss -

The University will continue to maintain formal Learner Progression Framework partnerships (LPFs) with fifty schools and colleges within the area above, delivering LPF sessions and continuing to build its network of school/college partners using virtual and digital resources.

Teachers and careers advisers are key influencers in supporting young people into Higher Education, and we will continue to offer focused support to these colleagues in our partner schools and colleges, including through INSET and programme-specific training, guidance on UCAS and Student Finance guidance, and via our *Annual Teachers and Advisers Conference* for partner schools, teachers and staff involved in widening participation. Similarly, with our local National Careers Service and the Careers and Enterprise Company, the University has

	Available to targeted LPF schools and students who are underrepresented in HE.	Campus workshops including employability skills, alternative pathways, ambassador interviews, qualification levels, goal-setting.
--	--	---

• **robot n E**

Our STEM Learner Progression Framework objectives are:

- Tackling barriers to STEM literacy by breaking down perceptions that that STEM is not accessible to the most disadvantaged
- Building excitement around STEM subjects by providing young people with opportunity to participate in hands-on inspirational activities, workshops and competitions
- Growing awareness of STEM career opportunities and pathways with emphasis on the availability of progression opportunities in the coastal West Sussex area
- Providing information, advice and guidance via industry ambassadors, undertaken in partnership with Coastal West Sussex and the Careers and Enterprise Company
- Demonstrating practical application of STEM skills to real world challenges
- Encouraging women into STEM.

With the launch of the University's Engineering and Digital Technology Park in September 2018, the Outreach and Engagement Team will deliver primary to secondary activity addressing the need for more girls to consider and study STEM subjects. Based on the

Et n t

The

The annual *Enterprising Women Conference* supports Global Enterprise Week and aims to inspire and motivate young women to consider the widest range of career possibilities to ensure they aim high to reach their full potential. The incorporated *Business Breakfast Forum* provides the female delegates with opportunity to interview successful business women about their progression pathways and includes skills audit and aspiration setting.

En oura n Car L av rs nto H ´ r E u at on

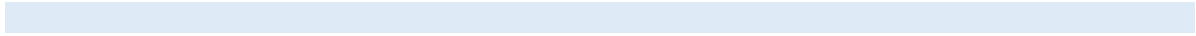
In recognition of the fact that care leavers require additional specific support, and are more likely to withdraw, we offer this group of students additional educational and emotional support to help them fulfil their potential (cf. Section 1.10). For qualifying students, the University of Chichester's package for those with a care background currently cons)

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 enables 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 objectives of STEP are to introduce a more pro-

Part Attachment - or BA E an (stu nts

To further orient the Academic Adviser Scheme's support for WP students towards BAME and Q1/2



Getting into teaching Getting into postgraduate study Graduate work and how to find it Part-time work fair Graduate work fair Volunteering fair Placement fair	
--	--

Employers and opportunities	
What	Measurements
Numbers of opportunities advertised	Numbers of advertised: Placements Graduate roles Part-time opportunities
Employers on campus Invitations to specific individuals from disadvantaged groups	Those in central programme Numbers at Job hunting desk Those attending events/fairs
Deliver Professional Mentoring programme Invitations to specific individuals from disadvantaged groups	No of mentors and mentees trained Feedback gained
University of Chichester internship programme launched and invitations to specific individuals from disadvantaged groups	No of applications No achieving jobs
Develop relationships with local/relevant new employers so there are 50 key employers.	No of visits and brochure of key employers working to support Chichester learners
Working with Institute of Sport and their alumni who attend their Alumni Careers Fair to agree "mini-placements" for their students. Recruitment of 5 – 10 female role models as mentors to	No of "mini-placements" created and numbers of those from LPN who accessed the placements.

Support packages

Investment proposals

The level of investment we intend to make in 2019-20 is laid out in the data we have provided. Our total access, success and progression investment is £100m, of which £80m is APP countable (Table 5). With Financial support investment, this brings our total APP investment to £180m (Table 7a).

We will invest the 100% of our Higher Fee Income (HFI) in the following proportions:

- Financial 100%
- Access 100%
- Success 100%
- Progression 100%

evidence from the data we currently hold to support our decision to continue to provide bursaries to the c.36% of our students who are from <£25k residual income households.

Those bursaries have reduced significantly over the period from a fee waiver/bursary value of £3.5k to the current and ongoing £500 per annum and it appears to be the fact or bursary support, rather than its monetary value, that has a positive effect.

Our APP Target 2 is recruitment of BAME students, and while a modest cash bursary

Much of our Access activity is directed through our Outreach and Engagement Team's targeted Widening Participation activity (particularly through the Learner Progression Framework) with schools and colleges. This complex work includes working with teachers and careers advisers as key access influencers; running annual conferences for teachers and advisers, as well as more marginalised groups such as young, white males, young females, and families/women interested in STEM; and working outside of formal education networks through community and mature citizen's groups.

Our data tells us that our Access is fair and consistent across all applicants, although overall BAME numbers remain a challenge for the University. We will therefore be focusing and finessing our activity over the forthcoming period with this target and that related to raising attainment in schools/colleges in mind, extending the geographical reach of recruitment

The work of

example, student information zone, learning resources, IT/ICT and careers guidance facilities and support, as well as the The Students' Union allocation.

Information on fees and financial support for students

The University of Chichester provides information to current and prospective students on the fees relevant to their course of study, and the financial support available to them, through the University's hard copy prospectuses (Undergraduate and Postgraduate), which are updated on an annual basis. Information on fees can also be found on the University's website at <https://www.chi.ac.uk/study-us/fees-finance/tuition-fees>. Information on the University's financial support package can be found at <https://www.chi.ac.uk/study-us/fees-finance/our-financial-support-package>.

The University website also contains an area on policies and statements. This includes the Admissions Policy, the Tuition Fee Policy, as well as the Student Contract, which covers the main terms and conditions of the contractual relationship between students and the University.

The University's Access and Participation Plan will also be published on the University website so that it is easily accessible to both current and prospective students.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Tuition fee increases for continuing students' fees are based on the most current 'RPI-X percentage change over 12 months' rate available when setting the fees.

Tuition fees may be subject to annual increases in line with inflation as specified by parliament,

Full-time course type	Annual inflation	Cours
First degree	17/18 fee rate onwards	£9,250
Foundation degree		£9,250
Foundation degree	Early years	£5,150
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		£9,250
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type	Annual inflation	Cours
HNC / HND	The Isle of Wight College - 10003406	£6,165
Foundation degree	The Isle of Wight College - 10003406 - Early Years	£4,000
First degree	Platform One (IOW) Limited - 10008430	£9,250
First degree	Chichester College - 10007817	£9,250
Foundation degree	Worthing College - 10007643	£6,195
First degree	Performers College - 10055831	£9,250
Foundation degree	King Edward VI College - 10003625	£9,250
Foundation year / Year 0		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type	Annual inflation	Cours
First degree	- Same fee for all courses	£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	HE A a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	LPN1	No	2016-17	12.7	16	16	16	16	16	Based on POLAR3 data, may need to be reprofiled based on POLAR4
T16a_02	Access	Multiple	HE A a - (Mature, full-time, first degree entrants)	Mature full time first degree entrants from low participation neighbourhoods with no previous HE experience	No	2011-12	9.6%	13.4	13.5	13.5	13.5	13.5	
T16a_03	Access	Low income background	t r stat st - Low-income backgrounds (please give details in the next column)	Proportion of full fee paying students in receipt of OFFA countable financial support	No	2013-14	46.8	38.8	35.8	32.8	30	30	Figures reduced from previous Access Agreements as support is refocussed from 17/18 onwards.
T16a_04	Student success	Other (please give details in Description column)	HE A a - No longer in HE after 1 year (All, full-time, first degree entrants)	All full time first degree entrants not continuing	No	2011-12	7.1	5	5	5	5	5	
T16a_05	Student success	Multiple	HE A b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Young full time first degree entrants from LPN not continuing	No	2011-12	10	6	6	6	6	6	

							2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Primary	Yes	2011-12	6	18	20	20	20	20

T16b_04	Access	Low participation neighbourhoods (LPN)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	STEM FECs	Yes	2015-16	0	6	6	6	6	6	6	Core partners with extension to FAB locality VI Forms to deliver STEM programme.
T16b_05	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	National Network of Collaboration - Sussex Learning Network	Yes	2015-16	0	0	0	0	0	0	0	New activity centred around central online resource therefore no targets.
T16b_06	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	FE and VI Colleges	No	2014-15	25	40	40	40	40	40	40	Post-16 attainment and aspiration partners