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The University of Chichester is unequivocally committed to the Office for Students' Strategic Objective 1, '

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We welcome the new longer-term approach to access and participation planning. It is therefore our intention in this Access and Participation Plan to demonstrate our commitment to continuous improvement, to identify where we fall short, to move purposefully and effectively to close those identified gaps, and to make our objectives real, visible and measurable. We

In the APP dataset, the continuation gap widened between POLAR Q1 and Q2 from 1 pp (in favour of Q1) in year 1 to 3 pp (in favour of Q2 in year 5). Between Q3 and Q1 the gap reduced from 4 pp in year 1 (in favour of Q3) to 3 pp in year 5 (in favour of Q3), while between Q4 and Q1 the gap narrowed from 4 pp in year 1 (in favour of Q4) to 2 pp in year 5 (in favour of Q4), and between Q5 and Q1 the gap increased slightly from 2 pp in year 1 (in favour of Q5) to 3 pp in year 5 (in favour of Q5). These gaps were not flagged as statistically significant.

None of the continuation gaps between IMD Quintiles have been flagged as statistically significant in the APP dataset, although the gaps between Q1 and every other Quintile widened over the past five years. This measure will be kept under scrutiny. Using internal datasets to measure L4 to L5 continuation rates of those in receipt of a bursary, and therefore from a <£25k family income, we identified an 8.8 pp gap in favour of those receiving the bursary . With less recent exceptions, the following data reinforces our commitment to this form of continuous support for this group, in tandem with our overall student support and guidance (academic, pastoral, emotional, hardship funding, etc.) throughout the student lifecycle.



The attainment gap between POLAR Q1 and Q5 decreased from 6 pp to 3 pp

In three out of five years in the APP dataset (2012/13, 2013/14 and 2016/17),

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In the last of those years IMD Q1s had a 12 pp advantage over IMD Q5 graduates (compared to a 5 pp advantage in year 1). In the other two years (2014/15, 2015/16), the IMD Q1 graduates have lowest results. There is a 16 pp gap in favour of IMD Q4 between IMD Q1 and IMD Q4 in year 3 of the APP data (2014/15 graduates). None of these gaps are flagged as statistically significant.

By analysing internal DLHE datasets, we also know that our POLAR Q1 students have a marginally higher rate of full time employment (46%) compared to Q5 (45.7%). Of young graduates from Q1 in employment, 57% are in professional level employment, which compares favourably with Q5 (51%). A further 26.3% are in further study, including those studying in conjunction with working (slightly less than Q5 students at 27.4%).

(details below)

In the three years of DLHE data referencing students paying higher fees (2014/15 onwards), graduates in receipt of a bursary showed an average positive gap over those who were not bursary recipients, when comparing the rate entering professional level employment.

There is a consistent 6-7 pp gap in the APP dataset between our recruitment of Asian students compared to the wider population of Asian 18-year-olds. There is also a consistent 1-2 pp gap between our recruitment of

The gap between White and Mixed students increased from minus 4 pp to 6 pp over the five years from a slightly larger population of thirty students in the most recent year.

Using our own internal data, however, there are gaps ranging from pp in 2016/17 to pp in 2017/18. With this magnitude of fluctuating gap identified in internal data,

Due to small population sizes much of our APP dataset ethnicity data is suppressed. There is a fluctuating gap between White and BAME progression rates, however, over the five year dataset. This started at 5 pp, increased to 14 pp by year 3, and reduced over the next two years to 8 pp. This gap is not identified as statistically significant due to low population numbers.

Using the , we can obtain progression data for years 3 and 5 only comparing White and Asian students. In year 3 this gap stood at 21 pp from a population of five Asian students. By year 5, however, this was a minus 7 pp gap in favour of the fifteen Asian students.

The progression gap between White and Black students decreased from 8 pp in year 1 to minus 4 pp in year 5, with these being small cohorts of ten Black students each.

The progression gap between White and BAME students increased over the four years of data from minus 8 pp in year 2 to 32 pp in year 5, although this is from a population size of only Mixed students.

Internal data shows the proportion of our full-time undergraduate entrants who are 21 or older (mature) on entry increasing over the last five years from 18% to 23%. We perform near benchmark in attracting mature

around 80%. These young part-time students were on a variety of courses across the institution and around half were with partner institutions.

7 pp and 5 pp respectively. In the latest year, those with a Mental Health disability outperformed the no known disability cohort by 15 pp, an improvement over the five years from the minus 5 pp gap in year 1.

The gap between full-time disabled and no known disability students for progression to employment/further study has narrowed from 5 pp to 2 pp over the ~~APP dataset's~~ five years. For part-time students the gap has widened from minus 4 pp in year 1 to 14 pp in year 5, although this has not been flagged as significant due to small population sizes.

Much of the data by disability type is suppressed due to small numbers. There is a full comparison for those full-time students with Cognitive and Learning disabilities, and the gap has closed in comparison to no known disability peers from 3 pp to 1 pp. The gap between those full-time students with multiple impairments to no known disability has improved in favour of those with multiple disabilities from minus 1 pp in year 1 to minus 20 pp in year 5.

We typically have around 16 self-identified care leaver students each year. The APP dataset does not provide access, success and progression ~~information for the University's care leavers~~

Support for this group takes the form of pre-registration contact, informal and rapid response 1:1s with link Student Support and Wellbeing staff, identification of a key academic link where appropriate, and reasonable amendments to work schedules/deadlines to maximise support when most needed.

While independence is strongly encouraged, care leavers are more likely to withdraw, so we offer this group of students additional educational, financial and emotional support. For qualifying students, the Uni

Closing the equality of access gap between the most economically disadvantaged applicants (IMD Q1) and their peers is our first APP target aim.

Closing the equality of access gap between Asian/Black 18-year-olds and their peers is our second APP target aim.

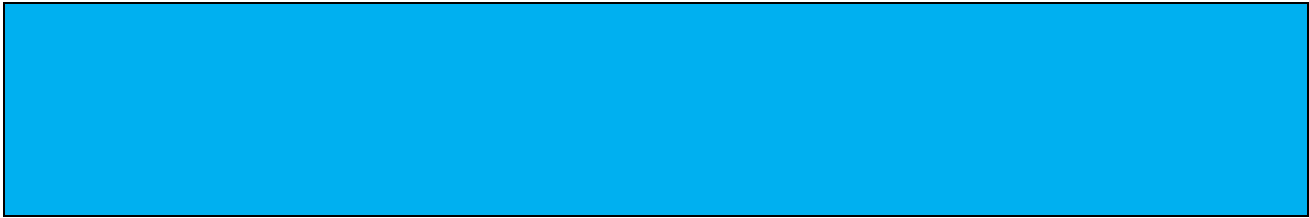
Closing the equality of attainment gap between all BAME students and their peers is our third APP target aim.

Closing the equality of attainment gap between economically disadvantaged Male students (IMD Q1/2) and Female students from the same background is our fourth APP target aim.

The University's previous and ongoing access efforts have demonstrably improved our POLAR Q1 entrant proportion over the previous five years.

To base our theory of change methodology on the tried and tested model of Kingston University applied to The University of Chichester context, culture and curriculum.⁸

Some of the groundwork in 2019-20 will pave the way for short-term improvements, but deeper curriculum change will take longer to demonstrate attainment metrics value, as three-year programmes run through.



University's 19pp gap

' attainment

Given this starting position, it is considered too stretching to close the gap entirely within the first five years of action, and we have committed to the following . Clearly, should improvement accelerate, our incremental targets will be appropriately recalibrated during the period.

	Current	2019-20					
	19 pp	Preparation					

- Take an honest, authentic and good faith approach similar to that above to understand challenges and motivations for IMD Q1/2 Male students better and attain towards practical outcomes.
- Continue development of alternative, credible and educationally/socially mobile routes to graduate status to meet a greater variety of learner demands/markets, including employees, employers and others not wishing or able to undertake traditional full-time undergraduate study.
- Review key processes designed to offer targeted support to economically disadvantaged Male students, with interventions available to the wider student body.
- Trial gender specific consultation groups in 2019/2020 in advance of implementing the APP plan 2020-2025 to better understand gender split in support of attainment.

The University of Chichester has a proud tradition of serving local and regional communities, and facilitating the journey to and through HE for a wide range of so-called '**non-traditional**' students ~~These include those~~ recruited from local coastal strip/regional rural areas characterised by pockets of socio-economic deprivation and lower levels of participation in HE (see earlier maps).

We continue to perform well against relative benchmarks and across a range of metrics relating to under-represented groups. This is the result of working with a particular inclusive ethos across the student lifecycle – from pre-entry outreach/support, to admission/transition, to on-course learning, teaching and student engagement support, to graduate progression to postgraduate study and/or employment, over many years.

Our enrolment of over 110 Degree Apprentices in 2018/19, with numbers set to double for 2019/20, for

participation by Asian/Black 18-year-olds is enshrined in our institutional KPIs).⁹

(and in associated

Our whole provider strategic approach in the context of both access and participation is evidenced in our 2019-20 APP, which clearly demonstrates how staff across the University are actively and integrally involved with access and participation, how senior management/governing body is fundamentally committed to access and participation, and how broad and diverse student engagement in formulation, support and evaluation of access and participation is embedded.

Fundamental to ensuring continual improvement in relation to inclusivity at all stages of the student lifecycle is our **Community Commitment Charter**

Adopting an inclusive practice approach includes using co-design methods with students to enable them to engage meaningfully in their own higher education experience. We will tailor our engagement with students in each of our target groups as identified through our data and evaluative evidence as most likely to experience negative differential outcomes. This will ensure that approaches are fit for purpose and have the best possible impact. These approaches will be cognisant of and complement broader strategies that support mental health and safeguarding of students with particular characteristics (as we do anyway), both of which have an impact on sense of belonging and inclusion for students at our University.

In this section we demonstrate that we have sufficient, adequate and credible measures in place to achieve

2019.

Research into schools/colleges in local/sub-regional most deprived areas, and best methods of approaching these, to commence formally in 2019/20, to inform a

Progress will be reported by Head of Admissions annually to Curriculum Planning Group, chaired by Deputy Vice-Chancellor and ensuring our Pre-Degree, Degree and Degree Apprenticeships portfolio and delivery modes are current and appropriately marketed (including via our partners, networks, alumni and influence leaders) to optimise access and participation of hard to reach groups including this target group.

Key Performance Measure is closure of the access gap between the most economically disadvantaged applicants (IMD Q1) and their peers by 3 pp per annum from 2020 entry.

- i. Review our academic portfolio in the light of latest available UCAS data on applications, offers, and placed applicants by sex, area background, and ethnic group to ensure we have an offering of high value, high status courses that address the complexity of this research.
- ii. Undertake complementary activities that will more fully engage both current and potential BAME students (including recipients of The University of Chichester BAME Student Bursary 2019/20) to help us better understand **BAME students** perceptions of what was/was not attractive about their journey to HE in general, and to this University in particular. This will help us to identify how we can best adapt the presentation and, indeed, substance, of our offering to prospective students.¹⁷
- iii. Similarly, convene focus groups with BAME pupils from partner schools/colleges and work with the

discipline-specific inclusive portfolio, curriculum, pedagogy and attainment improvement strategy where BAME attainment disparity is identified.

Director of Quality and Standards will report annually to Curriculum Planning Group on BAME/peer attainment trends, noting disparities and monitoring department/institute action plans/progress to address these.

Key Performance Measure is closure of the access gap between Asian/Black 18-year-olds and their peers by 2 pp accelerating to 3 pp per annum from 2020 entry.

Curriculum Planning Group to ensure our Pre-Degree, Degree and Degree Apprenticeships portfolio and delivery modes enable educational and social mobility, drawing on our business/industry partnerships and networks to optimise access and participation of this target group.

Director of Quality and Standards will report annually to Curriculum Planning Group on this target, noting disparities and monitoring department/institute action plans/progress to address these.

Key Performance Measure is closure of the

by 3 pp per annum from 2020

entry.

The University of Chichester Students' Union plays a very important role in supporting students, working reciprocally and mutually with ~~the University's other services~~ to benefit and assist students in optimising their experience during their time with us. The SU is therefore integral to the planning, monitoring, evaluation and delivery of our access and participation work.

Members of the Student's Union Executive meet regularly with the Vice Chancellor's Group and Directors of Professional Services, ensuring through these channels that the University is addressing the needs and **concerns of students**. **The President of the Students' Union** sits on the Board of Governors and the Academic Board, with SU representation on the Academic Standards Committee, the Learning, Teaching & Student Experience Committee, and the Research and Enterprise Committee.

The Student Forum, chaired by the Pro Vice-Chancellor (Student Experience), leads ongoing discussion on access and participation issues and actions with students from a range of backgrounds and disciplines. Paid Student Ambassadors assist with outreach and engagement activities throughout the year, and have

~~circumstances?~~²⁷ (as opposed to noting the outcomes of actions and activities) will sit with an APP Evaluation and Monitoring Group, chaired by the Head of Planning.²⁸

Harrison ~~and Waller~~'s five guiding principles for evaluation, relating to theories of change, measurement, causality, timescales and disadvantage, are at the heart of this evaluation strategy, as is their caution around ~~'confusion of successes' that distract~~ evaluative effort from determining the effectiveness of addressing identified structural educational inequalities.

Our investment in financial support (as detailed in the Appendix below) will be evaluated rigorously throughout the five-year period of this Access and Participation Plan to ensure it has, and continues to have, the most positive impact on our identified target aims.

evaluation. As all data will be anonymised it is anticipated that this mixed methodology approach will provide excellent opportunity for multiple mining, and while we will seek to interpret what we should keep doing, what we might do more of, and what we should do less of, we suspect there will be opportunities for engagement of this material in learning and teaching practice in several of our departments.

The University will ensure continuous improvement, including through ongoing monitoring of our progress and performance in achieving our aims as detailed in the Evaluation of Transformation Matrix in the Appendix final page below.

Should progress worsen, two actions may be taken: the first is a detailed analysis of what timely and decisive intervention(s) could be made to rectify performance and return progress to expected pace and/or impact; the second is a recalibration of incremental targets, which would entail either slowing or speeding up the anticipated milestones with a view to still achieving the final target, or a revision of that final target. Should this latter outcome be necessary, the

'small steps' towards transformational effectiveness



d) Closing the equality of attainment gap between economically disadvantaged Male students



Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Chichester

Provider UKPRN: 10007137

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and or	Aj	2020-21	2021-22	2022-23	2023-24	2024-25
		£316,462.60	£319,595.89	£323,966.01	£325,697.57	£325,862.48
		£15,823.13	£15,979.79	£16,198.30	£16,284.88	£16,293.12
		£284,816.34	£287,636.30	£291,569.41	£293,127.81	£293,276.23
		£15,823.13	£15,979.79	£16,198.30	£16,284.88	£16,293.12
		£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)		£558,416.20	£562,212.40	£567,507.10	£569,605.00	£569,804.80
		£50,658.00	£51,671.00	£52,704.00	£53,758.00	£54,834.00

Table 4b - Investment summary (HF1%)

	2020-21	2021-22	2022-23	2023-24	2024-25
	£11,348,170.00	£11,538,185.00	£11,701,690.00	£11,766,475.00	£11,772,645.00
	2.8%	2.8%	2.8%	2.8%	2.8%
	4.9%	4.9%	4.8%	4.8%	4.8%
	0.4%	0.4%	0.5%	0.5%	0.5%
	8.2%	8.1%	8.1%	8.1%	8.1%

Provider name: The University of Chichester

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Table 2a - Access

2020-21 2021-22 2022-23 2023-24 2024-25

