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# Foreword

With 5,300 students and 950 staff, Chichester is one of the smallest modern universities in the country but also one of the most successful. It has grown from a small college established in 1839 as a major intervention into the education of the working community. This is a mission we have maintained for 170 years.

Raising aspirations and providing value for money are deeply embedded into our values. In these activities we offer something different and we punch above our weight.

We are now amongst the most successful institutions for the recruitment and retention of students from low participation areas.

Currently 38% of our students are from quintile 1 (households with an income of less than £25,000), 16% are from quintile 2 (£25,000-£42,000); totalling 54% of our student body from quintiles 1 and 2.

In 2009-10 11.6% of students were from low participation neighbourhoods (LPNs) and in 2010-11 the figure was 12.4%.

The key to our success is the community feel of a small institution differentiating us from other, larger, providers.

For the last six years we have also sustained one of the highest rankings among modern universities for the National Student Survey.

In 2011 we were one of the top five modern universities in the league tables published in the *Guardian*, the

*Independent* and the *Times*.

Our mission for widening participation, is enshrined in our 2010-13 Strategic Plan, and based in our local communities. We are a university located in the deprived coastal strip of West Sussex and South-East Hampshire and its underdeveloped rural hinterland. This means we recruit from some of the poorest areas in the country (see page 6).

Our success has involved engaging positively with our local community – demystifying higher education and reducing the barriers towards attending university by active engagement with schools and colleges over many years.

Our student finance and support package reflects the fact that we are an organisation that is passionate about widening educational opportunity and the commitment that this agenda carries to social justice, equality and diversity. We also

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## Less and retention

### Tuition fees and student support package

We are proposing to charge £8,500 to home and EU students on full time undergraduate programmes, including ITT courses.

Based on the current profile of students our average fee will be £7,484 in 2013/14.

### Student support package

The outline of the support package is detailed beneath:

- Students with a household income of £25,000 or less would be entitled to receive £2,500 as a fee waiver and £1,000 may be claimed as a further fee waiver or a cash bursary.<sup>1</sup>
- Care Leavers would receive an additional £1,000 as either a bursary or a fee waiver
- Students taking part in the National Scholarship Programme (NSP) will receive a £3,000 fee waiver from the Government in the first year of study plus a University of Chichester fee waiver of £500.

In the second year of study students will receive a £2,500 fee waiver from the University plus £1,000 that may be claimed as a further fee waiver or a cash bursary.

NSP students receive this package in lieu of our student support package. In the third year of study NSP students become eligible for our student 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 and a powerful retention measure.

A student will be entitled to change the nature of their package at the beginning of each academic year. If the bursary option is selected this will be paid in three instalments during the academic year.

#### Student Money Advice

Students who have concerns about their finances will be able to seek advice from the University's Student Money Advice Service (SMAS). The SMAS will provide information about the financial support available from the government, forms of financial support available from the University, as well as other independent bodies. Budgeting advice is also available to help students manage their finances as wisely as possible.

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 services and across the University as a whole.

<sup>1</sup> Household income is defined as the total annual gross income of the household in which the applicant lives. This includes any benefits received in the household from any source, but does not include any income of one of the applicant's children, which is assessed separately in the circumstances. The income of the applicant's partner will be included in the income of the household if the partner is a member of the household. The income of the applicant's partner will be included in the income of the household if the partner is a member of the household. The income of the applicant's partner will be included in the income of the household if the partner is a member of the household.

Continuation of the transition to HE support through the A2C programme is essential to ensure the quality of support offered through the LPF is maintained.

Collaboration between the Widening Participation Team, Student Support Services, Learning and Teaching Committee and Learning and Teaching Development and Practice Group will establish 'best practice strategies' to provide additional support for students from LPNs.

Uni Ready Day

Our outreach activity will encompass all of the Sussex and south east Hampshire regional community.

A weighted combination of POLAR2<sup>1</sup> applicant data, Employment Support and Training (EST) data<sup>2</sup>, attainment of GCSE grades A –C, and Income Deprivation Affecting Children Index (IDACI)<sup>3</sup> has been used to create a rank order of 30 schools and colleges to target with outreach activity.

Additionally, all AimHigher Schools and Colleges that did not form part of this target 30 will also receive continuation of support – as detailed in our Learner Progression Framework.

In addition we will continue to work with all our local schools and colleges focussing on cohorts drawn from a combination of first generation and low income households.

In total we will be undertaking access and outreach work in more than 50 schools and colleges. This work is explicitly separate from work undertaken in the guise of student recruitment.



# Learner Progression Framework (LPF)

A journey through the Learner Progression Framework (LPF) supports students to aspire to reach their full potential through each of the stages.

Our existing Sussex 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

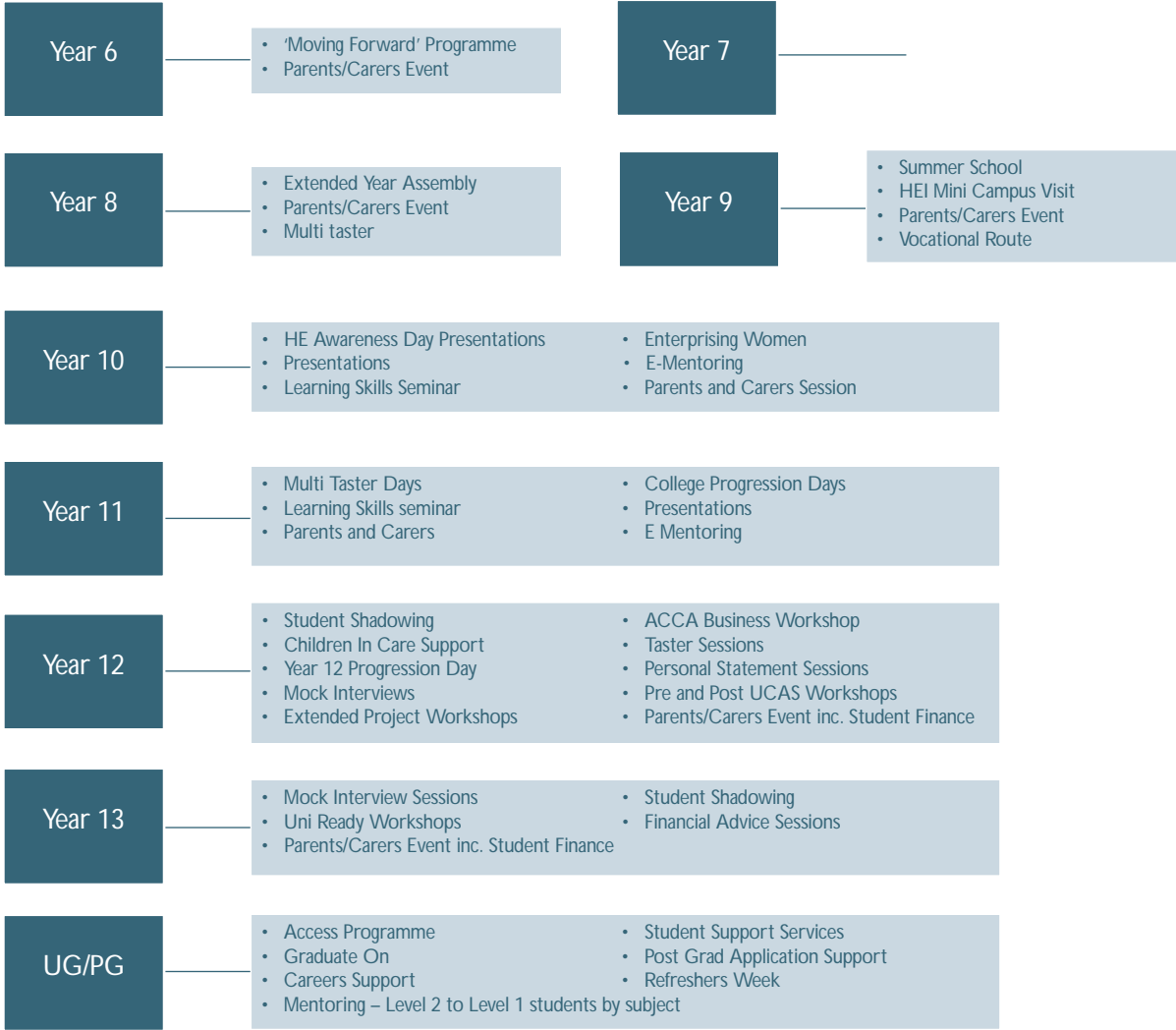
- Attainment levels
- Motivation and aspiration levels in school
- Applications to University

Listening to our partner schools and colleges we have devised the Learner Progression Framework (LPF) to consolidate our work year on year. Aware of time constraints in schools, systems are in place to facilitate the organisation of each visit. The provision is revised constantly through post event evaluations from students, teachers, parents and

ambassadors with new interventions being added to keep pace with the changing education landscape.

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



## 'Moving Forward' – Primary Project Programme LPF: Year 6

Often a child's first experience of a university, this varied programme of both on and off campus activities introduces the concept of further and higher education in a fun and interactive way.

The aim is to help raise awareness, aspirations and attainment at a crucial time in a student's development. Moving forward it provides a springboard into the range of activities, within the LPF, provided by the WPP team in successive years through secondary, further and higher education.

The programme is aimed at Year 6 students in the four key feeder primary schools for each secondary school partner.

The outstanding success of the 2009/10 pilot has led to a 33% increase in participation with 680 Year 6 children taking part in 2010/11.

A key success was parental engagement with 540 parents/carers attending the mini graduation events.

### Visit 1 – In School

Students work with Student Ambassadors on a range of activities that introduce the concept of university and progression pathways.

### Visit 2 – On Campus

In teams and working with Student Ambassadors, students explore the campus through a treasure hunt activity and play the 'Star Student' game.

The 'Star Student' game is an innovative giant floor game that has been developed by Northumbria University specifically for students on their transition between primary and secondary education. The game introduces the concept of further and higher education in a fun and interactive way.

### Visit 3 – In School

Following on from the campus visit, Student Ambassadors return to school to work with students on activities looking at skills, hobbies and interests and courses available at degree level.

### Visit 4 – Mini Graduation Evening with Parents/Carers

The mini graduation evening gives an opportunity for teachers, parents, carers and students to celebrate their success throughout the programme. The finale is a graduation ceremony where students are presented with a Star Student Graduation Certificate.



## Embedding ambition – LPF: Years 7, 8 and 9

To continue the momentum of parental involvement the Year 7 programme has been introduced which will again involve parental engagement on campus.

These age specific activities have been specifically designed to support students in Years 7, 8 and 9.

### Year 7

#### UP FOR IT

A localised set of lesson plans focussing on the transition to secondary education is supported by Student Ambassadors in school. The programme is introduced in a year group assembly, delivered by

## Raising aspirations – LPF: Years 10 and 11

Our programmes for students in Years 10 and 11 build on the core themes introduced in Years 6-9.

### Year 10

#### Higher Education Awareness Days (HEA Day)

The Higher Education Awareness Days enable students to focus on activities with Student Ambassadors and have the opportunity to experience firsthand a day in the life of a university student.

They also learn how to research course and university options using prospectuses and the UCAS website and how to manage a student budget.

#### GCSE Support Sessions

Student Ambassadors support students in school with subjects such as maths and English.



### Student Shadowing

An opportunity for an individual student interested in finding out about a specific course can spend a day shadowing a current undergraduate student in their lectures.

### University Interview Preparation

A general Year group presentation or a 'mock' interview session by a programme lecturer will give vital hints and guidance on how to prepare for an interview at any Higher Education Institution. Students make their own way to campus for the mock interview simulation.

### Uni Ready Day

We offer to students, from our target schools, who have chosen to study with us, an opportunity to spend time on campus pre first semester.

Practical advice on life as a student from finance and budgeting to healthy eating and cooking on a budget are covered. Study and research skills workshops, how to organise your time, as well as Learning Resources Centre and university intranet inductions will give students a head start in moving on to university with confidence.

### Parents/Carers: Student Finance

Through practical and illustrated examples we steer parents/carers through the intricacies of the student finance system in a clear transparent and impartial way.

## A2C Transition Programme

Our commitment to supporting students access to higher education means that we have developed, a pilot for 2012 entry onwards, the A2C Transition Programme.

This innovative support package is for students from partner schools who choose to apply to us. In addition to transition support there is the potential for a reduced grade offer to students who complete the A2C module. The module is designed to help students develop learning styles and prepare for all aspects of university life.

In order to receive the reduced entry offer, students must complete the A2C module which is designed to help students make the transition from school/college to university style learning and involves completion of the following:

- Study support module to help with academic writing skills
- A student shadowing experience, which will help students find out more about the style of teaching they can expect at university
- An essay specific to the course applied for which will be set and marked by university tutors. (An extended project on a relevant topic may be accepted instead)

Successful attainment requires a pass in the essay, completion of the study support module and attendance of at least one student shadow session in their chosen subject.

A2C students will attend an enhanced induction day to offer information, advice and guidance prior to their first semester.

## Collaboration

The overriding principle of the students' experience is key to us and it is this that guides our approach to collaborative working with our regional university partners in Sussex and Hampshire. Raising attainment and aspiration and providing impartial, clear advice to those who are first generation or from backgrounds where there is historic low participation is imperative.

There is already a commitment amongst the three Sussex HE providers, who have historically worked alongside each other as part of the Aimhigher initiative, to:

- Plan and ensure the continuation of a quarterly HEI forum of collaborative partnership working
- Co-ordinate Cross-County Care Leavers' work through the University of Brighton, we will be represented on the overarching Board

In collaboration with other South East universities we will be continuing to fund the existing Aimhigher tracking database in order that we can monitor and evaluate the impact of our activities, as a group of HEIs, upon a common geographic area.

In line with our commitment to the collaborative sharing of best practice within the field of Widening Participation we will continue to contribute to European and International knowledge exchange and research conferences. In Europe we will build upon our links with Sweden and the European Access Network (EAN), whilst there will be ongoing collaboration with Australia, where we have active relationships and have produced an article for the *Higher Education Research and Development Society of Australia*, April 2012 edition.

# 3 Care Leavers

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.

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. Advice and guidance is offered pre-entry, during the admissions process and on admission to the university. The Student Support Services Advisor offers extra support if required and ensures students have access to the range of support services we provide.

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

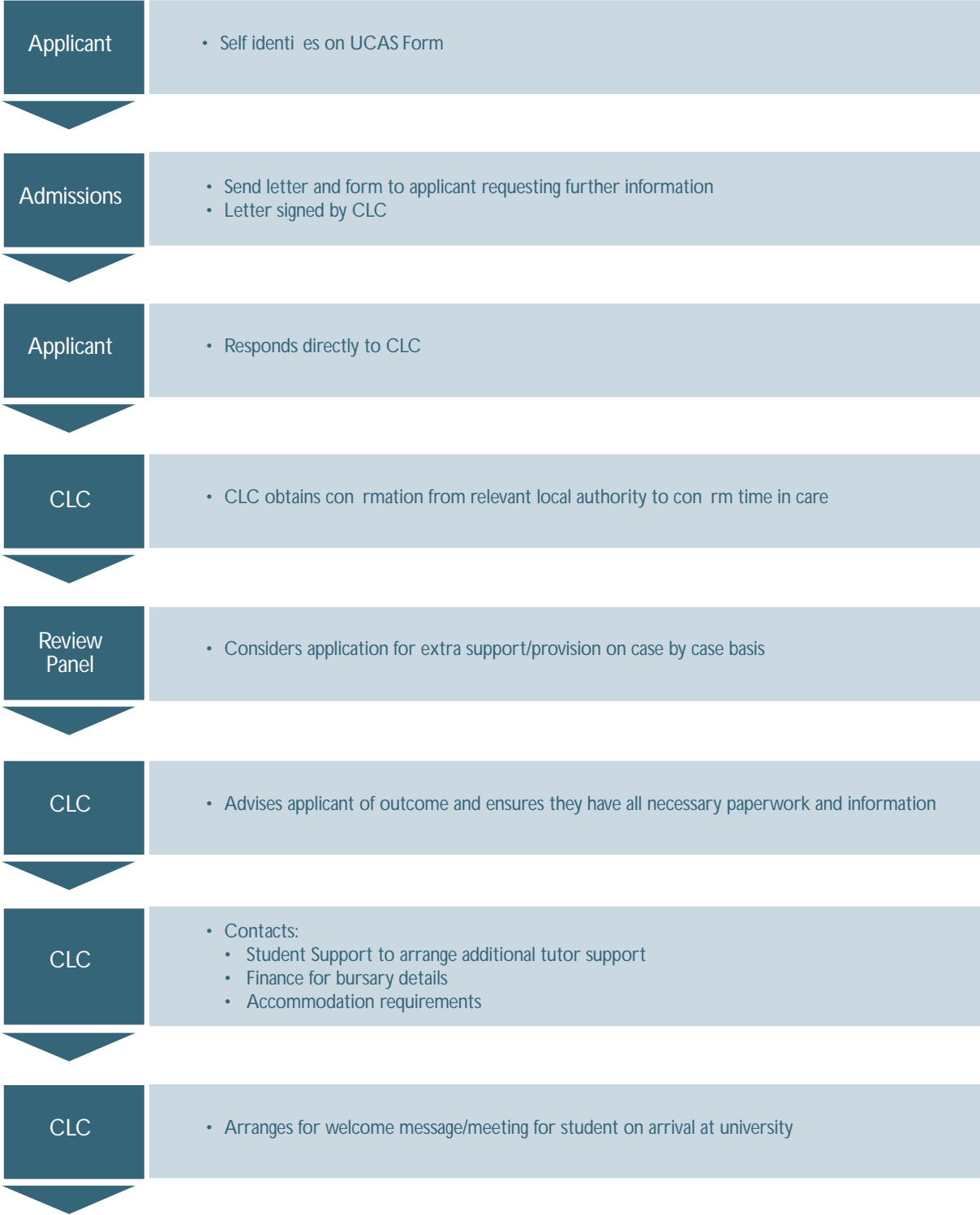
- A Care Leavers' Bursary.
- The offer of campus accommodation 365 days a year at the current rate
- A named Student Advisor throughout your stay at University

In addition the WP team ensures the following raises the agenda of care leavers at various local levels.

- In collaboration with the local vacancies staff of the WPrat

### Our Care Leaver Application Process

The Care Leavers co-ordinator, CLC, oversees this process.



# 4 Further Students

Our current work to increase and retain the number of first degree mature students is detailed here.

## **Mature Students Open Evening**

An opportunity for mature students to explore, in a one to one session with lecturers, the courses and opportunities available and how to access Higher Education. Financial advice, study skills support, academic support and admissions advice are all on offer.

## **Mature Student Welcome Event**

Our Pre first semester, a dedicated Mature Student Welcome Event, is offered to support mature students returning to study or starting Higher Education for the first time. The programme of the day offers mature students practical advice and guidance on IT systems, intranet access, Learning Support Centre and an opportunity to meet other mature students helps alleviate concerns. Student support services hold a 'finance clinic' to assist with the potentially complex finance issues surrounding mature student access.

## **Mature Student Christmas Event**

An informal event offered to first year mature students at the end of first semester to revisit any of the issues raised since starting to study with us.

Across 2011/12 we are reviewing the anecdotal evidence from the outputs of the 'Moving Forward' Primary Project which has indicated a number of the parents in the target LPN areas attend the Mature Students Open Evening as a result of the aspirational work undertaken with their children.

## Partnerships, Schools and Colleges

As with all successful partnerships we recognise the fact that effective inspiration and aspiration raising is a three way collaboration.

Parents/carers and teachers are the key influencers in a child's life. The WP team aims to offer support to teachers and parents through a range of focussed activities linked to the LPF.

**Support for Parents/Carers**  
To complement the student experiences we have devised the following support specifically for parents/carers:

- Parents' evenings
- Information, Advice and Guidance sessions
- Campus visits for parents
- Open Days
- UCAS parent workshops
- Parent/Carer student finance events

This collaboration encourages dialogue around progression routes between parents/carers and their children and gives them confidence to support their child through the minefield of choices and decisions.

**Access Co-ordinators Forum**  
The bi-annual Access Co-ordinators Forum hosted by the University keeps key stakeholders informed of latest developments in Higher Education with a particular focus on supporting mature learners. This event is open to all partner colleges.

**Support for schools and teachers**  
The following support package for teachers will complement and assist delivery of the LPF:

- A series of inset training sessions aimed at informing teachers of the range of Widening Participation initiatives on offer
- Programme specific training to individuals or groups of teachers i.e. Year 7 tutor support on UP FOR IT lesson plans
- E-Mentoring Support
- University of Chichester website links
- Annual conference for partner schools, teachers and staff involved in the widening participation agenda
- Provision of relevant current Information, Advice and Guidance for your school within a changing landscape





We have detailed action plans for monitoring and evaluation in order to ensure the robust monitoring of attainment, aspiration and progression.

Our current monitoring consists of four strands:

- Measurement
- Participation in Outreach
- Retention
- Evaluation of LPF content.

#### Measurement

The internal evaluation of the data that forms the HESA Performance Indicator data is undertaken in September and feeds through into the HEFCE WPSA submission. The

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## Definitions

### <sup>1</sup> Polar Data:

*The Polar 2 area classification is based on young people who reached 18 between 2000 and 2004 and entered a HE course in the UK aged 18 or 19. Young participation rates are calculated for each 2001 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 this 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.*

### <sup>2</sup> Employment Support and Training (EST)

*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.*

### <sup>3</sup> Indices of Deprivation 2007

*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.*

## End Notes

We are satisfied that by subjecting this Agreement to an impact assessment, via the Equality Impact Assessment (EQIA) toolkit we have executed our responsibilities under the Equality Act 2010.

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