



University of Chichester Access and Participation Plan

2025-26 to 2028-29

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Section 1 - Introduction and strategic aim

A demonstrable history of the University of Chichester being ‘Open for Change’ and actively promoting inclusivity.

The University of Chichester has a proud history of widening access which stretches back to the foundation of the original Bishop Otter College in 1839, which subsequently focused on training female teachers from 1873 onward¹. This pioneering history of widening participation, coupled with our long history of training students in an inclusive environment, has helped shape this Access and Participation Plan (APP) and set out our aims for the future.

As an example of our commitment, the current Strategic Plan² is titled ‘Open for Change’ and references the importance of building “...up the confidence, aspirations and resilience of every student through an engaged and responsive admissions, academic advisor and module co-ordinator system so as to optimise student retention and progression”. The Strategic Plan further states that “we will strengthen the distinctiveness of the Chichester student experience as high-quality, personalised, accessible and aspirational”. This plan, written in 2018, alongside our previous APP document, demonstrate our long-held commitment to widening access.

As context, and to help individuals better understand the University of Chichester, there are some key metrics and facts below:

- The University is based on two campuses, one in the city of Chichester and the other in the historic town of Bognor Regis. The University has just over 5,900³ students, consisting of c.4,915 full-time and c.985 part-time students.
- There are c.4,910 undergraduate students, consisting of 4,450 F/T students and a further c.470 P/T³ students (most of the part time undergraduates are studying on degree apprenticeship routes).
- The University recruits **over half its full-time undergraduates from the local region of Sussex, Hampshire and Surrey**⁴. As the only University in West Sussex, this means the institution is playing a crucial role in delivering higher education to people across our region.
- **The University of Chichester promotes itself as a community-oriented university with a welcoming attitude to diversity.** We pride ourselves on ensuring everyone who studies with us can ‘be themselves’, using this core messages prominently on our website, prospectuses and throughout our social media channels.⁵
- The University recognises the importance of our heritage and founding principles in formulating our new Access and Participation Plan. In the nineteenth century, the former

¹ University of Chichester Wikipedia entry - https://en.wikipedia.org/wiki/University_of_Chichester

² University of Chichester Strategic Plan – Open For Change www.chi.ac.uk

³ University of Chichester internal data

⁴ UCAS application data showing home postcode

⁵ An example of our inclusivity aims is the recent University of Chichester ‘Be You’ Podcast series tackling a range of issues that widening access students may be concerned about <https://www.chi.ac.uk/student-life/be-you-podcast/>

College acted as one of the first training providers of female schoolteachers in the UK. Understanding our history has always helped to steer our strategy. We have always ensured that under-represented groups can access Higher Education in a person-centred community which is committed to nurturing potential.⁶

- The institution was **an early adopter of the apprenticeship routes**, recognising their importance to widen participation in higher education. As a result, there are c.310 Degree Apprenticeship (DA) and Higher Apprenticeship students already studying at the University. The University has recently secured external funding from the Office for Students (OfS) to develop further courses and is planning to launch five new degree apprenticeship programmes in allied health subjects for the 25/26 academic year.
- In recent years the University has pioneered the **Adversity into University (A2U)⁷ programme**. This project, which aims to bridge the gap for potential students with a lack of formal tertiary education entering higher education, has worked with some of the most under-represented groups in higher education. These include individuals who were previously declared homeless, asylum seekers, refugees, and prisoners. This project, of which we are incredibly proud, has achieved incredible results and truly life-changing stories that originate from these groups of students, some of which have appeared in the national media. On a final positive note, the programme leaders successfully secured external funding enabling the programme to be rolled out at other UK universities.
- The Office for Students (OfS) Data Dashboard shows in its most recent data, for 2021 entry, that the gap in entry rates between the top and bottom quintiles to the University of Chichester by the socio-economic TUNDRA (under 21) and ABCS measures are much smaller than is the case nationally (3.8% versus 17.9% for TUNDRA and 11.6% versus 27.8% for ABCS)⁸
- We have worked hard to demonstrate the excellent student support we have available. As a result, we have attracted students who recognise that the smaller class sizes and personal attention which we offer makes Chichester the right choice of university for them. We are particularly proud that **over 25% of new full time undergraduates joining Chichester in 2022 declared a disability and/or additional need.**⁹ This compares favourably against the national average of 17.4%.
- We have also worked hard to promote our active and engaged LGBTQ+ student and staff communities. This has resulted in Chichester welcoming a higher percentage of students who do not identify as heterosexual. This is demonstrated by the fact that **11% of our students identifying as lesbian, gay or bisexual at Chichester compared to just under 6% nationally**⁹. Nationally 28% of students prefer not to disclose their sexuality upon entry to their University of choice. However, at Chichester, only 7%⁹ of our students did not wish to disclose their sexuality upon entry.
- Since our establishment, the University has been a provider of teacher training, currently delivering both primary and secondary education. As a result, the University recognises

⁶ History of the University - <https://www.chi.ac.uk/about-us/who-we-are/our-history/>

⁷ Adversity into University - <https://www.chi.ac.uk/study/undergraduate/from-adversity-to-university/>

⁸ Data Dashboard – Office for Students

⁹ <https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/>

the value of Academy Trusts when supported and partnered with an HE provider. **Since 2012 we have sponsored the University of Chichester Academy Trust¹⁰, a key provider of both secondary and primary education through 15 separate academies.**

- **Most of our entrants are state school educated; in the latest year the figure was over 96%¹¹**
- **Almost half of our undergraduate entrants each year are in the first generation in their family to attend university.¹¹**
- Nearly 30% of our students receive the full maintenance loan from the government¹², based on their family income.
- **Over 20% of our entrants are over 21 years old¹¹** when beginning their course with us. This is often down to people choosing a career change during their working life and enrolling on our teacher training, nursing or social work course.

As we formulate a new Strategic Plan for the University, we will build on existing areas of strength in terms of widening access, retention, continuation and progression by increasing our focus on the areas highlighted in this plan. We are proud of our achievements and consider ourselves to be a widening access champion in the region and at a national level.

Nonetheless, the University has identified ongoing gaps in access, success and progression in our undergraduate student population, in relation to the most socio-economically disadvantaged, by disability, and by ethnicity. This plan identifies those gaps and details how the University intends to address those disparities whilst maintaining our broader good record of diversity and inclusion.

¹⁰ University of Chichester multi-academy trust - <https://www.unicat.org.uk/>

¹¹ HESA Data Futures return 2022/23

¹² 2022/23 Bursary eligibility.

Section 2 - Risks to equality of opportunity

A thorough analysis of the University's performance (see Annex A) was conducted utilising the following data sources: the OfS Size and Shape Dashboard, Census 2021 demographic data alongside our own data to look at intersectional trends. Aggregated data was analysed across the five cycle stages¹³ by the Access and Participation Working Group consisting of both staff and students. Data packs were analysed sequentially by the group over many months looking methodically at each of the five stages of the student lifecycle.

This process highlighted that some student groups may be facing risks to their equality of opportunity. The groups highlighted within this process were: those who have been eligible for free school meals, those from IMD Q1 & 2 (the lowest socio-economic neighbourhoods), Black, Asian and Minority ethnic students, students with certain disabilities / additional needs as well as male students in combination with other factors, such as socio-economic background.

The group studied the Equality of Opportunity Risk Register¹⁴ alongside our assessment of performance data we felt students may be impacted by the following national risks; Risk 1: Knowledge and Skills, Risk 2: Information and Guidance, Risk 3: Perception of HE, Risk 5: Limited choice of course type and delivery mode, Risk 6: Insufficient academic support, Risk 7: Insufficient personal support, Risk 8: Mental Health, Risk 9: Ongoing impacts of coronavirus, Risk 10: Cost Pressures, Risk 12: Progression from Higher Education.

The APP steering group considered these risks and the data provided by the OfS, internal data and other sources such as UCAS. These are shown in Annex A of this document in more detail. The findings and proposed interventions from these discussions were then shared with the University Academic Board, the Board of Governors and the Students' Union at a joint session which took place in May 2024. There are eight broad themes related to risk which are outlined below.

Risk 1: ACCESS – Lower proportion of students from lower socio-economic groups

There is a lower proportion of students from Indices of Multiple Deprivation (IMD) quintiles 1 and 2 (Q1 / Q2) at Chichester than at most universities in the country (see Annex B of this document for more information).

Similarly, the proportion of students who join the University who had been eligible for free school meals (FSM) is lower than the proportion of 'FSM pupils' in West Sussex (see Annex B of this document).

¹³ Access, Continuation, Completion, Attainment and Progression

¹⁴ <https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/equality-of-opportunity-risk-register/>

Risk 2: ACCESS - Lower proportions of Black, Asian and Mixed Ethnicity entrants

The proportion of Black, Asian and Mixed Ethnicity students at Chichester is relatively low when compared against national standards. Whilst, the 2021 Census shows that West Sussex and the surrounding counties have a notably less ethnically diverse population than the national average, there remains a gap in the proportion of students at the University of Asian heritage, compared to our region.

Table: Ethnic Origin of regional population, as measured by the 2021 Census.¹⁵

Local authority: county / unitary (as of April 2023)	Asian, Asian British or Asian Welsh	Black, Black British, Black Welsh, Caribbean or African	Mixed or Multiple ethnic groups	White	Other ethnic group
	% of local population	% of local population	% of local population	% of local population	% of local population
Brighton and Hove	4.8	2.0	4.8	85.4	3.1
East Sussex	2.1	0.8	2.3	93.9	0.9
Hampshire	3.8	1.0	1.9	92.6	0.8
Isle of Wight	1.2	0.3	1.2	97.0	0.3
Portsmouth	6.9	3.4	2.6	85.2	1.8
Southampton	10.6	3.0	3.3	80.7	2.3
Surrey	7.7	1.7	3.4	85.5	1.7
West Sussex	4.3	1.3	2.4	91.0	1.0
Overall	5.1%	1.5%	2.6%	89.5%	1.3%

According to the OfS dashboard¹⁶, the University's proportion of 18-year-old Black, Asian and Mixed Ethnicity full time undergraduate students joining the University in 2021 was:

- Asian 2.1% ; Black 1.6%; Mixed Ethnicity 4.3%

This highlights that the primary gap between the University's recruitment and that of its region, is of British Asian students.

The University, whilst primarily recruiting from its region, also recruits a significant minority of its students from further afield and, therefore, aspires to have a more diverse student population than that of its region.

¹⁵ Commons Library article on 2021 Census data <https://commonslibrary.parliament.uk/constituency-statistics-ethnicity/#:~:text=Across%20England%20and%20Wales%2C%20%20constituencies%20by%20ethnic%20group>

¹⁶ OfS Data dashboard - <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>

Risk 3: ATTAINMENT - Risks to continued gaps in attainment rates between students of different ethnicities.

Attainment gaps, based on different ethnicities, have been present across the HE sector for some time. The University of Chichester is committed to removal of these gaps across our programmes of study. Therefore, there are three separate risks:

The gap between the Attainment rates of White (80.8% from 4050 students) and Asian students (50.0% from 50 students) was 30.8 percentage points aggregated over the last four years.¹⁶ We will aim to improve this by 3% on average each academic year.

The gap between the Attainment rates of White (80.8% from 4050 students) and Black students (44.0% from 90 students) was 36.8 percentage points aggregated over the last four years.¹⁶ We will improve this by 4% on average each academic year. We note the importance of considering intersectionality and acknowledge that 44% of Black students enter with a BTEC qualification at present; and our strategies set out below support transition to higher education, as well as attainment.

The gap between the Attainment rates of White (80.8% from 4050 students) and Mixed ethnicity students (73.2% from 140 students) was 7.6 percentage points aggregated over the last four years.¹⁶ We will aim to improve this by 1% on average each academic year.

Risk 4: ATTAINMENT – Risks to gaps in attainment between male students from the lowest Indices of Multiple Deprivation (IMD) Quintile Groups (1 & 2) and female students from the same groups.

The gap between the Attainment rates of IMDQ12_Male (64.9% from 390 students) and IMDQ12_Female (76.5% from 680 students) was 11.6 percentage points. We aim to improve this by 2% on average for each academic year that this APP operates.

Risk 5: ATTAINMENT - Risks to gap in attainment between those students not eligible for free school meals and those students who were ineligible for free school meals.

The gap between the Attainment rates of 'Not Eligible For FSM' (79.2% from 2940 students) and 'Eligible For FSM' (65.9% from 360 students) was 13.3 percentage points¹⁶. We aim to improve this by 2% on average for each academic year that this APP operates.

Risk 6: ATTAINMENT – Risks to the gaps in attainment between students who declare a Cognitive and Learning disability compared against those students with no known disability.

The gap between the Attainment rates of students with Cognitive And Learning Disability (71.6% from 470 students) was 6.4 percentage points¹⁶. We will improve this by 1% on average for each academic year that this APP operates.

Risk 7: PROGRESSION – Students from areas from IMD Q1 and 2 not securing graduate employment at the same level as students from higher quintile groups.

For the most recent data set available (2020/21) only 66% of Chichester graduates from IMD Q1 & 2 achieved a positive graduate outcomes result. This compares against our average of 72.2% for all of our students in the same year¹⁷. Even more pronounced is the progression gap between Q1 and Q5 students, where the gap is 9.6% for the same year of measurement. Our aim is to conduct interventions to improve progression among full-time undergraduate students from IMDQ1 and IMDQ2 (relatively most deprived areas in a range of five quintiles). The aim is to move the gap in progression between these groups by half which would be the current university sector median position.

Risk 8: PROGRESSION - Students with a declared social and communication disability achieving differential outcomes to other student groups.

Across the past four years, on average Chichester has seen a gap of 19.5% for Graduate Outcomes, between those students with no known disability and those students with a declared social and communication disability. Whilst we have very positive outcomes for students with other types of disabilities, this is an area of risk that we wish to focus on. The aim will be to reduce the gap to 9% which would be better than the current university sector median position.¹⁶

¹⁷ HESA Graduate Outcomes survey - <https://www.hesa.ac.uk/data-and-analysis/graduates>

Section 3 - Objectives

To address these risks, we aim to focus on four main strategic challenges, consisting of the broad attainment gaps, a progression objective and two further Access objectives. The targets for each of these are listed below and in more detail in Section 4 'Strategic Interventions'.

Objective 1: (ACCESS) - To increase the proportion of students studying at the University of Chichester from lower socio-economic backgrounds.

University Objective: We will increase the percentage of those who have been eligible for free school meals (FSM) joining the University of Chichester from 12.2% to 15% by 2028/29. We will do this by focusing on improving conversion and developing targeted attainment raising activity in West Sussex. Furthermore, we will increase the bursary to be worth at least £1,000 over the length of a normal three-year degree, targeting this towards students eligible for FSM.

Collaborative Objective with the Sussex Learning Network and the Universities of Brighton and Sussex: Increase the numbers of learners eligible for free school meals, domiciled in West Sussex, East Sussex and Brighton & Hove, entering higher education/university by the time they are aged 19.

The region of Sussex, including the West Sussex, East Sussex and Brighton and Hove unitary authorities, has significantly lower rates of progression to higher education for learners entitled to free school meals compared to the national average.

Below are the objectives for closing the gap in Sussex FSM pupil progression to higher education.

Table: Showing the number of pupils in both the regional and at a national level who are eligible for Free School Meals (FSM) and the percentage who progress to HE ¹⁸

Local authority	Current % of pupils eligible for FSM	Current % of FSM pupils progression to HE	% Progression to HE Targets				
			2025-26	2026-27	2027-28	2028-29	2029-30
National	23.8%	29.2% (20pp gap against student who were ineligible for FSM)					
East Sussex	23.5%	16.9% (23pp gap against student who were ineligible for FSM)	16.9	17	18	19	21

¹⁸ Sussex Learning Network Figures - <https://www.sussexlearningnetwork.org.uk/riskregister>

West Sussex	15.3%	18.1% (26pp gap against student who were ineligible for FSM)	18.1	19.1	20.1	22	23
Brighton & Hove	23.4%	21.2% (31pp gap against student who were ineligible for FSM)	21.2	22.2	23.2	25.2	26.2

Objective 2: (ACCESS) - To ensure further growth in the ethnic diversity of the University's student population.

Objective 2.1 - To increase the number of Black British entrants to the University of Chichester.

Our aim is to increase the percentage of Black students entering the University from the current level of 1.6% to 2%;

Objective 2.2 – To increase the number of British Asian entrants to the University of Chichester.

Our aim is to increase the percentage of British Asian entrants from the current level of 2.1% to 4%;

Objective 2.3 – To increase the number of entrants of Mixed ethnicity to the University of Chichester.

Our aim is to increase the percentage of Mixed Ethnicity entrants from 4.3% to 5%;

Objective 3: (ATTAINMENT) - Objectives to close gaps in attainment rates between students with different characteristics

Objective 3.1: Close the gap between the attainment rates of White (80.8% from 4050 students) and Asian students (50.0% from 50 students) by the 2028/29 cycle.

Our aim is to reduce (and then close) this gap by 2028/29, with an incremental improvement of 3% each academic year.

Objective 3.2 - Close the gap in attainment between White (80.8% from 4050 students) and Black students (44.0% from 90 students) by the 2028/29 cycle.

We note the importance of considering intersectionality, and acknowledge that 44% of Black students enter with a BTEC qualification at present; and our strategies set out below support transition to higher education, as well as attainment.

Our aim is to reduce (and then close) this gap by 2028/29, with an improvement of 4% each academic year.

Objective 3.3 - Close the gap between the Attainment rates of White (80.8% from 4050 students) and Mixed ethnicity students (73.2% from 140 students) which is currently 7.6 percentage points.

Our aim is to reduce (and then close) this gap by 2028/29, with an improvement of 1% each academic year.

Objective 3.4: Close the gap between the Attainment rates of IMDQ12_Male (64.9% from 390 students) and IMDQ12_Female (76.5% from 680 students) students by the 2028/29 cycle

We will aim to close this gap entirely, with incremental improvement planned at 2% for each academic year.

Objective 3.5: Close the gaps in attainment between students who declare a Cognitive and Learning disability compared against those students with no known disability.

At present, the gap between the Attainment rates of students with Cognitive And Learning (71.6% from 470 students) was 6.4 percentage points.

We will aim to close this gap by 2028/29, showing incremental improvement of 1% each academic year.

Objective 3.6: Close the gap in attainment between those students not eligible for free school meals and those students who were ineligible for free school meals.

At present the gap between the Attainment rates of students 'Not Eligible For FSM' was 79.2% (from 2940 students). This is compared to 65.9% (from 360 students) of students who were eligible.

The aim is to close this gap of 13.3 percentage points by 2028/29. We will aim to improve this metric by 2% each academic year.

Objective 4: (PROGRESSION) – Objectives aimed at closing gaps in student securing graduate employment, as measured by the Graduate Outcomes (GO) survey

Objective 4.1 – At present, our students from IMD quintiles 1 and 2 are not securing graduate employment at the same level as students from higher quintile groups. Whilst this is a national challenge, the size of the gap is more acute at Chichester. Therefore, our aim is to conduct interventions to improve progression among full-time undergraduate students from IMDQ1 and IMDQ2 (relatively most deprived areas in the IMD range of 5 quintiles).

We aim to narrow progression gaps among full-time undergraduate students from IMD Q1-2 compared to IMD Q3-5. Reduce the gap in progression of these students by half which would be the current university sector median position.

Objective 4.2 - Students with a declared social and communication disability achieving differential outcomes to other student groups.

Across the past four years, on average Chichester has seen a gap of 19.5% for Graduate Outcomes, between those students with no known disability and those students with a declared social and communication disability. Whilst we have very positive graduate employability outcomes for students with other types of disabilities, this is an area of risk that we wish to focus on.

Our aim is to ensure that for students who declare a social and communication disability the gap will be reduced to 9% which would be better than the current university sector median position.

Section 4 - Intervention strategies and expected outcomes

The next section sets out the four strategic interventions that the University intends to prioritise to address the risks and objectives identified in sections 1 and 2.

Please note: 46.5% of full-time entrants have either been IMD Q1 or Q2, or have had a declared disability or FSM¹⁹. Therefore, costing of staff time involved in strategic interventions has been calculated at 45% of the full economic cost, which reflects our diverse intake.

Strategic Intervention 1:		 UNIVERSITY OF CHICHESTER
ACCESS – Ensuring growth in entrants from lower socio-economic backgrounds (in particular, ‘FSM’ entrants)		
Objectives and targets:	To increase the proportion of students studying at the University of Chichester from lower socio-economic backgrounds. We will increase the percentage of students who had been eligible for free school meals from 12.2% to 15% by 2028/29. We will do this by focusing on improving conversion and developing targeted attainment raising activity in West Sussex.	
Risks to Equality of Opportunity (EORR):	Risk 1 – Knowledge and Skills Risk 2- Information and Guidance Risk 3 – Perception of Higher Education Risk 5 – Limited choice of course type and delivery mode	
Total investment across the length of the APP:	£1,736k	
Institutional Lead(s):	Head of Admissions and Student Recruitment Head of Marketing	

¹⁹ OfS Institutional Performance Measure dataset

Activity and Description	Inputs	Outcomes	Cross intervention strategy?
SLN / University of Chichester Maths Project: Sussex Learning Network Uni Connect and the University of Chichester will work together to deliver an academic attainment-raising intervention that focuses on improving maths GCSE outcomes for learners in Year 10 in target schools within West Sussex.	Teaching resource of Maths lecturers – c.6 days per year so 3% of full cost of two staff (One senior lecturer and one lecturer) for planning and delivery, funded from Sussex Learning Network £3,500 p/a or £14k over the lifetime of the APP	Contribute to improved GCSE attainment at participating schools. Share learning from project with other schools / universities.	Y – potential link to closing attainment gaps and improved progression
Compact Plus: New enhanced 'Compact Plus' Scheme with circa 15 local schools and Colleges. Annual programme of awareness and aspiration raising activities with Compact Plus schools and colleges Providing bursaries to local schools and colleges for them to administer financial assistance for their disadvantaged (primarily FSM pupils) attendance at University auditions / interviews / open days / applicant days. Annual Teachers and Advisors Conference to network and share best practice	New budget for travel bursaries – circa £12k p/a = £48k over four years Existing outreach resource Continuation of existing annual event – circa £1.5K p/a or £6k over four years	Greater awareness of, and aspiration for, higher education amongst West Sussex pupils. Increased attendance from target pupils at auditions and interviews Share best practice amongst local teachers and advisors	

Collaborative outreach work with the University of Chichester Academy Trust (UCAT) A programme of outreach work, developed collaboratively, to increase awareness of, and aspiration for higher education. Visits to the University with minibuses of UCAT primary school pupils. Attainment and aspiration raising activities with Years 9, 10 and 11 e.g. University tutors delivering sessions which relate GCSE subjects to the real world and to further study.	Circa £2,500 travel costs over four years. Existing Outreach Team staff resource Existing academic staff resource	Raised awareness of higher education amongst UCAT Primary pupils. Increased engagement and aspiration amongst UCAT Secondary / GCSE pupils, contributing to improved attainment	
Introduction of a Contextual Admissions Policy and Processes Introduce a new contextual Admissions Policy in order to provide lower tariff / grade offers to applicants from specific target groups such as pupils who have had free school meals, care leavers, students with a disability, applicants from postcodes with lower progression to higher education.	Admissions Forum and Academic Board Develop processes for identifying relevant applications Training and staff time of the Admissions team	New Contextual Admissions Policy ready for 2025 entry Admissions processes established for the identification of eligible applicants. Lower offers made to a wide range of eligible applicants. Increased acceptances from eligible applicant groups.	

Adversity to University Programme: An introductory bridging module providing a non-standard entry route into degree programmes at the University for targeted groups who are under-represented in higher education. This programme has already had a number of successful cohorts with groups such as homeless people and refugees.	No tuition fees for the Bridging Module charged to students Existing teaching resource of course lead and Senior Lecturer c.90 days p/a or 40% of staff cost = £26k p/a or £105k over lifetime of the plan. Investment of £7.5k in administrative support resource for the A2U programme	To provide an alternative entry path to full time undergraduate programmes at the University for potential applicants without standard / formal education or qualifications.	
Participate in Collaborative outreach / access programme with third sector organisations: Facilitate visits to the University campuses by pupils from socio-economically disadvantaged and / or more ethnically diverse communities to encourage progression to higher education and to consider Chichester as a possible destination.	£2.5k p/a or £10k over four years to help fund costs of travel and on the day costs	Encourage progression to higher education amongst target groups. Encourage applications to the University of Chichester from programme participants and / or from pupils at their schools.	Yes - IS2
Waive audition fees for FSM pupil applicants: To waive the £30 audition fee (for FSM pupils) currently charged to attend auditions for programmes in the University of Chichester Conservatoire. Alternative of a remote audition / video showreel	Identification of relevant applicants by Admissions Office. Circa £1.5k in audition fees p/a or £6k over lifetime of the plan	Reduce financial barriers to completing the admissions process.	

Sussex Learning Network Collaborative Activity The Universities of Brighton, Chichester and Sussex are collaborating with Sussex Learning Network In order to achieve the increase in progression rates, SLN Uni Connect will: Provide 1:1 IAG support to learners eligible for free school meals through the Get Career Confident Programme; Deliver a CPD programme for Careers Advisors focused on supporting learners eligible for free school meals, with a focus on raising aspirations & increasing awareness of local outreach opportunities; Increase activity for learners eligible for free school meals in schools where activity delivered by local universities and further education colleges is minimal or non-existent, ensuring that there is a reduction of outreach cold spots; Coordinate and fund travel for learners eligible for free school meals to attend Open Days at partner universities' open days, and open days in other parts of the country; Collate and share evidence gathered across the National Partnership to inform local activity; Monitor and track progress against the targets and coordinate regular strategic outreach meetings to discuss ongoing delivery of activity against the yearly milestone targets agreed.	Investment in a new Outreach and WP co-ordinator (1 FTE) who will work on this area as well as Strategic Interventions 2 & 3. They will spend approximately 0.3 of their time on this initiative meaning the initial cost would be c.£10,000 rising with inflation In addition, approximately 45% of the existing Outreach, Recruitment and Marketing team time will be focussed on Strategic Intervention 1 & Strategic Intervention 2 which reflects the diverse intake that we already achieve as a University. This will nominally be split as 22.5% for Strategic Intervention 1 and 22.5% for Strategic Intervention 2 = £367k p/a and £1.4m over lifetime of the plan	Encourage greater proportion of students in receipt of FSM in Sussex to consider, understand and progress to higher education. Upskilling of teaching staff and careers advisors within schools to provide longer term benefits to students eligible for FSM.	
Bursaries, accommodation guarantee and ongoing support for care experienced students contextual admissions offer	A contextual admissions offer reducing our typical offer for entry by two grades.	Encourage progression to higher education amongst target groups.	

Bursary of £1,000 (total) across three years awarded to students who are eligible for FSM. Guaranteed year-round halls accommodation (where required) A named Student Wellbeing Adviser to speak to, if you wish, during your studies. Support from the Care Leavers Coordinator, who will be a central point of contact for advice and information.	(see Annex B) Circa £160-200k p/a (See Annex C) = £803k across four years	Encourage applications to the University of Chichester from students within these categories.	
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Summary of evidence base and rationale	The APP Working Group has reviewed extensive evidence in relation to the University's intake by different applicant / student characteristics. Our conclusion is that in relation to socio-economic gaps in admission to the University, the primary focus on interventions relating to free school meals pupils, supplemented by broader activities, is a pragmatic way to increase broader lower socio-economic progression to the University. We have reviewed our current outreach and admissions practices, engaging with colleagues at other institutions, through conferences and networking, to develop better practice and new interventions. This has informed our theory of change which is outlined further in Annex B. https://taso.org.uk/intervention/multi-intervention-outreach/ https://taso.org.uk/intervention/information-advice-and-guidance/ https://taso.org.uk/evidence/evaluation-guidance-resources/toc/core-theory-of-change-templates/
Evaluation	Whilst the University will undertake surveys in relation to outreach activity, as TASO guidance advises, there is little evidence of any direct causal link between such activity and entry into higher education. Nonetheless, monitoring the effectiveness of the individual activities is still important in terms of best practice and, importantly, in contributing to the cumulative impact of the intervention strategies. However, the most important evaluative measure will be applications, offers and acceptances to the University. In this respect, we can measure the correlation, if not cause, of activity with Compact Plus schools and colleges, the Academy Trust and the impact of the Contextual Admissions Policy, in particular. We will make use of the OfS evaluation self-assessment toolkit:https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation/standards-of-evidence-and-evaluation-self-assessment-tool/ The Sussex Learning Network will commission / undertake evaluation of the collaborative project in relation to FSM pupils in Sussex progressing to higher education.

Strategic Intervention 2:



ACCESS – Ensuring continued growth in the ethnic diversity of our student population

<i>Objectives and targets:</i>	We will ensure growth in our entrants from ethnically diverse students. <i>Target(s):</i> Objective 2.1 - Our aim is to increase the percentage of Black students entering the University from the current level of 1.6% to 2%; Objective 2.2 – Our aim is to increase the percentage of British Asian entrants from the current level of 2.1% to 4%; Objective 2.3 – To increase the number of entrants of Mixed ethnicity from 4.3% to 5%;
<i>Risks to Equality of Opportunity (EORR):</i>	<i>Risk 1 - Knowledge and Skills</i> <i>Risk 2 - Information and Guidance</i> <i>Risk 3 - Perception of Higher Education</i> <i>Risk 5 – Limited choice of course type and delivery mode</i>
<i>Total investment across the length of the APP:</i>	£1,538k
<i>Institutional Lead(s):</i>	Head of Admissions and Student Recruitment

Activity and Description	Inputs	Outcomes	Cross intervention strategy?
Compact Plus Scheme Extend Compact Scheme to 10 schools or colleges with a more diverse student population. Annual programme of awareness and aspiration raising activities with Compact Plus schools and colleges Annual Teachers and Advisors Conference to network and share best practice	Focus of the Outreach, Marketing, Admissions teams. This is costed at 22.5% of their annual costs = £367k p/a and £1.4m over lifetime of the plan Existing Annual on campus event	Increased awareness of University of Chichester as a higher education option. Increased attendance from target schools / colleges at campus visits, auditions and interviews Sharing best practice amongst Compact schools and colleges	
Ensure continuation of no gap in offer rate and average offer rate gap for Asian and Black applicants Monitor offer rate and average offer rates annually and review admissions processes accordingly, identifying any potential (administrative / process) barriers to admission.	Part of Admissions Office annual review and continuous improvement activity	Continuing parity between the UCAS offer rate and the average offer rate for Asian and Black applicants to the University.	
Development of University's portfolio of courses to be mindful of diversity The attractiveness of new undergraduate provision to a more ethnically diverse student	Active consideration of equality and diversity in the development of the University's undergraduate course portfolio.	New undergraduate programmes (including degree apprenticeships) to be progressively more attractive to a more diverse student population.	

Activity and Description	Inputs	Outcomes	Cross intervention strategy?
population to be considered by the Curriculum Planning Committee.	Research into new programmes which can attract diverse set of entrants = £2k p/a or £8k over lifetime of this plan		
Participate in Collaborative outreach / access programme with third sector organisations Facilitate visits to the University campuses by pupils from socio-economically disadvantaged and / or more ethnically diverse communities to encourage progression to higher education and top consider Chichester as a possible destination.	£2.5k p/a or £10k over four years to help fund costs of travel and on the day costs (as above in SI1) We will employ a new Outreach and WP co-ordinator (1 x Grade 7). Approximately 0.4FTE of their time will be spent on this initiative. They will also work on Strategic Intervention 1 & 3. Estimated cost = £13k p/a or £52k over four years	Encourage progression to higher education amongst target groups. Encourage applications to the University of Chichester from programme participants and / or from pupils at their schools. Encourage progression to higher education amongst target groups. Encourage applications to the University of Chichester from programme participants and / or from pupils at their schools.	

Summary of evidence base and rationale	The APP Working Group has reviewed evidence in relation to the University's intake by ethnic background. Evidence, outlined in Annex B, shows progress in the increasing proportion of Asian, Black and Mixed Heritage students joining the University across the course of the last Access and Participation Plan. Our internal data suggest some correlation with the development of new programmes / subject areas and recruitment from a more diverse student population. Geographically targeted recruitment and outreach activity has been undertaken more regularly in recent years. It is reasonable to assume that an ongoing awareness of diversity in our publicity, on our website and use of student ambassadors contributes to a welcoming but, importantly, not misleading perception of the University. The correlation of more ethnically diverse recruitment with such activity underpins our theory of change which is outlined further in Annex B. https://taso.org.uk/intervention/multi-intervention-outreach/ https://taso.org.uk/intervention/information-advice-and-guidance/ https://taso.org.uk/evidence/evaluation-guidance-resources/toc/core-theory-of-change-templates/
Evaluation	Whilst assessing individual activities and programmes for quality and effectiveness in the short term, the limited nature of the direct interactions mean that empirical evidence will be hard to establish for this area of intervention. The University will, therefore, look to the impact in offer rates, application, offer rates, and acceptances to establish OfS Type 1 evidence of a coherent theory of change.

Strategic Intervention 3:

ATTAINMENT – Closing attainment gaps for specific groups of students

Objectives and targets:

This intervention strategy aims to reduce and then eliminate any gaps in attainment for those with a cognitive and/or learning disability, those who have had free school meals, and IMDQ1 and IMDQ2 male, and those from Black, Asian and Mixed Ethnicity groups.

The gap between the Attainment rates of White (80.8% from 4050 students) and ABMO (59.1% from 300 students) students was 21.7 percentage points. We will improve this by 1% each academic year.

The gap between the Attainment rates of White (80.8% from 4050 students) and Asian (50.0% from 50 students) students was 30.8 percentage points. We will improve this by 3% each academic year.

The gap between the Attainment rates of White (80.8% from 4050 students) and Black (44.0% from 90 students) students was 36.8 percentage points. We will improve this by 4% each academic year. We note the importance of considering intersectionality, and acknowledge that 44% of Black students enter with a BTEC qualification; and our strategies set out below support transition to higher education, as well as attainment.

The gap between the Attainment rates of White (80.8% from 4050 students) and Mixed (73.2% from 140 students) was 7.6 percentage points. We will improve this by 1% each academic year.

The gap between the Attainment rates of IMDQ1&2_Male (64.9% from 390 students) and IMDQ12_Female (76.5% from 680 students) was 11.6 percentage points. We will improve this by 2% each academic year.

The gap between the Attainment rates of students with a declared Cognitive And Learning disability (71.6% from 470 students) was 6.4 percentage points. We will improve this by 1% each academic year.

The gap between the Attainment rates of Not Eligible For FSM (79.2% from 2940 students) and Eligible For FSM (65.9% from 360 students) was 13.3 percentage points. We will improve this by 2% each academic year.

Risks to Equality of Opportunity (EORR):

This intervention strategy addresses the following risks to equality of opportunity:

Risk 1 - Knowledge and skills;

Risk 2 - Information and guidance;

	Risk 3 - Perception of higher education; Risk 6 - Insufficient academic support Risk 7 - Insufficient personal support; Risk 8 - Mental health
<i>Total investment across the length of the APP:</i>	<i>£254k</i>
<i>Institutional Lead(s):</i>	<i>Deputy Vice-Chancellor (Student Experience)</i> <i>Director of Quality and Standards</i>

Activity	Inputs	Outcomes	Cross intervention strategy?
To introduce a new peer mentoring scheme where second year students provide mentoring to first year students: - All students; particularly those with a cognitive and/or learning disability, those who have had free school meals, and IMDQ1 and IMDQ2 male, and those from Black, Asian and Mixed Ethnicity groups - New undergraduate students (approx. 1600 students?)	We will need 80 trained peer mentors; to provide peer mentoring to groups of 20 first year students for an hour fortnightly. This will cost at least £17k (80 peer mentors paid £11.44 per hour for at least 15 hours each). We will need to provide training to the peer mentors. We will need to arrange appropriate spaces to meet and consider timetabling. We will be employing a Grade 7 Outreach and WP co-ordinator (See Strategic Intervention 1) and envisage that approximately 0.3fte of their time will be managing the scheme, including training, at £10,000 p/a	To ensure that students have the confidence and skills to fully engage with their learning experience To offer emotional support (e.g. to help students feel a sense of belonging in HE) To offer programme support (e.g. to help students progress on their programme of study) To offer academic knowledge support (e.g. to support academic skills development) To offer role models	.

	<i>This work will be led by the Director of Quality and Standards.</i> Total: £27,000		
To introduce a pilot scheme for optionality in assessment supported by appropriate staff development to allow students some decision-making about when, how and in what format they submit assessments, to support greater inclusivity and wellbeing, tailored support for diverse learning styles and enhanced student learning experiences. - All students; particularly those with a cognitive and/or learning disability, those who have had free school meals, and IMDQ1 and IMDQ2 male, and those from Black, Asian and Mixed Ethnicity groups - Students undertaking modules included within the pilot scheme	We will need to provide staff development on optionality in assessment; to support students identifying their own assessment format or whether staff offer a range such as Writing for publication • Essay • Presentation • Poster • Literature review • Case study. This will be supported by consideration of authentic assessment to also best support work-readiness. Module leaders will need to revise their assessment strategy, assessment criteria and marking rubrics accordingly. <i>This work will be led by the Dir Q&S</i>	The introduction of diverse assessment formats will explicitly address accessibility, ensuring access to necessary resources and skills development to prevent the unintentional widening of awarding gaps.	
To continue adoption of the inclusive curriculum supported, including technology-enhanced learning where required, by appropriate staff development to support	We will need to provide additional staff development on inclusive and accessible curricula (and assessment). We will use Universal Design for Learning to support	The continued adoption of the inclusive curriculum will explicitly address accessibility, ensuring access to necessary resources and skills development to prevent	

greater inclusivity and wellbeing, tailored support for diverse learning styles and enhanced student learning experiences. We will utilise the concept of equity rather than equality i.e. where equality means giving each individual or group of people access to the same resources or opportunities, equity is about giving every person exactly what they need to be successful. - All students; particularly those with a cognitive and/or learning disability, those who have had free school meals, and IMDQ1 and IMDQ2 male, and those from Black, Asian and Mixed Ethnicity groups	ensuring key information is equally perceptible to all learners by: 1) providing the same information through different formats and 2) providing information in a format that will allow for adjustability by the user. <i>This work will be led by the Dir Q&S</i>	the unintentional widening of awarding gaps. To promote an approach to programme design that is intended to improve the attainment of all students and to adopt pedagogic practices that do not disadvantage particular student groups.	
We will continue our work on the use of learner analytics to identify students at academic risk to target programmes of academic skills development - All students; particularly those with a cognitive and/or learning disability, those who have had free school meals, and IMDQ1 and IMDQ2 male, and those from Black, Asian	We will need our Planning Office to develop a model for machine learning to review data for student engagement with our VLE (Moodle); student attendance management system; and ChiView. Information on students at academic risk will be referred to their module leaders and student engagement officers to re-engage students with their studies and offer targeted support. This will require additional staff development.	Lower withdrawal and intermission rates.	

and Mixed Ethnicity groups This work is also intended to enable research on understanding why these gaps exist and how to continue to address them through review of the quantitative data sets. Qualitative research with our students will support our understanding of factors that could be contributing to differential degree outcomes for students from these groups.	To appoint a new Evaluation Officer (0.6FTE) to support the existing work of the Head of Planning, costing £36.5k p/a or £146k to be located within our planning team, to monitor intended outcomes; lead on reporting as set out in the evaluation section and identify whether new models would support us in our intentions i.e. developing ‘added value’ metrics such as measuring indicative outcomes against entry qualifications with actual outcomes. <i>This work will be led by the Head of Planning</i>		
We will augment our employability weeks with a targeted programme of personal skills development to enhance work readiness to include self-advocacy and resilience for all students; particularly those with a cognitive and/or learning disability, those who have had free school meals, and IMDQ1 and IMDQ2 male, and those from Black, Asian and Mixed Ethnicity groups	We will need to offer additional sessions on personal skills development. <i>This work will be led by the Head of CES</i>	For extra-curricular activity, improved outcomes (continuation, completion, attainment) for target group students participating in programmes, compared to relevant comparator groups.	

Summary of evidence base and rationale	There has been a wide range of evidence used in formulating this plan, including: TASO: Mentoring, counselling, coaching and role models (post-entry), https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/ QAA: Optionality in assessment, https://www.qaa.ac.uk/membership/collaborative-enhancement-projects/assessment/optionality-in-assessment#reports_findings_advice AdvanceHE: Embedding Wellbeing into the Curriculum: A Global Compendium of Good Practice, https://www.advance-he.ac.uk/knowledge-hub/embedding-wellbeing-curriculum-global-compendium-good-practice AdvanceHE: Inclusive Curriculum, https://www.advance-he.ac.uk/inclusive-curriculum OfS: Differences in student outcomes https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/ethnicity/ OfS: Educational gains explored Independent report on higher education providers' approaches to educational gains in the Teaching Excellence Framework (TEF) 2023 https://www.officeforstudents.org.uk/media/kshdumib/educational-gains-explored-approaches-in-tef-2023.pdf OfS Catalyst Project: https://closingtheattainmentgap.co.uk/ TASO: The impact of curriculum reform on the ethnicity degree awarding gap https://taso.org.uk/wp-content/uploads/Full-report-the-impact-of-curriculum-reform-on-the-ethnicity-degree-awarding-gap.pdf TASO: https://s33320.pcdn.co/wp-content/uploads/Approaches-to-addressing-the-ethnicity-degree-awarding-gap.pdf https://s33320.pcdn.co/wp-content/uploads/Approaches-to-addressing-the-ethnicity-degree-awarding-gap.pdf Student Minds Hub: mental health charter https://hub.studentminds.org.uk/university-mental-health-charter/ UK Higher Education Award Gap Group https://heawardgap.org.uk/ Universal Design for Learning, https://udlguidelines.cast.org/representation/perception			
Evaluation	Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.

	Peer mentoring	Improved outcomes (progression, continuation, attainment, academic progression) compared with students from the same groups who do not participate.	Type 1: relevant literature informing practice; possible conference participation	A final written report will be published on our website to inform continuation of the scheme if successful.
	Optionality in assessment	Improved outcomes (progression, continuation, attainment, academic progression) compared with students from the same groups who do not participate.	Type 2: collect qualitative and quantitative data through module evaluation to prepare case studies for publication	A final case study report will be published on our website to enable the sharing of examples across the institution (and sector).
	Inclusive curriculum	Improved outcomes (module pass rates) for target groups compared to relevant comparator groups in modules where staff have completed relevant training.	Type 1: relevant literature informing practice; possible conference participation	Examples of how staff have adopted an inclusive learning experience as published case studies on our website, enable the sharing of examples across the institution (and sector).
	Learner analytics	Improved outcomes (continuation, completion) for students compared to available sector benchmarks.	Type 1: relevant literature informing practice; possible conference participation Type 2: collect qualitative and quantitative data through evaluation to investigate correlation between engagement with	Reports will be published on our website, and in addition, where appropriate, reports will be shared with appropriate sector fora.

			improved continuation, completion and attendance compared to available sector benchmarks, supplemented by qualitative analysis.	
	Resilience	Improved NSS outcomes for Q34 on mental wellbeing services.	Type 1: relevant literature informing practice; possible conference participation	Examples of how staff have adopted resilience within the curriculum as published case studies on our website
More detailed information on evaluation can also be provided in the Evaluation section or at Annex B.				

Strategic Intervention 4:

PROGRESSION – Improving progression, or graduate employability for students from IMD Q1&2 and students with certain disabilities

<i>Objectives and targets:</i>	Target 1: narrow progression gaps among full-time undergraduate students from IMDQ1-2 compared to IMDQ3-5. Reduce the gap in progression of these students by half which would be the current university sector median position. Target 2: improve the progression rate for all undergraduate students with social and communication impairment. Our aim is to ensure that for students who declare a social and communication disability the gap will be reduced to 9% which would be better than the current university sector median position.
<i>Risks to Equality of Opportunity (EORR):</i>	Risk 1: Knowledge and skills Risk 6: Insufficient academic support Risk 7: Insufficient personal support; Risk 8: Mental health Risk 9: Ongoing impacts of coronavirus Risk 10: Cost pressures; Risk 12: Progression from higher education.
<i>Total investment across the length of the APP:</i>	£354k
<i>Institutional Lead(s):</i>	Deputy Vice-Chancellor (Student Experience) Director of Students, Support and Information Services

Activity	Inputs	Outcomes	Cross intervention strategy?
To implement and develop a central stream of activities based on Career Readiness results. Monitoring the career readiness of our student body year after	- Allocate 3% of current staff time to review data = £9k p/a - Allocate 2% (£6k p/a) staff time for planning and delivering	Plan and deliver dedicated interventions from level 4 onwards.	Attainment

year, during registration and re-registration, will inform our communication plans and events content and our careers events.	intervention activities, such as workshops, employer-led events, and networking sessions. • Allocate 2% (£6k p/a) of staff time for planning and targeting the communication campaign.	Enhance visibility and access to the service for the entire student body. Increase the number of students who have planned their careers by the time they leave the University, influencing Graduate Outcomes results.	
To continue embedding careers in the curriculum • Pilot a 1-year "Industry Placement" cross-subject area module for the academic year 2025/2026. • Continue the implementation of Graduate Attributes. • Employability Weeks with focused activities in partnership with third-party providers who specialise in social and communication impairments, such as the National Autism Society and others as relevant.	• Allocate 3% (£9k p/a) staff time to increase the number of one-year placement opportunities; • Allocate 2% (£6k p/a) of staff time to develop the implementation of Graduate Attributes; • Allocate 3% (£9k p/a) staff time to plan events and activities during Employability Weeks.	Increase the number of students on work placements, leading to positive Graduate Outcome results. Introduce a common language understood by employers to enhance students' employability skills and awareness, reflecting positively on Graduate Outcome results. Enhance employer networking and awareness of the job market.	Access, Attainment
To introduce a new scheme delivered by the Careers & Employability Service in collaboration with the Wellbeing Service and in consultation with students. This will be a 3-year intervention plan, which will span from level 4 up to 18 months after graduation. The intervention could include a number of activities, such as: • Group training sessions on employability skills to be integrated into existing extracurricular groups, such as the "Autism Support Group". • Dedicated 1 hour Careers Guidance Appointments with specialist support.	• Introduce a new member of staff (0.8fte for a 3 years fixed-term contract - reviewed based on the data and outcome of the pilot): a qualified Careers Consultant with experience and expertise in working with students with autism and other social and communication impairments. This will involve investment of £36k+ p/a • Staff training will be provided in collaboration with the Wellbeing Service to complement the range of interventions.	Support the transition from higher education to employment, with the aim to improve Graduate Outcomes for students with social and communication impairments. Introduce targeted support and maintain records of end destinations to nurture and strengthen a valuable and supportive network of employers. Continue embedding employability in curriculum which will favour Graduate Outcomes and positive destinations for students.	Access, Attainment

• Dedicated Careers events, including fairs, employer visits, and - alumni talks. • Specific Mentoring Scheme. • Micro-placement opportunities and support to identify placement providers. • 18 months of post-graduation support, including a calling campaign and individual support offered to source and prepare students for job interviews and applications. • Identification of programmes with a high number of students with social and communication impairments. Plan and implement dedicated in-curriculum interventions with lecturers, such as timetabled classes on CV writing, LinkedIn, application writing, mock interviews, etc., as well as extracurricular interventions in collaboration with industry-specific employers or organisation.	• Co-create interventions with academics teaching in the targeted subject areas to design curriculum-based interventions.		
To continue providing support for Studying and Working Abroad, via the Turing Scheme. To create a Summer Schools Abroad offer, with a focus on students from IMDQ1 and 2 and those with social and communication impairments, in line with the Turing Scheme values and aims.	• Invest in a further 0.4fte staff post dedicated to delivering this scheme (£15k p/a) • Allocate 1% (£3k p/a) staff time to develop a better communication campaign to address all students, and specifically those from IMDQ 1 and 2 backgrounds and those with social and communication impairments. • Offer one-to-one appointments to students; dedicated support to be made	Increase the number of students studying or working abroad, particularly those from IMDQ 1 and 2 backgrounds and those with social and communication impairments. Increase the number of partnerships with foreign institutions and employers abroad. Increase the number of students accessing Turing funds, which should positively reflect on Graduate Outcomes.	Access, Attainment

	available to students from a disadvantaged background and/or with a SEND to support them during the application process to increase completion rates. • Integrate dedicated Careers activities (skills audit, pre-placement, mid-placement, and post-placement) into standard study and work abroad processes to better support students from IMDQ1 &2 and those with social impairments.		
To introduce a virtual work placement scheme called “Careers Accelerator Program”, provided by Virtual Internship. This programme will offer in total 90 guaranteed virtual work placements, per year, for a total of 3 years. These placements will be offered to students with social and communication impairments to enhance their employability skills and further opportunities after their studies.	• Allocate 2% (£6k p/a) of staff time to coordinate the activities with the external provider and vet the quality of the work placements • Marketing and communication campaign.	Increase and promote social mobility and employment opportunities. Better prepare and equip students with social and communication impairment for employment. Support positive Graduate Outcomes.	
Summary of evidence base and rationale	TASO: TASO-Report, Addressing gaps in the participation of sandwich courses https://cdn.taso.org.uk/wp-content/uploads/TASO-Report_Addressing-gaps-in-the-participation-of-sandwich-courses.pdf Cobb, F. (2019). ‘There’s no going back’: The transformation of HE careers services using big data. Journal of the National Institute for Career Education and Counselling https://nicejournal.co.uk/index.php/nc/article/view/342 OfS: How can career readiness learning gain support student outcomes? https://www.officeforstudents.org.uk/media/738ca4fa-a727-445c-8c31-64030cb3200c/student-outcome_bob-gilworth.pdf AGCAS: The evolution and integration of Careers and Employability Education in Universities (2022) https://www.agcas.org.uk/write/MediaUploads/Resources/Research%20and%20knowledge/The_evolution_and_integration_of_careers_and_employability_education_in_universities_240422.pdf Brooks, R., Waters, J. An analysis of the UK’s Turing Scheme as a response to socio-economic and geo-political challenges. High Educ (2023). https://link.springer.com/article/10.1007/s10734-023-00995-0#citeas		

Evaluation	AGCAS: Social Mobility, (2024) https://www.agcas.org.uk/write/MediaUploads/Phoenix/Phoenix170SocialMobilityMarch2024.pdf Advance HE: Disabled Students' Commission (2022), https://advance-he.ac.uk/knowledge-hub/disabled-student-commitment AGCAS: What happens next? (2021) - A report on the employment outcomes of disabled graduates https://www.agcas.org.uk/write/MediaUploads/Resources/Disability%20TG/AGCAS_What_Happens_Next_2021_-_February_2021.pdf AGCAS: The Future of Work (2023) https://www.agcas.org.uk/write/MediaUploads/Phoenix/PhoenixIssue169November2023.pdf			
	Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
	Careers Readiness	Improved outcomes (progression, academic progression)	Type 1: relevant literature informing practice.	A report will be published online
	Embedding Careers in Curriculum	Improved outcomes (progression, academic progression).	Type 1: relevant literature informing practice.	Case Studies, Testimonials, TEF
	Employer Engagement	Improved outcomes (progression)	Type 1: relevant literature informing practice.	A report, and dissemination results during employers led events
	Progression Plan and Package for students with communication and social impairments	Improved outcomes (progression and attainment) for students compared to the ones who did not do the programme.	Type 1: relevant literature informing practice; Type 2: Empirical	End of the first triage (3 years). Website publication, study case and information.
	Abroad Opportunities	Improved outcomes (progression, academic progression) for students compared to the ones who did not do the programme.	Type 1: relevant literature informing practice; Type 2: Empirical	Internal Report which will inform our Education Committee. Information will be also published online. A report, and dissemination results during employers/partners led events
	Virtual Work Placement		Type 1: relevant literature informing practice; Type 2: Empirical	

Section 5 - Whole provider approach

The University is committed to our existing Strategic Plan, titled 'Open for Change'²⁰ (2018-2025). A new Strategic Plan is currently in development, and will be launched in 2025 following the appointment of a new Vice-Chancellor.

Our current mission is to 'provide outstanding education, advance knowledge and benefit the world'. We are committed to widening access and ensuring successful outcomes for all our students and we hope our APP targets evidence this commitment.

The existing Strategic Plan references the aims to diversify our student body, talks of the importance of degree apprenticeships and alternative modes of delivery as well as the aim to strengthen the distinctiveness of the Chichester student experience. This last point is perhaps the most important. It has always been our aim through our strategies, policies and plans to ensure our 'student experience is high quality, personalise, accessible and aspirational'.

The following key strategies and policies have been used to prepare this Access and Participation Plan:

Learning, Teaching and Student Experience Strategy 2018-2025²¹ – This strategic document aims to enable the overarching strategic aims of ensuring the student experience at Chichester is 'high-quality, personalised, accessible and aspirational'. It talks to the delivery of our programmes and also around the progression to graduate employment.

Mitigating Circumstances Policy²² – This policy details the processes through which the University of Chichester will support our students to success academically. This lists appropriate use of mitigating circumstances which students can apply for.

Admissions Policy²³ – details the criteria and inclusive approach taken to admitting students to the University

Positive Mental Health Policy²⁴ – A positive approach from students and University staff towards the management of mental health conditions is critical to student learning, academic achievement and the quality of the wider student experience for all.

Equality, Diversity and Inclusion – The principle of inclusivity is one of the most important considerations for the University of Chichester in everything we approach. The University has an Equality and Diversity Policy –²⁵ This policy, aimed at both students and staff is complemented by

²⁰ University mission and vision pages - <https://www.chi.ac.uk/about-us/mission-and-vision/>

²¹ Learning, Teaching and Student Experience Strategy 2018 -2025 - <https://www.chi.ac.uk/app/uploads/2021/10/Learn-Teach-and-Stud-Exp-Strat-2018-25-Aug-19-B-2-WEB.pdf>

²² <https://www.chi.ac.uk/about-us/policies-and-statements/academic-quality-and-standards/mitigating-circumstances/>

²³ Information on Academic, Admissions and Student Support policies - <https://www.chi.ac.uk/about-us/policies-and-statements/academic-and-student-support/>

²⁴ Mental Health policy and information- <https://www.chi.ac.uk/student-life/support-health-wellbeing/student-health-and-wellbeing/mental-health/#:~:text=If%20you%20have%20a%20diagnosed,Disability%20Team%20before%20starting%20your>

²⁵ Information on Equality, Diversity and Inclusivity - <https://www.chi.ac.uk/about-us/policies-and-statements/inclusivity-equality-and-diversity/>

the Equality Diversity and Inclusivity Plan. The University celebrates diversity and ensures that all our students, staff and stakeholders feel that they are a member of an inclusive community where individuals can be proud of their own identity and work in an atmosphere of mutual respect. We also believe that the University should have a positive impact on our local and regional communities.

To achieve an environment which is positive, engaging and beneficial for everyone, we believe that it is essential that our curriculum and community are inclusive and reflective of the diversity in which we operate.

We recognise that we need to be a University that celebrates diversity and ensures that all of our students, staff and stakeholders feel that they are a member of an inclusive community where individuals can be proud of their own identity and work in an atmosphere of mutual respect.

We also believe that the University should have a positive impact on our local and regional communities.

Pre-Entry Support

Admissions, Recruitment, Outreach team

The University is committed to widening access to higher education by providing clear, professional information and advice and by raising awareness and expectations in the pre-HE community in order to generate interest and enthusiasm in those potential applicants who can benefit from the provision on offer.

The University welcomes applications from motivated candidates from all backgrounds. We recognise that student potential is not always fully demonstrated by formal academic qualifications and, therefore, strive to be effective in recognising the potential within applicants.

Social Media team

The Social Media team recognises the important role they play in the provision of Information, Advice and Guidance (IAG) space, particularly for prospective students who may have questions or concerns. To address this, the University developed a series of 'Be You' Podcasts. These tackle a range of issues students may be concerned about, such as entering university as a disabled, mature or ethnically diverse student. More information on the three series of podcasts developed can be found on our website.²⁶

Events

The University offers inclusive events during Open Days, Applicant Days and auditions or interview events. Our academic staff, admissions staff and student support staff provide tailored support and advice for students. This support includes dedicated one-on-one meetings with support staff to discuss individual needs. This support extends beyond the Open Days themselves where support staff and accommodation staff will always aim to meet prospective students who have widening participation characteristics at a time and date of their choosing.

²⁶ <https://www.chi.ac.uk/student-life/be-you-podcast/>

School of Education

Alongside training hundreds of teachers each year, we already collaborate extensively with our strategic partners. This includes providing customized Continuing Professional Development (CPD) opportunities, seeking joint research projects, and engaging in activities aimed at improving educational outcomes together. Recognised by Ofsted as one of the few double 'Outstanding' schools in the country, we aim to always work in partnership with our local schools.

Our department boasts a successful range of ITT undergraduate degrees, as well as Special Educational Needs Coordination (SENCo) program, PGCE courses, iQTS, CPD and Masters courses.²⁷

We highly value the relationships we have established with local schools, educational settings and their alliances, as well as with local authorities and councils. We also build on the sponsor link we have with the University of Chichester Multi-Academy Trust²⁸.

Diverse pathways into and through Higher Education (HE)

Foundation Years

The University of Chichester has widened the number of degree programmes it offers with foundation year pathways. These are seen as critical at diversifying the intake of students from a wide range of backgrounds. These include mature students, widening participation students and those individuals who may have experienced disruption to their education and not achieved the required formal qualifications for direct entry, such as care-leavers or Adversity into University graduates (see below).

There are now courses that feed into Health and Exercise Sciences (including Nursing), Education, Psychology, Law, Engineering, Early Childhood and other programmes are planned in History, Politics, Philosophy and English. These are particularly important for the Adversity into University programme as well (see next section).

Adversity into University Scheme

Established in 2018, and funded by The UPP Foundation²⁹ in 2019, the from Adversity to University offers non-traditional access to Higher Education for students who have had to overcome adversity in its various forms

Over its 6 years of operation, the project team has built a rich knowledge base about how to develop and deliver higher education access projects

From Adversity to University has supported over 200 students, 32 of whom have experienced homelessness and addiction. 10 of these students have completed or are currently studying or hoping to study, at university. Those who have chosen not to attend have mostly moved forwards with their lives into employment, volunteering and independent living. Many have become mentors for current students.

Key to the project is a 12-week bridging course, originally co-produced with participants who had experienced homelessness and addiction, supported by Stonepillow, a local homelessness

²⁷ Information on our Initial Teacher Training (ITT) courses - <https://www.chi.ac.uk/teaching/>

²⁸ Information on University of Chichester Academy Trust - <https://www.unicat.org.uk/>

²⁹ Information on UPP Foundation - <https://upp-foundation.org/>

charity³⁰. Course participants do not need any former qualifications. The development of academic skills and learning is based on lived experience. Each course is bespoke, interweaving core academic skills with the needs and interests of the learners. Groups are deliberately small with just 8 to 10 students taking part. The course runs once a week for 3 hours on the university campus. Finally, students are given intersessional tasks and are able to book 1:1 sessions with tutors at any time.

Critically, course costs are kept at a minimum, (i.e. usually ranging from £200 per person) and often fees are paid by third parties such as West Sussex County Council. Students who have left the programme have entered a wide range of courses at the University, which include Sociology, Creative Writing, Outdoor and Adventure Education, Fine Art, Law, Nursing, Social Work, Childhood Studies, Psychology, Business, Computer Science and our PGCE courses.

More information on the impact of the Bridging course can also be found on our Be You Podcast interviews with both students^{31 32} and the staff members who developed and teach on the course.³³

Student support throughout the studies

Wellbeing

Our wellbeing team provides a range of services to support students, including wellbeing drop-ins, self-bookable advice and guidance appointments, skills training groups, walk and talk, bereavement support and peer mentoring support.

Our professional wellbeing team includes:

- Qualified mental health advisers, offering advice, signposting and skills intervention training to students with diagnosed mental health conditions as well as those experiencing problems such as stress, low mood, anxiety and difficulty coping. Where appropriate they offer short-term brief interventions and also assist students to access NHS mental health services.
- Student wellbeing advisers, offering a friendly, helpful and confidential service for all students with concerns such as relationship or family troubles, academic issues, stress, anxiety, accommodation problems, homesickness, bullying and harassment.
- Wellbeing counsellors, offering the opportunity to talk through personal problems and difficulties in confidence with a qualified and registered counsellor.

Student health

³⁰ Information on Stonepillow - <https://stonepillow.org.uk/>

³¹ Interviews with Adversity into University student - <https://www.youtube.com/watch?v=hJKK1vytZDo&list=PLMwhF7NaFQJxaE1X4LMUj7Y6Bq-cwRxeh&index=27>

³² Interviews with Adversity into University student - <https://www.youtube.com/watch?v=A5jsuY1hOTU&list=PLMwhF7NaFQJxaE1X4LMUj7Y6Bq-cwRxeh&index=28>

³³ Interview with Adversity into University course leader - <https://www.youtube.com/watch?v=c-1hluS4hWc&list=PLMwhF7NaFQJxaE1X4LMUj7Y6Bq-cwRxeh&index=29>

Our nurse health advisers provide an approachable and confidential service with daily clinics. They work closely with local NHS services and offer support and guidance on all aspects of health and wellbeing including supporting students with GP registration, sexual health issues, and management of medication. For students with chronic health conditions, such as epilepsy and diabetes, individual support plans can be formulated with the student to ensure they are safe and supported whilst at university.

Money Advice Team/Financial Support

Team members provide confidential advice and assistance for students needing help with their finances. They can assist with student loans, including eligibility and how and when to apply, as well as dealing with associated problems. They advise on the University's financial support package and assist with applications for the University Support Fund, and can provide emergency financial support when necessary. They also advise on budget planning.

Disability Support

This team provides a range of support to students with disabilities, enduring health conditions and neurodiverse conditions such as ADHD, ASD, specific learning difficulties (SpLD) and Tourette's syndrome.

- SpLD and neurodiversity – our advisers offer initial screening for ADHD, dyslexia, dyspraxia and other specific learning difficulties, and assist students to obtain full educational psychology reports, the costs of which are partly subsidised by the university.
- Disability – our disability team advises students and university staff on the learning needs of students with disabilities, autistic spectrum conditions and/or medical conditions and provides a range of support and guidance. The team includes a sensory adviser who provides specialist support to students who have a visual or hearing impairment.
- Additional support – the service can also arrange for non-medical helper support such as mentors, study skills tutors, note-takers, sighted guides and workshop assistants. Some of this support may be funded by the Disabled Student Allowances.

Academic Adviser

All students are assigned an Academic Adviser from their area of study. Academic Advisers are a key contact point between the University and the student. Academic Advisers offer support at a more individual level than is sometimes possible within a formal teaching context, especially on large programmes. The key aspect of the Academic Advisor role is to:

- Provide a key contact point between the student and the University.
- Offer individual support (more than is sometimes possible within a formal teaching context).
- Help put any initial anxieties into perspective and guide students through any initial difficulties.
- Help students establish realistic expectations.
- Encourage effective study patterns.
- Contribute to a more fulfilled student experience.
- Provide continuity throughout the programme.
- Offer informal advice, long after graduation.

Our academic skills advisers also offer workshops and one-to-one advice appointments focusing on the important skills needed to be successful in studies including essay planning and structuring, academic writing, referencing, time management, critical thinking and exam and revision techniques.

Faith and Community

The University Chaplain offers opportunities for students to explore faith, discuss life and find community. The Chaplaincy is an open space for students with or without a faith, and for students who simply need somewhere neutral to reflect. It is for students who are experiencing difficulties and do not know where to start to get help. There is a quiet room on each campus for individuals or small groups to use for prayer and meditation. If students are looking for a local church, or other place of prayer or worship, the University Chaplain will be able to discuss this with them and suggest places where they may feel most at home.

Bursaries

The University of Chichester offers eligible students a Financial Support Package. This is available to all new, full-time, home undergraduate degree (including Foundation Degree) students starting level 4 (e.g. 'first year'), whose programme is based at either the Bognor Regis Campus or the Bishop Otter Campus. From 25/26 onward, the Bursary will be awarded to those students who were eligible for Free School Meals (FSM) and be valued at £400 for the first year of study, followed by £300 for each subsequent year. There is a further Care Leavers Bursary (see next section).

Care Leaver Support

The University prides itself on supporting Care Leavers and has put in place a package of support³⁴. This package includes:

- A Care Leavers Bursary – In addition to the main bursary, there is also a Care Leavers Bursary of £300 p/a irrespective of any other grants or funding received.
- The offer of university accommodation 365 days a year, charged at the current rate so eligible students can settle and stay in halls throughout their time at university.
- A named Student Wellbeing Adviser to speak to during their studies.
- Advice and guidance during the admissions process and throughout their course.

Careers Support

The Careers & Employability Team are available to support students through every step of their university education and beyond. From the moment students arrive, they start preparing them to achieve their career and life goals. The aim is to empower students with the skills and experience to prepare them for their working life. The team work with all academic areas to ensure students are aware of their future options and the skills and personal qualities needed to capitalise on their experience. They also link students/graduates with employers to organise virtual and on-campus events that create networking opportunities to develop connections with relevant industries.

³⁴ Care Leavers Support package - <https://www.chi.ac.uk/student-life/support-health-wellbeing/care-leavers/#:~:text=This%20optional%20package%20offers%20you,your%20potential%20whilst%20you%20study.&text=You%20are%20eligible%20for%20the,since%20the%20age%20of%2014.>

The team provide:

- Advice, guidance and support delivered by professionally trained Careers Consultants
- Access to jobs, opportunities and employers
- Support with CVs and application development
- Maximising students' social media presence

Section 6 - Student consultation

Throughout the planning of the APP submission there was engagement with a wide range of students and sabbatical officers from the Students' Union, as well as key members of staff who are responsible for the Student Forum and the broader student experience.

Firstly, within the APP working group meetings the SU Vice-President was an integral member of this group from the first meeting which took place in 2023. These meetings, which were held fortnightly, permitted the SU to feed into the targets, interventions and discussions on the most appropriate objectives, interventions and the level of investments appropriate to these.

Secondly, the University invited over 500 students to attend a hybrid in-person/online session to discuss the proposed APP targets and strategic interventions planned. MS Forms was utilised to ensure that anonymised feedback could be captured, allowing participants to raise questions or concerns about targets and interventions. Most of the feedback was complimentary about the targets and interventions selected, although where suggestions for changes did occur these were subsequently considered, and the interventions amended accordingly. This was the case for the Progression targets, which saw a focusing of the time spent abroad to a summer instead of a semester.

Finally, the Academic Board (consisting of both the SU President and Vice-President) was consulted alongside the Board of Governors for a joint session on the targets and interventions proposed. This meeting was dedicated solely to the development of the APP and the session lasted for half a day. The proposed plan was at a draft stage, enabling comment from both students, staff and governors to be considered and targets and interventions amended.

In terms of ongoing evaluation. It is our proposed approach to have two ongoing points of review and feedback from our student community. These are:

Firstly, it is our intention to continue the APP working group which will meet at least annually. This group consists of staff responsible for delivery of the interventions as well as the SU VP, SU President and Academic Officers. The group will discuss progress towards APP objectives and then report their findings and observations to the Student Forum.

The minutes of the APP working group will be discussed at the Student Forum meeting, chaired by the DVC (Learning and Teaching). This group consists of a wider body of students who will have chance to further comment on progress towards targets and whether intervention strategies require adjustment. The minutes of Student Forum are shared with the Education Committee, the SU and ultimately the Vice-Chancellor's Group (the senior decision-making body).

Section 7 - Evaluation of the plan

The University of Chichester recognises that evaluation of any APP is crucial. For the past five years there has been a strategic aim to ensure that data is firstly available for review, interrogated regularly and then acted upon as appropriate. This can be demonstrated by the existing APP objectives being included in the University Risk Register and the Strategic KPI's which are regularly under review by senior decisions makers of the University.

As detailed in strategic interventions, all activities are evidence-based and supported by a 'theory of change' or logic model (type 1 evaluation). Therefore, we aim to incorporate evaluation from the beginning. In most cases, this will involve empirical inquiry (type 2), mainly using pre- and post-surveys to measure changes in skills, knowledge, behaviour, or attitudes, to identify correlations between the intervention and outcomes. Besides using questions to assess and improve our interventions, we will also employ validated survey designs, such as the TASO validated widening participation questionnaire, to determine associated outcomes.

We will also ensure that data is available in an accessible format for the wider staff community to access. Therefore, our first priority is to ensure that all data is:

1. Current - the data shown is always as up-to-date as possible or live. This means data is drawn into the dashboard from our student records system (SITS) or other systems to ensure users are looking at the most current data available.
2. Accessible - relevant staff and SU colleagues are provided access to the Annual Monitoring dashboards via 'Qlikview' and 'QlikSense' (Business Intelligence software tools). All student data is anonymised. Training is provided for users.
3. Easy to understand - the system and data is configured into easy to use dashboards whilst also allowing tailored interrogation of data.

In addition to the systems, such as Qlikview and QlikSense, it is our intention that data feeds will also be included within the Risk Register. This is always shared with the Vice-Chancellor's Group (VCG), Board of Governors and other decision-making bodies through the Risk Register. These groups will be able to evaluate the findings presented to them and request the institutional leads to explain any data, interventions, or progress towards targets.

We recognised the importance of staff dedicated to evaluation. In the early years of the plan this will be conducted by members of the Planning team who are highly experienced and already monitor the data feeds for the existing APP. However, for the next APP, it is our intention to invest in an additional member of staff dedicated to evaluation of the plan. This is also to be based within the Planning team at Chichester. This role is aimed at an experienced individual and will represent a significant investment. The role will be recruited to within the 2026/27 cycle. The primary focus will be on ensuring data is accurate, assessing progress towards targets, developing machine-based learning models to highlight potential issues and liaison internally with institutional leads and committees to ensure issues are flagged for early intervention.

Section 8 - Provision of information to students

The University publishes information on tuition fees and financial support in a timely fashion and in a manner accessible to both existing and potential students.

- Prospective students are provided information on the tuition fee rates for their programme on the University website, alongside information on loans, scholarships and financial support: <https://www.chi.ac.uk/study/undergraduate/fees-finance/>
- Tuition fee rates are also published on each individual course page on the University website.
- We provide timely and accurate information to the Universities and Colleges Admissions Service (UCAS) and Student Finance England (SFE), to allow them to populate their respective databases with the most up-to-date information for potential applicants.
- Focussed advice sessions for advisors from our Compact Plus colleges and schools.
- Tailored advice sessions for applicants and prospective applicants via in-reach and out-reach.
- Open Days and Applicant Days at which staff promote the University's offering, including reference to our bursaries.
- Our Digital Marketing team manage our student-focused social media channels (including email, Facebook, TikTok – See Section 4 of this APP³⁵). These channels provide regular, engaging communications to all student audiences, including students from under-represented groups.
- A comprehensive information and advice service, provided through the University's Student Money Team and Wellbeing Service. This provides budgeting advice as well as details of financial support, including emergency financial support through the Hardship Fund.
- An online student careers and jobs portal which provides advice about part-time work for students.

Unless otherwise stated, support outlined in this agreement applies to full-time UK undergraduate students only.

³⁵ University of Chichester APP – Section 5 – Whole Provider Approach

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

As a rationale for identifying risks to equality of opportunity across modes of study the data provided by the OfS Size and shape dashboard³⁶ were determined to be as follows for the last four published years of entrants;

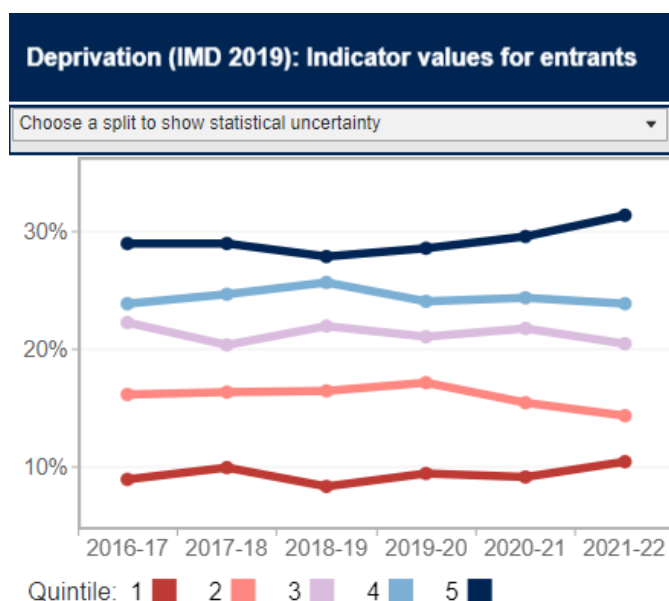
- 90.4% of undergraduate entrants were studying full-time
- 5.6% were studying part-time
- 4% were studying through an apprenticeship

This asymmetry of mode led the focus to be on full-time undergraduate students. Part-time and apprenticeship outcomes were still evaluated as demonstrated in the relevant life cycle stages below. All combinations of split indicators and modes of study were considered when analysing performance through data published on the OfS Access and participation data dashboard³⁷

Access lifecycle stage

The OfS APP data dashboard indicates that our IMD quintile 1 recruitment has risen above 10% for the first time in the six years displayed as shown in Chart 1.

Chart 1 – Full-time undergraduate recruitment by IMD quintiles

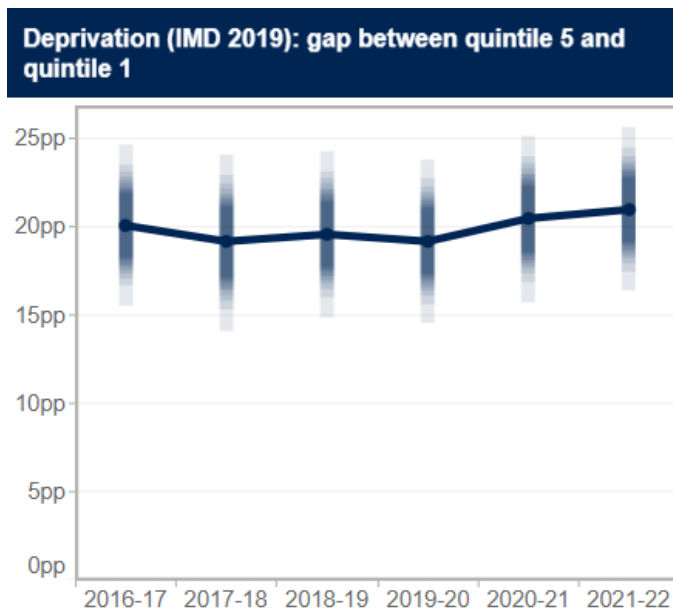


However, the increase in Quintile 5 recruitment over the same time period has meant that our gap between quintile 5 and quintile 1 recruitment has widened slightly from 20 percentage points to 20.9 percentage points with wide confidence intervals shown in Chart 2.

³⁶ <https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/>

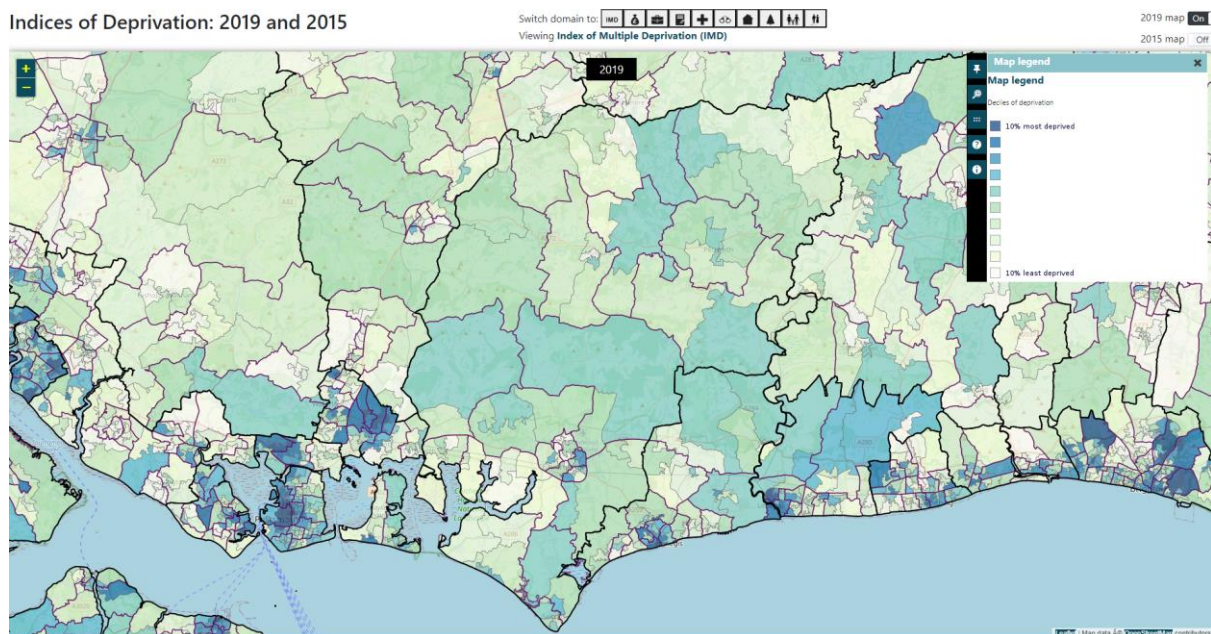
³⁷ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>

Chart 2 – Recruitment gap between IMDQ5 and IMD Q1



To provide context to this result it is important to consider the location of the university. The wider region map 1³⁸, stretching from Southampton to Brighton, indicates the low proportions of Lower Super Output Areas (LSOAs) that are in the most deprived deciles across the region from which we recruit over half of our students. Where there are areas in deciles 1-4 or quintiles 1-2 these are generally found in the built-up areas, often served by other institutions.

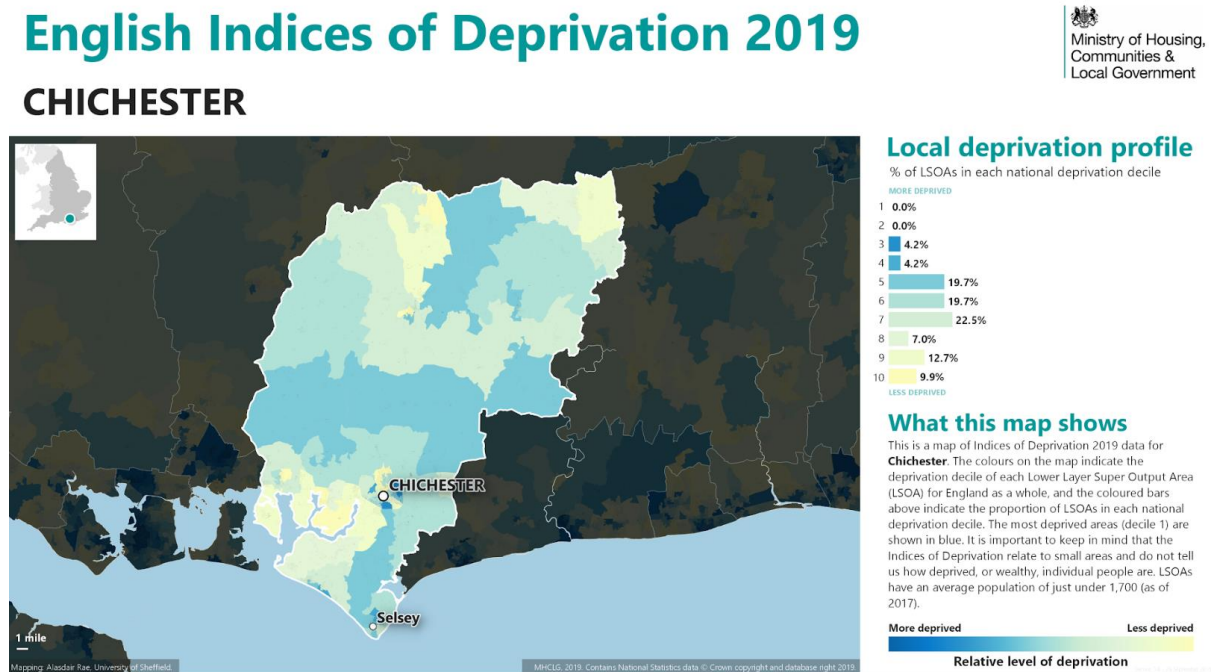
Map 1 - Indices of Deprivation deciles across the region.



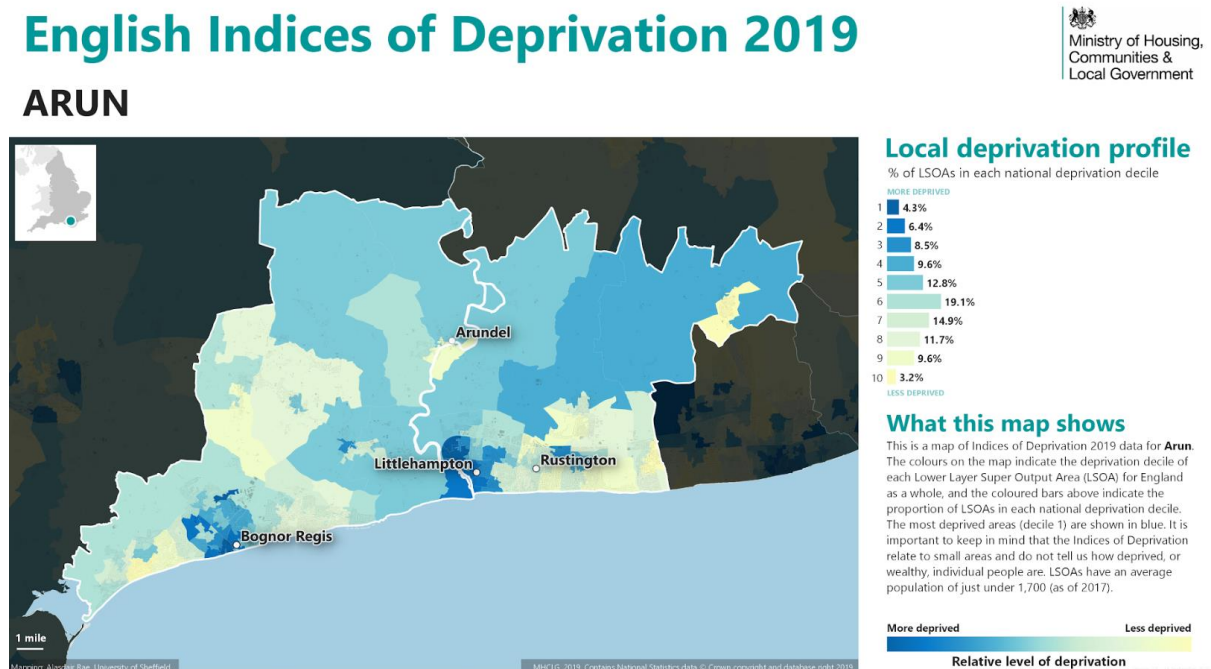
³⁸ http://dclgapps.communities.gov.uk/imd/iod_index.html#

The higher resolution maps³⁹ below show the deprivation profile for the two areas where the university campuses are situated, Arun and Chichester. It is particularly striking that no areas of Chichester, shown in Map 2, are in IMD quintile 1 and Arun only has 10.7% in quintile 1

Map 2 – Chichester Local Authority Indices of Deprivation



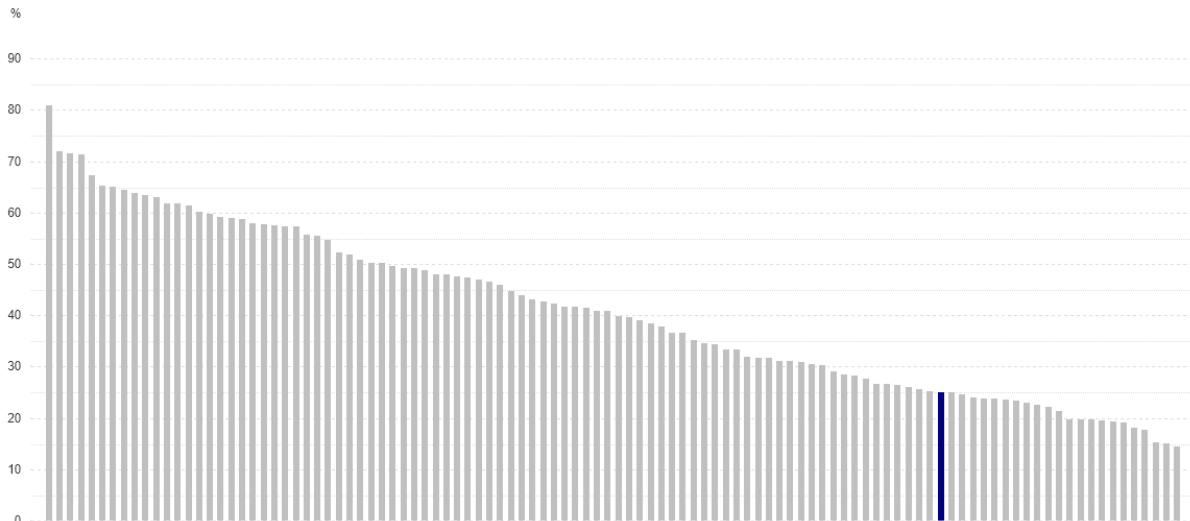
Map 3 – Arun Local Authority Indices of Deprivation



³⁹ <https://www.gov.uk/guidance/english-indices-of-deprivation-2019-mapping-resources#indices-of-deprivation-2019-local-authority-dashboard>

Within the subset of 106 universities in the data extracted from the APP dashboard the position of the university, shown as the dark blue bar in chart 4, is just outside the bottom quintile of institutions.

Chart 4 – Percentage of full-time all undergraduate entrants from IMD quintiles 1&2 aggregated over four years



Whilst this is an area the institution would like to improve, the fact that it is an area-based measure rather than based on individual circumstances makes it harder for targeted interventions. Our objective to increase the proportion of entrants who were eligible for free school meals will have the effect of also increasing the population of IMDQ1&2 students based upon the following analysis⁴⁰ of the intersection between IMD quintile and free school meal status as shown in table 1.

Table 1 – Proportion of intake by IMD quintile that was eligible for free school meals

IMD Quintile	Proportion of IMD quintile eligible for free school meals
1	33.3%
2	21.4%
3	11.7%
4	7.9%
5	4.6%

⁴⁰ OfS Institutional Performance Measure dataset

Table 2 – Distribution of FSM intake across IMD quintiles

IMD Quintile	Proportion of entrants eligible for free school meals by IMD quintile
1	24.9%
2	27.4%
3	19.6%
4	16.3%
5	11.8%

With over half of entrants that were eligible for free school meals coming from IMD quintiles 1 or 2 as shown in Table 2, Objective 1 will have the secondary effect of raising numbers of IMD Q1&2

Our intake of students who were eligible for free school meals has fluctuated marginally around the 12% figure over the six years covered by the APP dashboard, shown below in chart 5 and is the focus of Objective 1. The sector wide position is shown in chart 6 and places the institution just inside the bottom quintile of universities on this measure.

Chart 5 – Proportion of intake eligible for free school meals

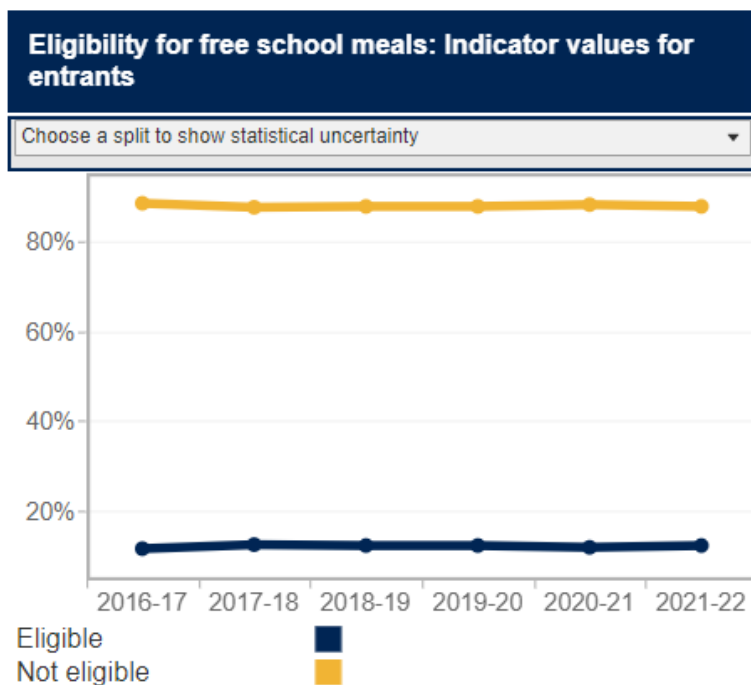
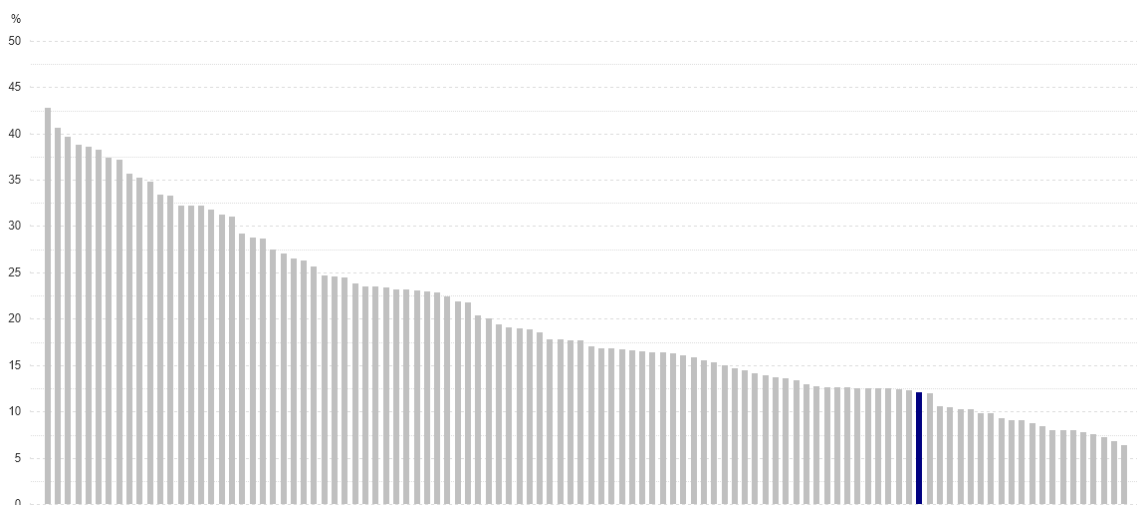


Chart 6 – Four-year aggregate full-time all undergraduate entrants sector view of proportion of intake eligible for free school meals



As detailed in section 2, the surrounding environment from which we recruit over half of our intake from is not ethnically diverse. This is reflected in our historical recruitment by ethnicity shown in chart 7 where the proportion of students with an ethnicity other than white is less than 10% each year. There is no data for part-time students or apprenticeships as the populations have been suppressed due to their small size. The aggregation of our data over four years is shown in chart 8 using the OfS terminology of ABMO. The individual ethnicities were also charted but not repeated here as they show a similar picture. The mixed ethnicity chart showed a slightly higher placing relative to the sector. Strategic Intervention 2 aims to increase the proportion of students from Asian, Black and Mixed ethnicity backgrounds.

Chart 7 - Proportion of intake of full-time undergraduates by ethnicity

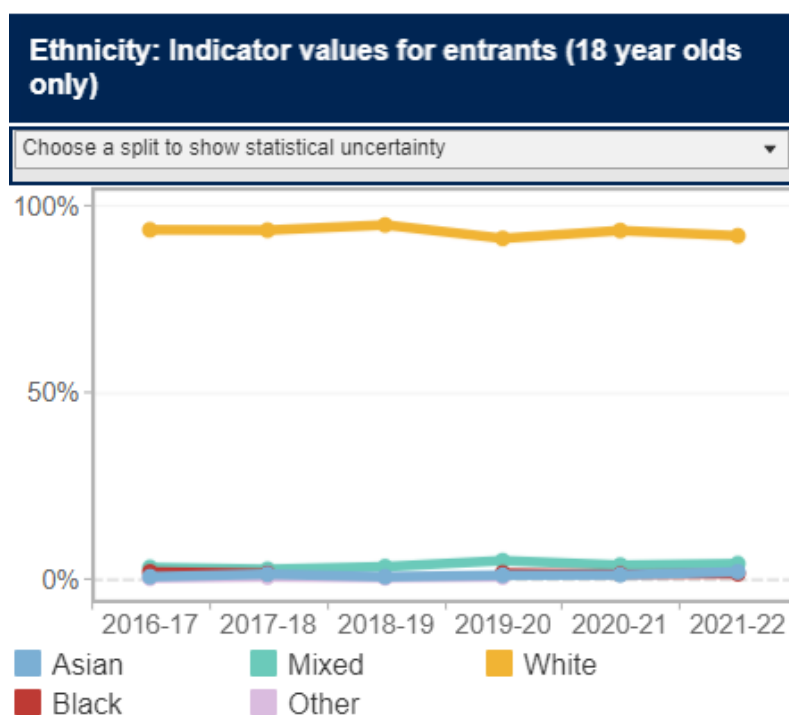
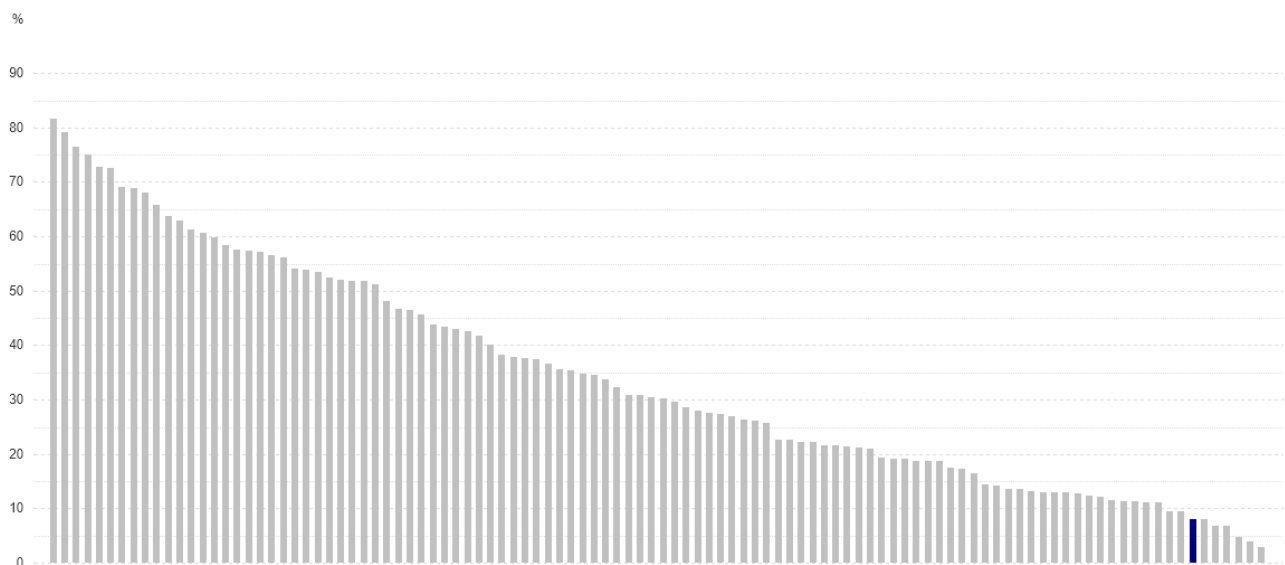
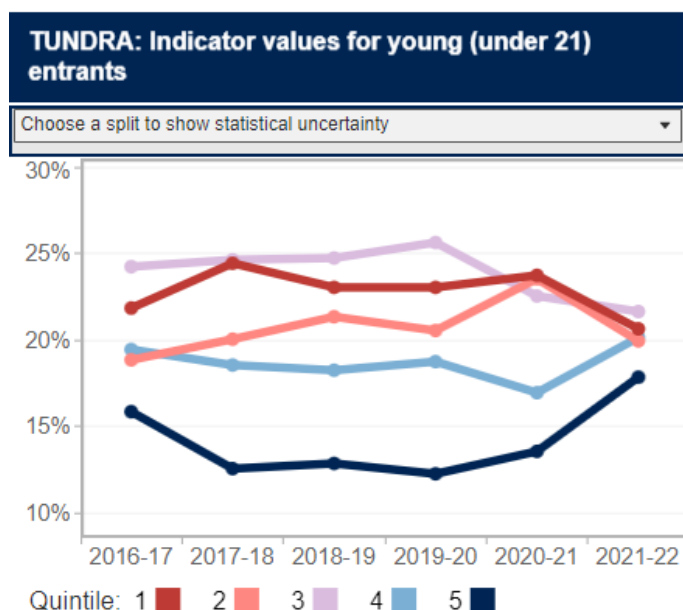


Chart 8 – Four-year aggregate full-time all undergraduate entrants proportion of intake with Asian, Black, Mixed or Other ethnicity



The remaining split indicators were considered by the APP Working Group and performance was considered satisfactory at an institutional level and with regard to our position within the sector. An example is shown in chart 9 where the OfS tracking underrepresentation by area (TUNDRA) measure shows close grouping around the 20% mark for full-time all undergraduates, particularly in the latest year shown to the right, with Quintiles 1 and 2 consistently higher than Quintiles 4 and 5. This did not represent a risk of opportunity. Data for Apprenticeships and part-time had multiple points missing due to small population sizes.

Chart 9 – Full-time undergraduate entrants by TUNDRA quintile.



Continuation and Completion

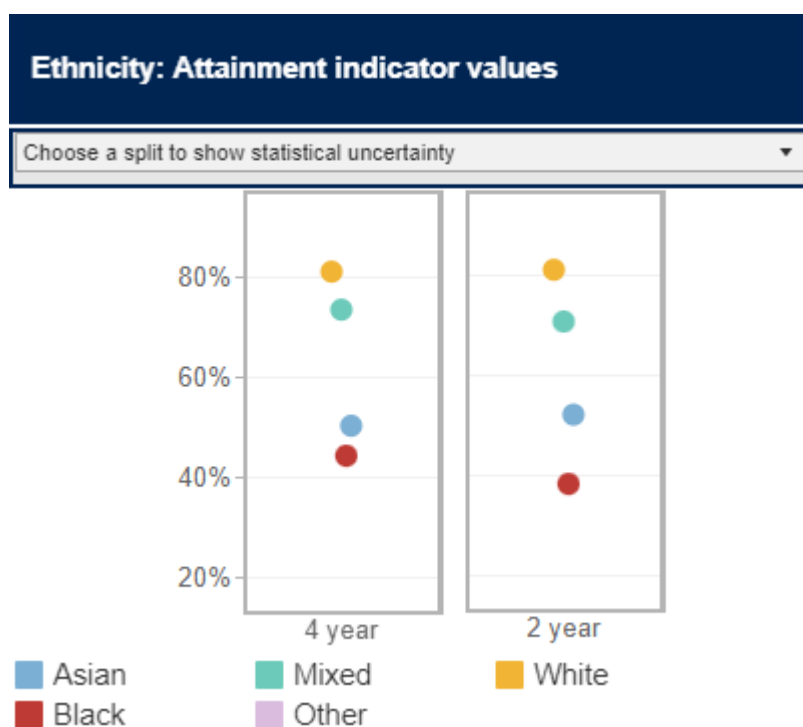
For these two lifecycle stages, all split indicators were considered for all modes of study. The university consistently performed well with smaller gaps across the indicators than found across the sector. The approach detailed in Section 1 of this document of actively promoting and supporting diversity is reinforced by the outcomes of these two lifecycle stages. No interventions were put forward for these areas although they will be monitored regularly to ensure to areas of concern appear.

Attainment

This section focuses on gaps in attainment rather than overall performance, noting that the overall proportion of 1st and 2:1s at 75.2% in 2021/22 is significantly lower than the majority in the sector. As with the previous lifecycle stage, all split indicators were considered for all modes of study and four indicators were highlighted by the APP Working Group for interventions.

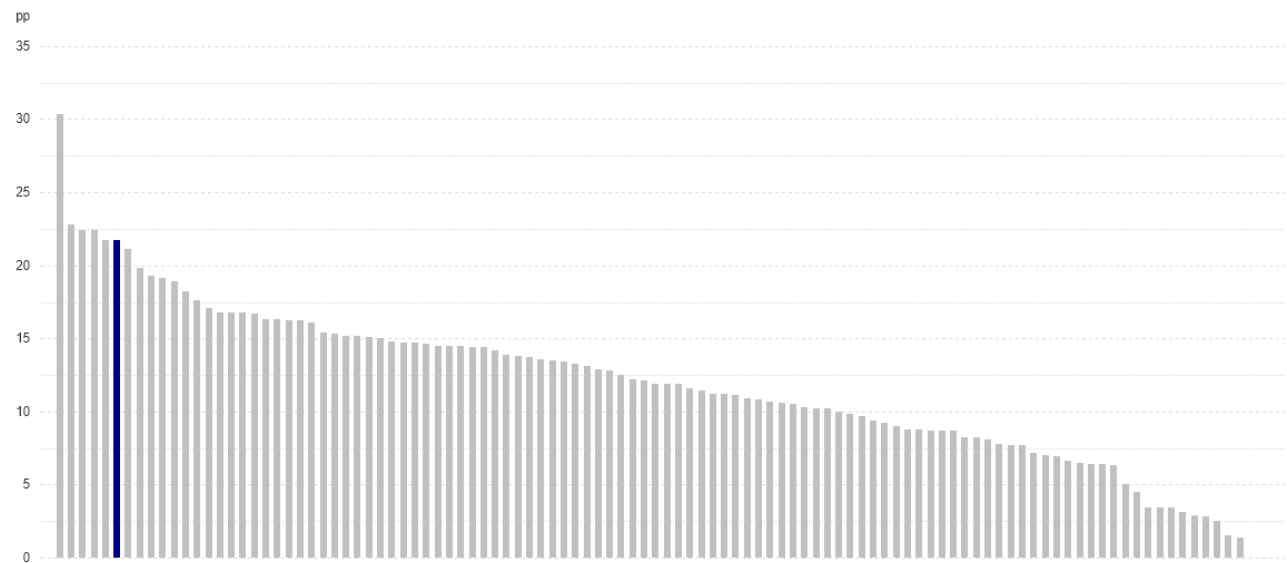
Regarding ethnicity, many of the data points for individual years were suppressed due to small populations leading to the aggregate positions. As shown in chart 10 there has been a consistent gap between the attainment rate of white students with those of other ethnicities.

Chart 10 – Two- and four-year aggregate attainment rates by ethnicity



This was a clear area for intervention and further investigation revealed the sector performance as shown in chart 11 where the university was a significant outlier.

Chart 11 – gaps in attainment rate between students with white ethnicity compared to all other ethnicities aggregated over four years



The entry qualifications of students were also considered and using the Entry Qualification groups within the OfS Institutional Performance Measure dataset it was determined that students entering with BTECs have lower outcomes as shown in chart 12. Group 7 are those with at least triple distinction or one A-level and two BTECs. Group 8 are those entering with DDM or lower. Further analysis shown in chart 13 shows that 44% of black students entered with qualifications in these two groups.

male and female students from IMDQ1&2

Percentage of Qualifiers with 'Good Honours' by Entry Qualification Group

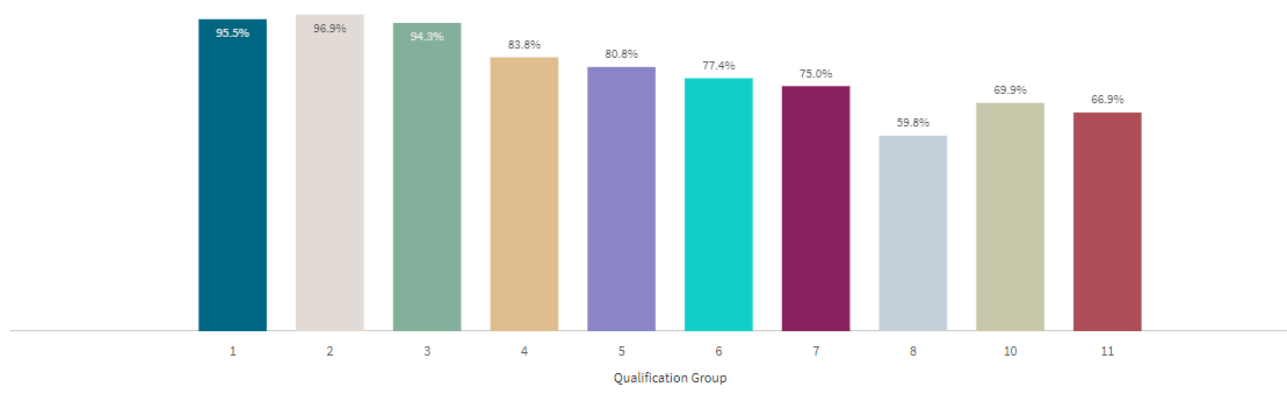
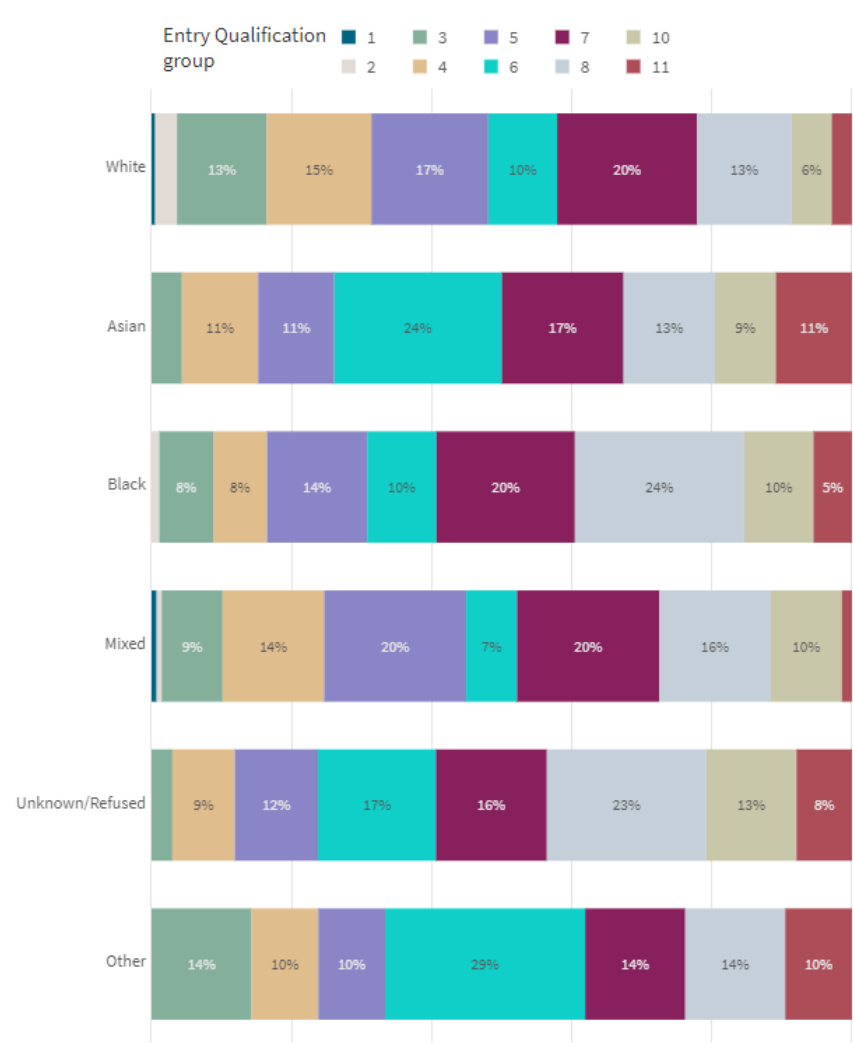
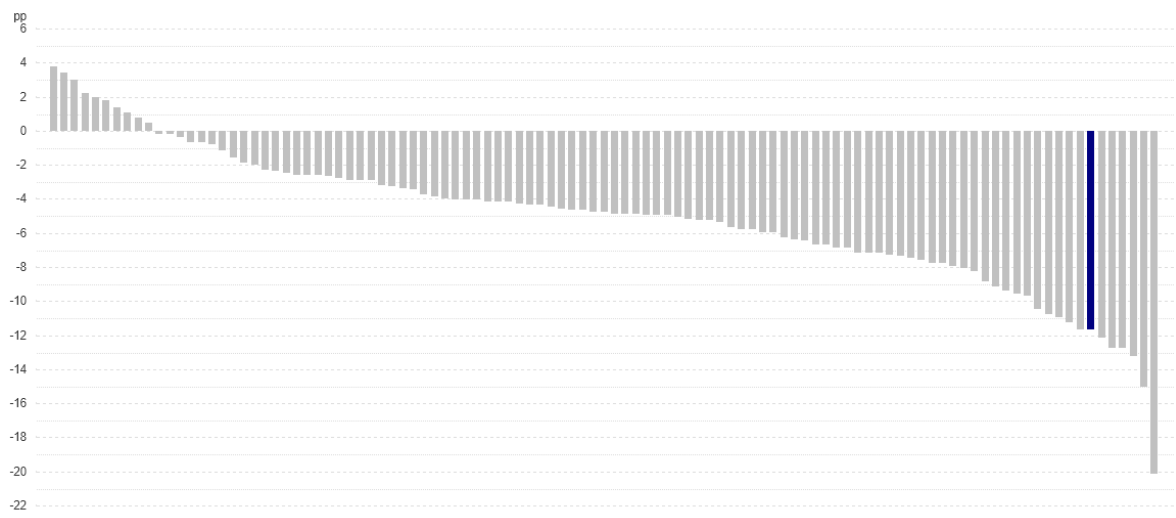


Chart 13 – Four-year aggregate entry qualification proportions by ethnicity



The second area noted for intervention is the intersection between IMD quintile and sex. A large gap was noted, shown in chart 14, of 11.6 percentage points. This was one of the largest gaps in the sector.

Chart 14 – four-year aggregate gap in attainment between male and female students from IMDQ1&2



The third area of intervention within Attainment identified by analysis of the OfS APP dataset was the gap between students without a disability and those with a cognitive and learning condition of 6.4 percentage points shown in chart 16. Overall there is a minimal gap of 0.4 percentage points, chart 17, between those with a declared disability and those without. Students with all other disability types outperform those without a disability on aggregate.

Chart 16 – Four-year aggregate gap in attainment between those with a cognitive and learning condition compared to students without a declared disability.

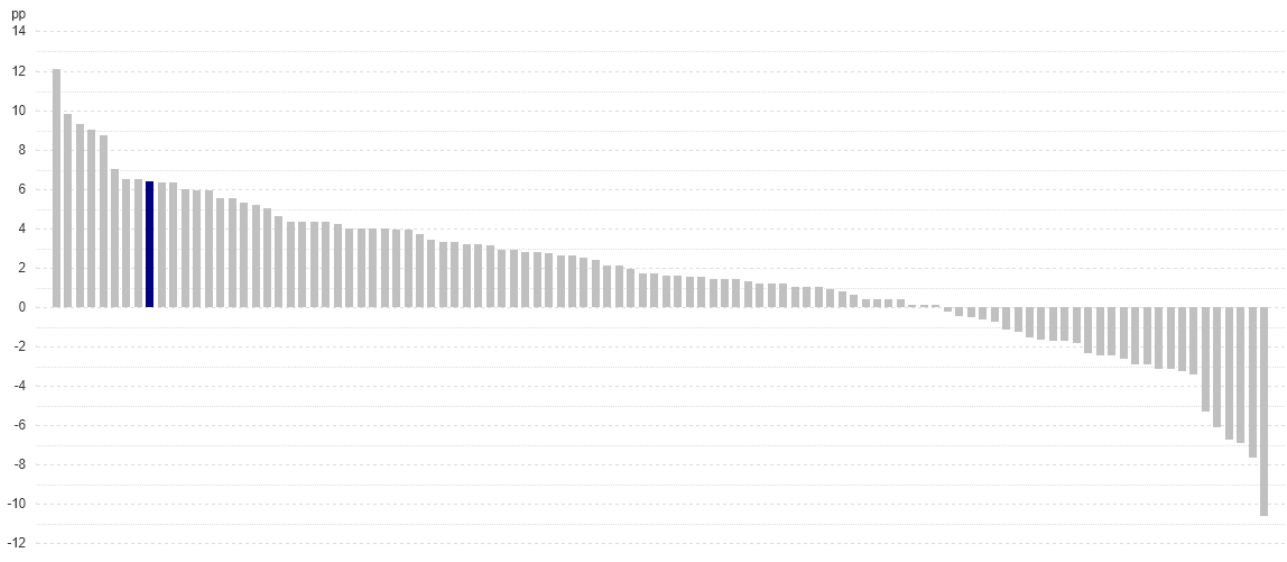
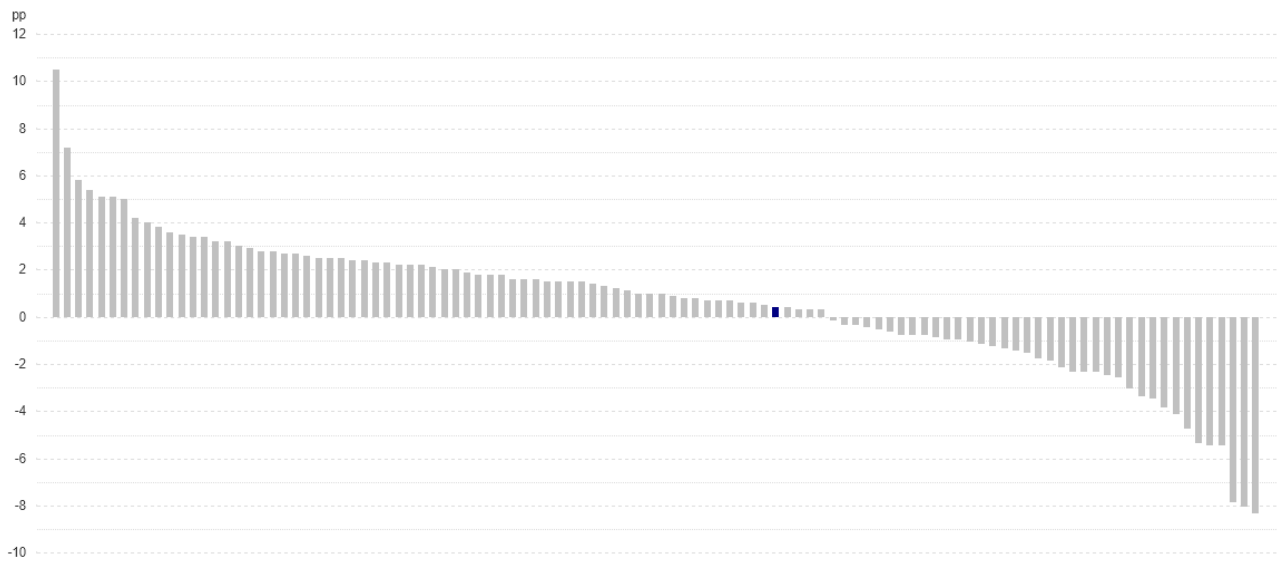


Chart 17 - Four-year aggregate gap in attainment between those without a declared disability and those with a declared condition.



The final intervention required within Attainment relates to the gap between pupils who were eligible for free school meals and those who were not eligible. There has been a consistent gap, shown in chart 18, which closed over the years of the pandemic when no detriment policies were in place. The sector aggregate data shown in chart 19 indicates that over the four previous years, including the two no detriment policy years was 13.3 percentage points. As Strategic Intervention 1 aims to grow this population it is crucial to work on closing this gap.

Chart 18 – Attainment gap broken down by free school meal eligibility

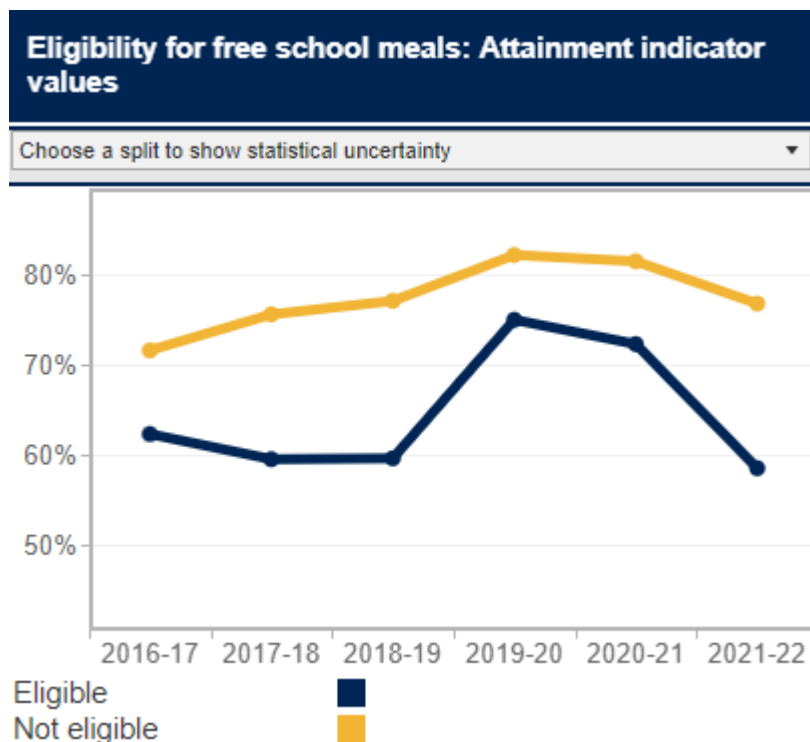
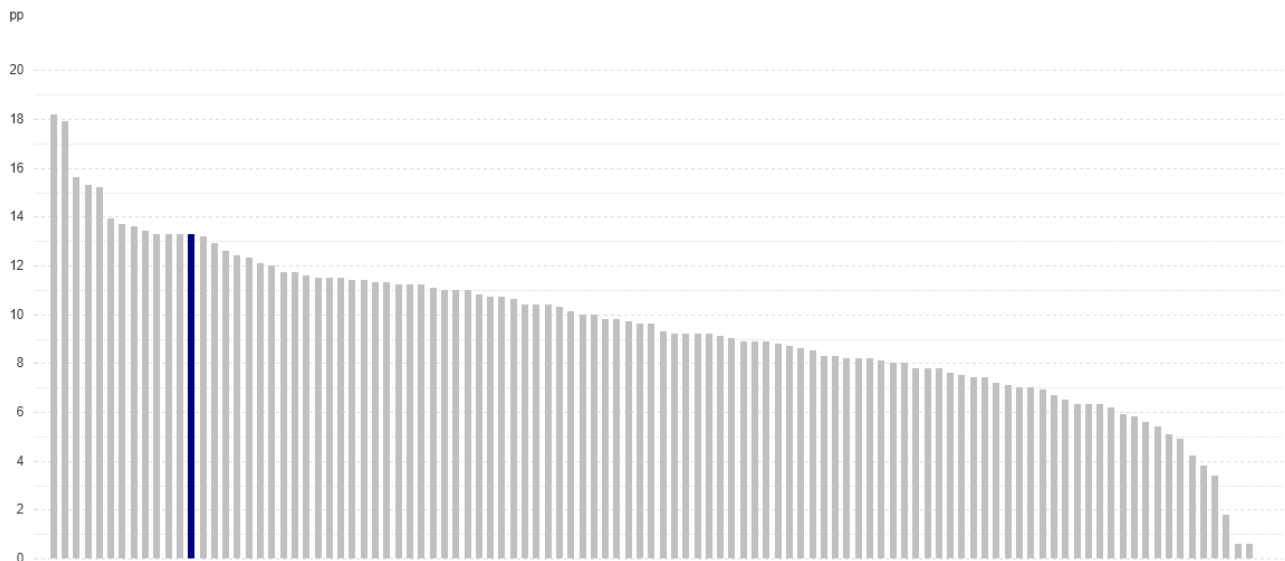


Chart 19 – Four-year aggregate sector data for attainment gap between not eligible and eligible for free school meal students

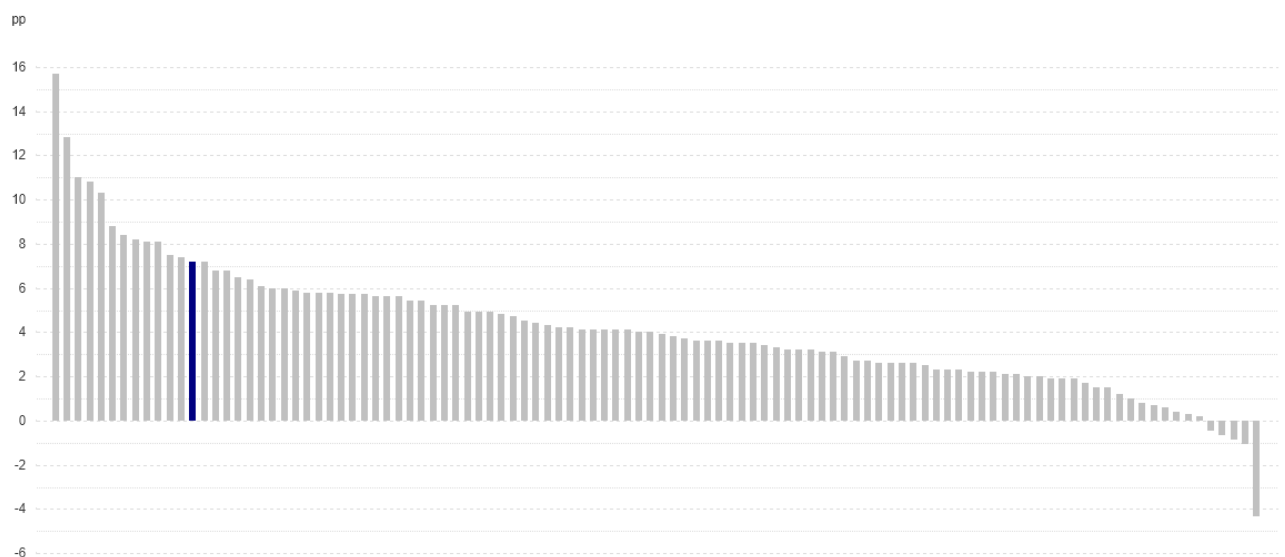


Progression

The APP Working Group identified two areas within the progression analysis which looked at all indicators and modes of study.

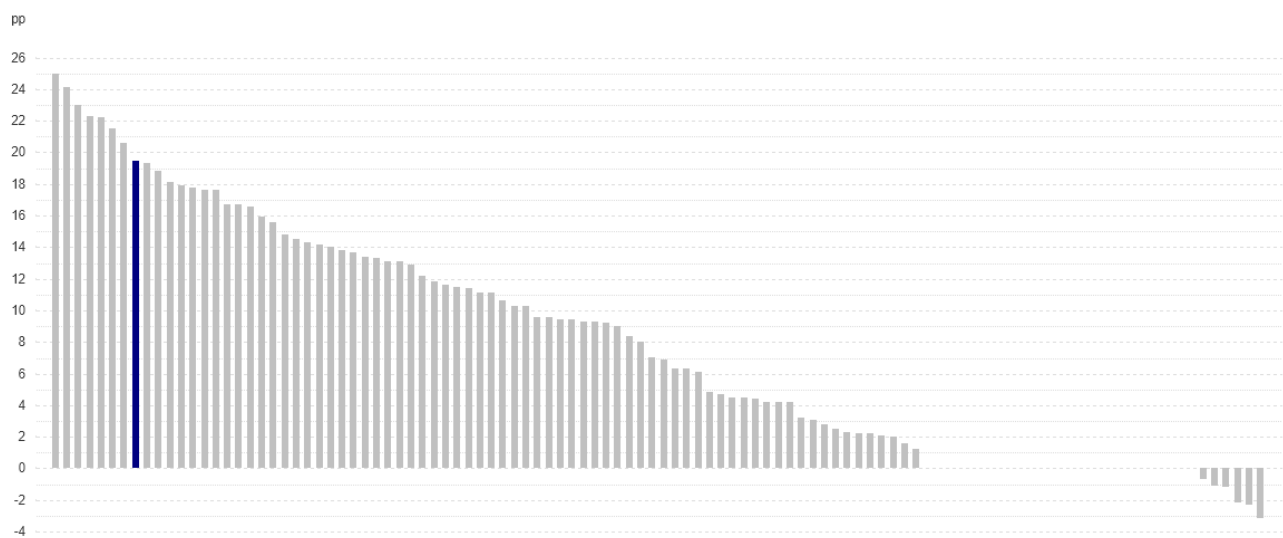
The first being the gap between the progression rate for those from IMDQ1&2 and those from IMDQ3-5, shown in chart 20, at 7.2 percentage points over four years.

Chart 20 – Four-year aggregate gap for full-time undergraduate progression rates by IMD groupings



As with Attainment, there is only a minimal gap between the progression rates for students with a disability and those without of 1.5 percentage points. However, for those students with a social and communication impairment there is a large gap, albeit from a small population of 50 students, of 19.5 percentage points over the four years. This is shown in chart 21 and is one of the highest in the sector.

Chart 21 – Four-year progression rate gap between students with no disability and those with social and communication impairment



Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Intervention 1 - To increase the proportion of students studying at the University of Chichester from lower socio-economic backgrounds. We will increase the percentage of students who had been eligible for free school meals from 12.2% to 15% by 2028/29. We will do this by focusing on improving conversion and developing targeted attainment raising activity in West Sussex.

Following the assessment of performance by the University Access and Participation Plan Working Group, it was clear that the University has a relatively lower proportion of students from the two lowest socio-economic quintiles, compared to the sector overall.

- 9.3% of entrants were IMDQ1. This ranks the university 86th out of 106 HEIs.
- 15.7% of entrants were IMDQ2. This ranks the university 79th out of 106 HEIs.
- 21.2% of entrants were IMDQ3. This ranks the university 26th out of 106 HEIs.
- 24.4% of entrants were IMDQ4. This ranks the university 16th out of 106 HEIs.
- Between the proportion of entrants that were IMDQ5 (29.3% or 1630 students) and IMDQ1 (9.3% or 520 students) there was a gap of 20%. This means that this gap of 20% ranks the university 24th out of 106 HEIs.

This is likely to be a function of a number of factors, including the local demography, the subject mix on offer, insufficient prior knowledge amongst this target group of potential students, limited access to good information and guidance and knowledge of application procedures (such as interviews and auditions, flexibility in offer making).

The Office for Students (OfS) Data Dashboard shows that, nationally, IMD Q1 and 2 entry to full time undergraduate programmes has varied between 19.4% and 17.7% (each) in recent years.

The proportion of IMD Q1 students joining full time undergraduate programmes at the University has gone from 8.9% to 10.4% across the five years shown. The percentage of IMD2 entrants to the University has decreased from 16.1% to 14.3%.

Similarly, the proportion of students who join the University who had been eligible for free school meals (FSM) is lower than the proportion of 'FSM pupils' in West Sussex.

The OfS Data Dashboard also shows that the FSM eligible entry rate to the University has been static in recent years at circa 12%. This ranks the university 86th out of 106 HEIs. The national rate has varied between 19.8% and 18.4% in recent years.

The IMD Q1 & 2 entry rate disparity is partially a product of the University's location but looking at **Free School Meal eligibility as a proxy for socio economic disadvantage, the Sussex Learning Network risk register highlights that 15.3% of West Sussex pupils are FSM eligible.** <https://www.sussexlearningnetwork.org.uk/riskregister/>

The overall young people's participation rate in higher education for West Sussex is 42.2%. For those who did not have free school meals, that participation rate is 44%, **for those that did have free school meals, the rate is 18.1% for West Sussex.**

The disparity in the proportion of FSM pupils in West Sussex and the proportion of FSM progression to the University of Chichester is telling. Whilst it is indeed the case that the university's regional recruitment catchment area has a relatively lower socio-economically disadvantaged population compared to much of the country, regional demography clearly does not tell the whole story.

This evidence has led the working group to identify our gaps in access in a regional context, using data compiled by the Sussex Learning Network to inform our socio-economic measures and the 2021 census for our measures by ethnic background.

In terms of putting this into practice, this has, in turn, led the working group to identify FSM pupils as the primary (but not sole) focus of our interventions in this area, with improving FSM pupil progression to the University (and HE more generally) becoming the core target with appropriate interventions in place.

Our interventions, whether as the University of Chichester or in collaboration with the Sussex Learning Network and the Universities of Brighton and Sussex, or in collaboration with local schools and colleges, will target FSM eligible pupils as it is, of course, much easier to self-identify if you have had free school meals than it is to identify which IMD quintile your postcode falls under.

It is also the case, that it is easier for the University to target direct interventions to this group – for instance in the application of the contextual admissions policy or the provision of a bursary – but it also provides the platform to work with wider groups of disadvantaged pupils (who may or may not have received free school meals) through outreach work that is targeted at schools and colleges with higher levels of disadvantage but where the activities are not restricted by individual pupils' background / status.

Aspiration raising activity, information and guidance, on and off campus, will be delivered through the University's Compact Plus scheme with circa 15 local schools and colleges, as well as more widely through the co-ordination of the Sussex Learning Network to ensure no 'cold spots' of provision in Sussex schools and colleges. Similar activity will be delivered to a wider age range of pupils through the University of Chichester Academy Trust.

For those that do apply to Chichester, be they part of those networks or not, the new Contextual Admissions Policy (see below) will recognise the additional challenges that those from a lower socio-economic background may have had by offering lower offers and by easing some of the obstacles provided by admissions processes such as audition / interview. The contextual admissions policy will also provide lower offers for this from areas with lower participation in higher education (POLAR4), care leavers, those from a military background and applicants with certain disabilities.

For the most disadvantaged in society, the Adversity to University programme provides a pioneering – and free - means of accessing higher education for those with little or no formal education but who can offer life experience and determination.

So, whilst there is a focus on 'FSM pupils', the cumulative impact of the wider range of interventions is intended to affect a wider change in access to the University which creates a virtuous circle of applicants finding an institution with a growing number of people with similar backgrounds to their own.

The University will also monitor its progress using the nationally available OfS Data Dashboard's measure of IMD quintiles 1 and 2.

The University's new contextual admissions policy:

The University receives "contextual data" for full time undergraduate applicants via UCAS. This data evidences educational context and can help to inform selection decisions, once all the usual academic and, where relevant, professional criteria have been considered. Each application will be considered on its individual merits.

Contextual factors that may be considered include:

- Having been in receipt of free school meals during your secondary education
- POLAR4 quintile (likelihood of entering higher education by postcode area)
- Being a care leaver (having been in formal care for at least three months)
- Having caring responsibilities
- Having refugee status
- You or a parent / carer that currently serves, or has served, in the UK Armed forces.

Disability: having declared one of the following:

- Social or communication conditions such as autism/autistic spectrum condition.
- Blindness or serious visual impairment uncorrected by glasses.
- Deafness or serious hearing impediment.
- Long-term or chronic health condition such as diabetes, epilepsy, or cancer.
- A mental health condition such as depression, schizophrenia, or anxiety disorder.
- Physical impairment or mobility issues.

As well as whether an applicant is over 21 years of age at the beginning of their undergraduate study.

Our contextual offer will be a tariff point reduction of 16 UCAS tariff points (two A level grades or one BTEC grade) for all eligible* undergraduate degree courses and 8 tariff points for foundation year courses below the standard entry tariff points. This will be attractive to a wide range of applicants who fit into one of the criteria list above, widening access and increasing the number of students from IMD Q1&2 as well as Free School Meal pupils.

Intervention 2: ACCESS - Ensuring growth in the ethnic diversity of our student population

The proportion of Black, Asian and Mixed Ethnicity students at Chichester is relatively low when compared against national standards. However, the 2021 Census shows that West Sussex and the surrounding counties have a notably less ethnically diverse population than the national average. As these counties, which are relatively lacking in ethnic diversity, are the main foundation of the University's undergraduate recruitment, this presents a challenge to the University.

Table: Ethnic Origin of regional population, as measured by the 2021 Census.

Local authority: county / unitary (as of April 2023)	Asian, Asian British or Asian Welsh	Black, Black British, Black Welsh, Caribbean or African	Mixed or Multiple ethnic groups	White	Other ethnic group
	% of local population	% of local population	% of local population	% of local population	% of local population
Brighton and Hove	4.8	2.0	4.8	85.4	3.1
East Sussex	2.1	0.8	2.3	93.9	0.9
Hampshire	3.8	1.0	1.9	92.6	0.8
Isle of Wight	1.2	0.3	1.2	97.0	0.3
Portsmouth	6.9	3.4	2.6	85.2	1.8
Southampton	10.6	3.0	3.3	80.7	2.3
Surrey	7.7	1.7	3.4	85.5	1.7
West Sussex	4.3	1.3	2.4	91.0	1.0
Overall	5.1%	1.5%	2.6%	89.5%	1.3%

The University's proportion of 18-year-old Black, Asian and Mixed Ethnicity full time undergraduate students⁴¹ joining the University in 2021 was:

- Asian 2.1%
- Black 1.6%
- Mixed Ethnicity 4.3%

This highlights that the primary gap between the University's recruitment and that of its region, is of British Asian students.

The University, whilst primarily recruiting from this region, also recruits a significant minority of its students from further afield and, therefore, aspires to have a more diverse student population than that of its region.

The 'UCAS Undergraduate End of Cycle Data Resources 2023' show that over the course of the last Access and Participation Plan, the number of acceptances from Asian, Black and Mixed Heritage students has increased in recent years.

⁴¹ OfS Data Dashboard

Ethnic group	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Asian	15	20	5	10	5	10	10	20	45	30
Black	20	15	15	10	0	10	15	15	20	25
Mixed	25	30	30	20	25	40	30	40	55	40
Other	0	0	5	5	5	0	0	0	10	10
Unknown or Prefer Not To Say	0	0	0	0	0	0	5	0	5	5
White	805	800	865	700	620	725	770	920	930	900
Total	865	865	925	750	660	785	825	1,005	1,065	1,010

Furthermore, the '2023 entry UCAS Undergraduate reports by sex, area background, and ethnic group' demonstrate that the percentage point difference between the offer rate and the average offer rate (the offer rate you might expect if the predicted grades and subject choice of applicants were the only factors that influenced whether an applicant was made an offer by the provider) are virtually non-existent and are statistically insignificant. This was not the case in 2019 and progress has been made over the course of the last Access and Participation Plan.

So, the modest progress made in this regard over the course of the last APP suggests some correlation with the development of new programmes / subject areas that are proving to be attractive to a more diverse population.

There has been a conscious effort to undertake more recruitment and outreach activity in relatively more diverse / urban areas such as South / West London, Southampton, and Crawley, to raise our profile to a more diverse student population. It is also reasonable to assume that an ongoing awareness of diversity in our publicity, on our website and use of student ambassadors contributes to a welcoming but, importantly, not misleading perception of the University.

So, our theory of change is that these activities, cumulatively, have led to an increasingly diverse student intake, one that is not so dissimilar from the population of our main recruitment area, and that continued and enhanced activity in the coming four years will build on that progress.

Intervention Strategy 3 - Closing attainment gaps for specific groups of students

Inclusive curriculum framework: AdvanceHE emphasises the importance of an inclusive curriculum to improve the experience, skills and attainment of all students, including those in protected characteristic groups. Our approach is based upon that of Kingston University, whose work on this is an AdvanceHE case study, 'Excellence in the inclusive curriculum'. Kingston University's lead on the Office for Students' Addressing Barriers to Student Success Programme, also evidences use of an inclusive curriculum approach.

Optionality in assessment: OfS analysis of degree awarding gaps confirm that much of the ethnicity awarding gaps are unexplained and cannot be accounted for by factors such as prior attainment, gender, age, or subject of study. However, work undertaken by University College London⁴² proposes that this may be due to the use of examinations. Our own work in this area, where we reduced the volume of examinations supported this as we saw an increase in the

⁴² Refer to UCL website - <https://www.ucl.ac.uk/lifesciences-faculty/news/2021/aug/bame-university-award-gap-may-be-due-exams-not-coursework>

number of students progressing where we had reduced the number of examinations⁴³. We also note that we have small sample sizes which may mean some statistical uncertainty in the data we have. The 'Being Belonging Becoming'⁴⁴ work shows some value associated with creating a sense of belonging, a sense of agency and of social capital. The interventions are designed to build on established mechanisms.

Peer mentoring: TASO has shown there is emerging evidence that Mentoring, counselling, coaching and role models have a small positive impact on aspirations and attitudes⁴⁵. TASO also notes that there is a small positive effect on loneliness (and grades), cohering with support for students with mental health difficulties. We have also drawn upon the work of colleagues, for example, the UUK *Closing ethnicity awarding gaps* 2024 conference.

Learner analytics: TASO has shown that the existing evidence base suggests that well-designed learning analytics interventions tend to improve students' outcomes, through allowing for the early identification of the challenges students are experiencing⁴⁶. We will collate data from our VLE, student attendance management system, grades and to track and analyse data. We will use machine learning to enable us to identify individualised interventions where students are potentially at risk of academic failure.

Personal skills development: this is designed to mitigate the risk identified by OfS in relation to students potentially not receiving sufficient personalised non-academic support through the offer of additional extracurricular activities. This strategy also addresses growth in the number of mature entrants, which potentially reflects demand for reskilling against a straitened economic backdrop. Supporting the development of personal skills is also designed to support students in developing their 'social capital' further⁴⁷

The strategic interventions identified are underpinned by a 'theory of change' logic model as all activities are informed by evidence that similar activities have had a positive impact on student attainment. Our whole-institution approach to supporting student success and improving attainment is underpinned by our Learning, Teaching and Student Experience Strategy. Through quantitative and qualitative information gathered through our data-driven approach to annual monitoring as well as from the HE sector more generally, we have identified that barriers to success are multifocal. Therefore, we endeavour to embed our student-centred approach to continue to promote belonging throughout.

Intervention Strategy 4

PROGRESSION – Improving Graduate Outcomes

Targeted interventions to support positive graduate outcomes for those coming from disadvantaged background and disabilities.

⁴³ University of Chichester Policy - <https://www.chi.ac.uk/about-us/policies-and-statements/academic-quality-and-standards/>

⁴⁴ Website of ntf association - <https://ntf-association.com/unveiling-student-experiences-the-being-belonging-becoming-survey/>

⁴⁵ Taso intervention website - <https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/>

⁴⁶ Taso intervention - (<https://taso.org.uk/intervention/learning-analytics-post-entry/>).

⁴⁷ OfS media release on 'social capital' - <https://www.officeforstudents.org.uk/media/2c6a1cfc-cec3-4368-957f-8ea546238616/taso-rapid-review.pdf>

Introduction of “Careers Readiness”. The University of Leeds introduced Careers Readiness in 2012. Since then, more than 100 universities across the UK have adopted this data-driven approach to inform and enhance their Careers and Employability interventions. Careers Readiness involves a short survey where students self-identify their current stage in their career planning. By gathering this data, universities can identify students who do not feel ready for their next steps and provide them with a bespoke offer, which includes a target communication campaign, tailored events and workshops.

Research, as reported in the Journal of the National Institute for Career Education and Counselling⁴⁸ has demonstrated a significant correlation between Careers Readiness and positive Graduate Outcomes. Final-year students who declared to be ready to enter the world of work during their Careers Readiness survey are somewhat more likely to be employed after graduation and significantly more likely to secure graduate roles. This has also been demonstrated by research conducted by The Careers Group⁴⁹. Therefore, improving students' career readiness status can likely lead to more positive post-graduation destinations as a whole.

By cross-referencing Careers Readiness data with individual data and specifically targeting students from IMDQ1 & 2, the Careers and Employability Service at the University of Chichester can effectively identify a bespoke approach that cater to the specific needs of these students, ensuring that interventions are both relevant and impactful.

Embedding Employability In-Curriculum. AGCAS research over the past decade has identified the importance of embedding careers in the learning and teaching provision, as detailed by AGCAS⁵⁰.

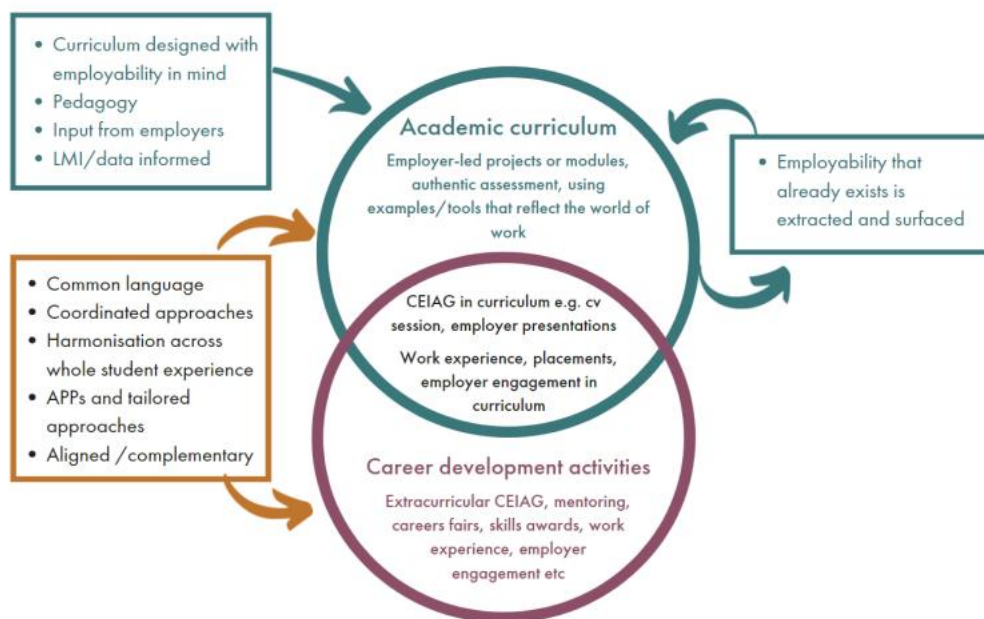
However, the lack of a clear definition of what embedding employability in the curriculum means leaves each Institution with the flexibility to interpret and implement it in various ways. The graphic below simply shows all the possible ways Higher Education Providers can embed careers in the curriculum.

Diagram demonstrating the ways that careers information and guidance can be embedded in the academic curriculum

⁴⁸ Cobb, F. (2019), “There’s no going back’: The transformation of HE careers services using big data.” Journal of the National Institute for Career Education and Counselling; <https://nicejournal.co.uk/index.php/nc/article/view/342> <https://nicejournal.co.uk/index.php/nc/article/view/342>

⁴⁹ Office for Students: “How can career readiness learning gain support student outcomes?”; https://www.officeforstudents.org.uk/media/738ca4fa-a727-445c-8c31-64030cb3200c/student-outcome_bob-gilworth.pdf

⁵⁰ AGCAS (2022): “The evolution and integration of Careers and Employability Education in Universities”; https://www.agcas.org.uk/write/MediaUploads/Resources/Research%20and%20knowledge/The_evolution_and_integration_of_careers_and_employability_education_in_universities_240422.pdf



The University of Chichester, in line with the whole-provider approach, adopts several strategies to fully embed employability. For the specific target groups identified, we focus on three main areas that could be beneficial in reducing the progression gap for the targeted cohort of students.

Firstly, we aim to create a common language that aligns students, employers, and the University. This will be achieved through the ongoing implementation of Graduate Attributes. Secondly, we plan to introduce a 1-year in industry module, allowing every student to spend their second year of studies in a work-based learning experience. According to the TASO⁵¹, 1-year industry placements are valuable opportunities that significantly boost students' employability chances, particularly for those from disadvantaged backgrounds. Additionally, we have implemented "Employability Week" for the past two years. These are two dedicated timetabled weeks during which each subject area, with the support of the central Careers & Employability Service, runs dedicated careers-related activities. Organising specific activities with the support of external providers, aimed at benefiting our targeted groups, is expected to lead to positive outcomes.

This comprehensive approach ensures that employability is embedded in the learning experience as to benefit the targeted cohort of students.

Progression Strategy for SEND Students. According to a report from AGCAS⁵², a lower proportion of disabled graduates are in full-time employment compared to non-disabled graduates. To address this issue and enhance support for students with disabilities, 77% of AGCAS member careers services have developed targeted initiatives for students with disabilities or physical/mental health conditions. Additionally, a quarter of AGCAS member services provide specialised support for widening participation, including disabled students.

⁵¹ TASO-Report, "Addressing gaps in the participation of sandwich courses"; https://cdn.taso.org.uk/wp-content/uploads/TASO-Report_Addressing-gaps-in-the-participation-of-sandwich-courses.pdf.

⁵² AGCAS (2021): "What happens next? - A report on the employment outcomes on disabled graduates" - ; https://www.agcas.org.uk/write/MediaUploads/Resources/Disability%20TG/AGCAS_What_Happens_Next_2021_-_February_2021.pdf.

Introducing a new staff member who is skilled in designing, implementing, and evaluating a Progression Strategy for disabled students, with a particular focus on those with social and communication impairments, will significantly enhance support for students. As per AGCAS⁵³, there are a variety of activities and schemes that we could potentially launch and evaluate to gauge their impact on student progression. However, defining these initiatives will depend on having a specialist within our Careers Team who can provide the necessary support. This specialist will help us assess the support needs of students and collaborate with Academics to design and implement effective strategies.

Dedicated Support for Study & Work Abroad applications. The Turing Scheme plays a crucial role in addressing social mobility, offering higher grants to students with SEND and those from disadvantaged backgrounds⁵⁴. Research from previous Erasmus+ studies⁵⁵ has shown that international mobility correlates with improved employment outcomes. At the University of Chichester, there has been a notable increase in student interest in the Turing Scheme. During the 2023/2024 cycle, we facilitated 3 disadvantaged and 4 SEND student mobilities, marking a 100% increase from the previous year. With continued support from the Turing Scheme, our University remains committed to empowering these students and enhancing their educational opportunities.

Based on increased student interest, particularly among those with social and communication impairments, we have observed a heightened demand for short-term study abroad programs (1-month duration). Introducing robust support tailored to these students to assist with their applications and guide them through the program's subsequent steps will likely result in a greater number of applications from this demographic in line with the Scheme guidelines.

Virtual Work Placements. The recent findings by AGCAS in Phoenix⁵⁶ underscore significant shifts in the careers landscape driven by the introduction of AI and the evolving nature of work, notably the rise of flexible working arrangements post-COVID-19. The CIPD confirms this trend in its 2023 report⁵⁷, highlighting that two-fifths (40%) of organisations have adopted hybrid working policies, which are now commonly offered as an option. This shift towards remote work and the integration of technology into daily work routines marks a new era in the labour market, one that is likely to persist.

In light of these changes, the introduction of virtual work placements for students, particularly those with social and communication impairments, presents a promising solution to support the employability perspectives of these individuals. The University of Sussex's case study, as reported by AGCAS in Phoenix⁵⁸, illustrates the positive impact of such initiatives. By providing virtual experience opportunities, universities can remove many of the barriers these students face when seeking suitable work placements and adapting to new environments. These placements not only

⁵³ AGCAS (2023): "The Future of Work";

<https://www.agcas.org.uk/write/MediaUploads/Phoenix/PhoenixIssue169November2023.pdf>.

⁵⁴ Turing Scheme; <https://www.gov.uk/government/publications/turing-scheme-international-study-and-work-placements/overview-of-the-turing-scheme>.

⁵⁵ AGCAS, "Boosting Employability Skills through Erasmus+";

https://www.agcas.org.uk/write/MediaUploads/Resources/ITG/Erasmus_presentation_Panel_2.pdf.

⁵⁶ AGCAS (2023): "The Future of Work";

<https://www.agcas.org.uk/write/MediaUploads/Phoenix/PhoenixIssue169November2023.pdf>.

⁵⁷ CIPD (2023), "Flexible and Hybrid Working Practices in 2023";

([https://www.cipd.org.uk/knowledge/reports/flexible-hybrid-working-2023/#:~:text=Two%2Dfifths%20\(40%25\)%20have,an%20option%20when%20advertising%20jobs](https://www.cipd.org.uk/knowledge/reports/flexible-hybrid-working-2023/#:~:text=Two%2Dfifths%20(40%25)%20have,an%20option%20when%20advertising%20jobs)).

⁵⁸ AGCAS (2023): "The Future of Work";

<https://www.agcas.org.uk/write/MediaUploads/Phoenix/PhoenixIssue169November2023.pdf>.

offer practical experience in their field of study but also enhance their readiness for post-university employment, leading to more positive outcomes for this cohort, which also links to our career readiness intervention outlined above.

Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Chichester

Provider UKPRN: 10007137

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using either RPI-X or CPIH - whichever is the higher.

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation degree	FDa Early Years	N/A	7000
Foundation year/Year 0	All other subjects	N/A	9250
Foundation year/Year 0	rural estate management, social sciences (non-specific), sociology, social policy, anthropology, development studies, cultural studies, economics, politics, social work, childhood and youth studies, law, business and management (non-specific), business studies, marketing, management studies, human resource management, finance, accounting, others in business and management, English studies (non-specific), English language, literature in English, studies of specific authors, creative writing, others in English studies, linguistics, Celtic studies (non-specific), Gaelic studies, Welsh studies, others in Celtic studies, American and Australasian studies, history, history of art, architecture and design, heritage studies, classics, philosophy, theology and religious studies, education, teacher training, combined, general or negotiated studies, personal development, humanities (non-specific), liberal arts (non-specific), publicity studies	N/A	5760
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	Continuing students only	N/A	1850
Turing Scheme and overseas study years	Continuing students only	N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Associated Studios	10048411	9250
First degree	Platform One (IOW) Limited	10008430	9250
First degree	ROM THEATRE ARTS	10084449	9250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*

Other	*	*	*
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Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Chichester

Provider UKPRN: 10007137

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£897,000	£970,000	£971,000	£971,000
Financial support (£)	NA	£404,000	£351,000	£307,000	£317,000
Research and evaluation (£)	NA	£10,000	£17,000	£17,000	£17,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£82,000	£82,000	£82,000	£82,000
Access activity investment	Post-16 access activities (£)	£734,000	£734,000	£735,000	£735,000
Access activity investment	Other access activities (£)	£81,000	£154,000	£154,000	£154,000
Access activity investment	Total access investment (£)	£897,000	£970,000	£971,000	£971,000
Access activity investment	Total access investment (as % of HFI)	7.9%	8.7%	8.5%	8.5%
Access activity investment	Total access investment funded from HFI (£)	£450,000	£523,000	£524,000	£524,000
Access activity investment	Total access investment from other funding (as specified) (£)	£447,000	£447,000	£447,000	£447,000
Financial support investment	Bursaries and scholarships (£)	£260,000	£207,000	£163,000	£173,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£144,000	£144,000	£144,000	£144,000
Financial support investment	Total financial support investment (£)	£404,000	£351,000	£307,000	£317,000
Financial support investment	Total financial support investment (as % of HFI)	3.5%	3.1%	2.7%	2.8%
Research and evaluation investment	Research and evaluation investment (£)	£10,000	£17,000	£17,000	£17,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.1%	0.2%	0.1%	0.1%

Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Chichester

Provider UKPRN: 10007137

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the proportion of students studying at the University of Chichester from lower socio-economic backgrounds. We will increase the percentage of students who had been eligible for free school meals from 12.2% to 15% by 2028/29.	PTA_1	Access	Eligibility for Free School Meals (FSM)	Eligible		We will do this by focusing on improving conversion and developing targeted attainment raising activity in West Sussex.	No	The access and participation dashboard	2020-21	Percentage	12.2%	12.5%	13%	14%	15%
To increase the percentage of Black students entering the University from the current level of 1.6% to 2%	PTA_2	Access	Ethnicity	Black		Increased and focussed resource to liaise with schools, colleges and to engage with specialist third parties. (See main document)	No	The access and participation dashboard	2021-22	Percentage	1.6%	1.7%	1.8%	1.9%	2.0%
To increase the percentage of British Asian entrants from the current level of 2.1% to 4%;	PTA_3	Access	Ethnicity	Asian		Increased and focussed resource to liaise with schools, colleges and to engage with specialist third parties. (See main document)	No	The access and participation dashboard	2021-22	Percentage	2.1%	2.5%	3.0%	3.5%	4.0%
To increase the number of entrants of Mixed ethnicity to 5% entering the University of Chichester.	PTA_4	Access	Ethnicity	Mixed		Increased and focussed resource to liaise with schools, colleges and to engage with specialist third parties. (See main document)	No	The access and participation dashboard	2021-22	Percentage	4.3%	4.5%	4.7%	4.8%	5.0%
Collaborative target with the Sussex Learning Network and the Universities of Brighton and Sussex: To increase the numbers of learners eligible for free school meals, domiciled in West Sussex, East Sussex and Brighton & Hove, entering higher education/university by the time they are aged 19.	PTA_5	Access	Eligibility for Free School Meals (FSM)	Eligible		Data Source - Sussex Learning Network - showing the West Sussex targets here - see Objective 1.2 for East Sussex and Brighton & Hove collaborative targets.	Yes	Other data source (please include details in commentary)	2022-23	Percentage	18.1%	18.1%	19.1%	20.1%	22%
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
The gap between the Attainment rates of White (80.8% from 4050 students) and ABMO (59.1% from 300 students) students was 21.7 percentage points. We will improve this by 1% each academic year.	PTS_1	Attainment	Ethnicity	Not specified (please give detail in description)	White	See Strategic Intervention 4 of the main APP document for detailed strategic interventions and actions arising	No	The access and participation dashboard	2021-22	Percentage points	21.7	20.7	19.7	18.7	16.7
The gap between the Attainment rates of White (80.8% from 4050 students) and Asian (50.0% from 50 students) students was 30.8 percentage points. We will improve this by 3% each academic year.	PTS_2	Attainment	Ethnicity	Asian	White	See Strategic Intervention 4 of the main APP document for detailed strategic interventions and actions arising	No	The access and participation dashboard	2021-22	Percentage points	30.8	27.8	24.8	21.8	18.8

