



# Access Agreement 2015-16

## Contents

Vice- <del>Chancellor</del> 's Foreword	page 3
1. Student finance	page 4
1.1 Tuition fees	
1.2 Support package	
1.3 Expenditure on Access measures	
2. Outreach	page 6
3. Support for our students	page 12
4. Collaboration	page 15
5.	

## Foreword

Chichester has grown from a small college established in 1839 as a major intervention in the education of the working community into a successful modern university.

Located on the deprived coastal strip of West Sussex and South-East Hampshire and surrounded by

## 1. Student finance

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

### 1.3 Expenditure on Access measures

We are committed to ensuring that money is not a real, or perceived, barrier to participation. We are equally committed to making sure that studying at university remains about the ability to learn.

## 2. Outreach

Our outreach activity encompasses schools and colleges within Sussex (West and East), Hampshire, the Isle of Wight, Surrey, Kent and Dorset on a variety of levels, via delivery of our Learner Progression Framework.

Geographical spread of our outreach engagement is shown below.

A weighted combination of factors has been used to create a tiered list of schools and colleges within the above geographical area with which we have (and aim to have) both direct and virtual partnerships. In addition to locality and historical partnerships, the following factors have also been considered in order to target schools and colleges in the above area:

<b>POLAR3 data</b>	<b>Schools &amp; colleges within POLAR3 quintiles 1 &amp; 2 [www.hefce.ac.uk]</b>
<b>EST</b>	<b>Employment Support &amp; Training</b>
<b>VA</b>	

## 2.2 Learner Progression Framework (LPF)

The LPF comprises a range of on-campus, as well as school- and college-based interventions, focusing on raising aspiration, the provision of information, advice and guidance, and preparing students for a smooth transition to university.

Reflecting on evaluations and feedback from our partner schools and colleges and following four years of delivering the LPF, we have revised the University of Chichester Learner Progression Framework in order to engage in a more strategic and far-reaching level, advantageous for both internal and external partners. Our school and college partners have indicated critical success factors to date as being an increase in:

- Students' self-confidence;
- Awareness of opportunities;
- Students entering Further Education;
- Attainment levels;
- Motivation and aspiration levels in school;
- Applications to University.

Partner schools can:

- Participate in all elements of the LPF;
- Work with us to devise a coherent programme, drawn from the LPF that meets their needs.

The LPF provision is revised constantly through post-event evaluations from pupils, students, teachers, parents / guardians and Student Ambassadors with new interventions being added to keep pace with the changing education landscape.

## 2.3 Learner progression framework: supporting attainment and aspiration in Key Stages 2 – 4

Designed to raise aspirations and introduce the benefits of further and Higher Education through inspiring and engaging activities.

Key Stage 2 (Year 6)

Primary Engagement Project

Key Stage 3 (Years 7 / 8 / 9)

Star Student  
Assemblies  
Options and Choices

Key Stage 4 (Years 10 / 11)

HE awareness day  
Discovery days [HE Development Series: 1]  
Learning skills seminars

## 2.4 Learner progression framework: supporting progress to Higher Education – Key Stage 5

A fast-paced programme of activities now concentrates on progression to and preparation for study in Higher Education.

Key Stage 5  
(Years 12 & 13)

Progression days  
Pre- and Post-UCAS convention workshops  
Personal Statement clinics and workshops  
Insight days [HE Development Series: 2]  
Uni Ready day and workshops  
Mock interview sessions  
Student Finance information sessions

HE Information evenings  
Learning skills seminars  
Support for parents / carers

## 2.5 HE Development Series

Designed to provide an introduction to university life and an experience of life as a university student, the days provide a structured programme of activities and include on-campus study and **thinking skills seminars led by the external learning experts 'Learning Performance'**.

### Discovery days

Discovery days give Year 10 pupils the opportunity to 'Discover' a range of subjects within a University setting. With a GCSE / BTEC content focus to aid attainment, Discovery days also highlight future options for pupils going into further and Higher Education.

### Insight days







A named Student Adviser throughout their stay at University  
Direct signposting in order to apply to become a Student Ambassador which offers regular and flexible paid work both during and out of university term times.

In order to ensure that care leavers themselves understand our commitment to making university an accessible option, we are members of the Frank Buttle Trust. This decision has been taken following consultation with students who were also care leavers. All recognised what the Frank Buttle Trust stood for and said that they overtly looked to seek out the logo when applying for university.

#### 2.10 Supporting Mature Students into Further and Higher Education

The University has always engaged actively with mature learners wishing to return to education and we are proud that almost a quarter of our undergraduate entrants are mature on entry (12/13 HESA). We understand that mature learners face quite different and complex obstacles when studying at both FE and HE levels and these obstacles can potentially have a significant impact on attainment, aspirations and the mature student experience.

Our mature learners programme of events take place at key dates and times throughout the



and therefore manage, much student data is available that would enable us to view how many **factors are 'in play' when an individual student arrives at the University. By setting a factor threshold**, the intervention team can see which students ought to be prioritised for additional

Workplace skills  
Substantive relevant work experience  
Experience of a recruitment process  
Interview preparation.

Our commitment is to make sure that students and graduates from all disciplines who register on the programme, and successfully complete the necessary preparation, have the opportunity to apply for an expanded programme of carefully matched short and longer term internships with employers.

In response to the Destination of Leavers from Higher Education survey 2011-12 (DLHE) survey the Careers and Employability Service will be focusing on collaborative working with academic departments with an emphasis on careers information tools and job-hunting modules. In addition,

## 4. Collaboration

The overriding principle of **the students' experience is key**, and it is this that guides our approach to collaborative working with schools, colleges and other universities.

### Schools and colleges

Teachers, FE staff and careers advisers are the key influencers when it comes to supporting young people into further and Higher Education. The WP team aims to offer support to teachers and careers advisers in our partner schools and colleges with a range of focused activities.

- A series of INSET training sessions

- Programme-specific training to individuals or groups of teachers

- UCAS processes

- Student Finance system

- Annual conference for partner schools, teachers and staff involved in widening participation

- Provision of relevant information, advice and guidance that can be used to explain the options available to students.

### Access Co-ordinators Forum

As with all successful collaborative activities we recognise the fact that effective partnerships and dialogue are key. The bi-annual Access Co-ordinators Forum hosted by the University keeps key stakeholders informed of the latest developments in Higher Education with a particular focus on supporting mature learners. It also provides the Co-ordinators with the opportunity to explore with us barriers and ideas they have for improving access.

### Universities

There is already a commitment between Chichester, Sussex and Brighton universities, who have historically worked alongside each other as part of the AimHigher initiative, to:

- Continue the HEI forum of collaborative partnership working

- Support the Pan-Sussex Care Leavers group.

In collaboration with other south east universities, we continue to subscribe to the Higher Education

## 5. Monitoring and evaluation

We have detailed action plans for both monitoring and evaluation which are designed to focus on the effectiveness of any outreach work in terms of: activities, progression to FE and HE, transition



The latest tracking exercise, matching HEAT database data and HESA data, shows both the targeted nature of current HEAT university and Aimigher WP programmes and the success of those

## 6. Performance

These tables provide details of the HESA Performance Indicators that relate to our current performance in the nationally benchmarked WP measures. Table 6 provides details of the percentage of students in receipt of OFFA countable financial support.

Table 4: HESA Performance Indicators: Entrants

Description	University of Chichester %		% England		% UK		Rank: UK	
	2008-09	2012-13	2008-09	2012-13	2008-09	2012-13	2008-09	2012-13

Young FT first  
degree  
entrantsredegre

## 7. Glossary

### Household Income

<sup>1</sup> Household income refers to the total annual gross income of the household in which the applicant lives. This includes any benefits or tax credits received in the household. If the applicant's parents are divorced or separated, only the income of one of them will be assessed – whichever one seems appropriate in the circumstances. The income of the applicant's other parent will be ignored, but the income of any spouse, civil partner or live-in partner of the parent who is assessed will be taken into account.

### Polar Data

Young participation rates are calculated for each census area statistics ward in the UK and used to rank the wards into five participation quintiles, each containing 20 per cent of the UK young