

Chichester College Group - UKPRN 10007817

Access and participation plan 2020-21 to 2024-25

Chichester College Group (CCG) is a large Further Education College and, following a merger with Greater Brighton Metropolitan College Group (GBMet) in August 2022, consists of 7 colleges across West Sussex and Brighton. It brings the Group into a new and exciting era of building a centre of excellence for the communities that it serves whilst supporting the educational needs and work readiness of its students. CCG is primarily a General Further Education College which sits in the Sussex corridor from the South Coast to the Gatwick Diamond making CCG the largest College group within Sussex. Chichester College Group proudly achieved a Silver award for its teaching excellence, which remains valid until 2021.

CCG provides a broad curriculum for students aged 14 upwards, teaching levels 1-7. The higher academic, professional and technical courses provide outstanding progression opportunities for level 3 learners. The progression continuum is a significant strength of the Group and facilitates increased employment opportunities identified by the Coast to Capital LEP.

Higher Education is an integral part of the CCG curriculum planning process and supports progression opportunities to full and part-time courses regulated by the OfS. The HE courses offered by the Group are vital to supporting the progression of students from Further Education (FE) into higher levels of study and graduate level employment. Progression from FE to HE within the same educational provider offers a greater level of support and reassurance for many learners. Many enjoy higher-level vocational learning in small teaching and learning sets provided by Further Education providers. CCG opens opportunities for adults looking to retrain or up-skill on a part-time basis. It raises confidence and aspiration, and addresses the local area skills gap. CCG prides itself on being an inclusive provider, offering support for learners to stay on programme and achieve. The 2014 HE review noted 'the comprehensive and responsive student support structure provided which contributes towards the non-continuation rates which are above benchmark' (Chichester College Review Sept 2015 p24). The College was also shortlisted for SU of the year in 2018 against national colleges and universities.

In 2017/18, West Sussex had approximately 39,800 VAT and/or PAYE registered businesses. West Sussex is predominantly a service led economy, with the four largest industrial sectors being professional scientific and technical activities, wholesale and retail trade, construction and administrative and support service activities. Smaller sectors with prevalence include agriculture and horticulture, health and life sciences and tourism and the public sector. The Coast to Capital Local (LEP) has identified five priority sectors for development: healthcare, medical technology and life sciences; creative, digital and IT; environmental technologies and low carbon & environmental goods and services; and, advanced engineering and business services. The LEP also recognises the importance of Food Production, Care, Construction and the Visitor economy. The area has a lower than average business start-up rate, and higher than average self-employed workforce compared to the South East average (Chichester College Self- Assessment Report, December 2017). The Group works closely with the LEP Careers and Enterprise Company, West Sussex County Council, Basepoint (start-up initiative) and local employers to ensure its growth plan meets industry sector

needs. The development of industry-specific Skills Advisory Panels to serve CCG are testament to this.

Chichester College Group is committed to delivering the Government's targets to support underrepresented groups in higher education. We attract a high proportion of students from disadvantaged groups, supporting them during their transition from secondary education to higher education. We provide support and flexible learning/assessment approaches to help all our students realise their full potential, achieve success during their studies and progress into good employment or further study. Our strategy, which underpins our initiatives to support students from disadvantaged groups, has been developed to align with CCG vision and values.

Widening access and participation is integral to CCG, and we are proud of our commitment to diversity and inclusivity. CCG's vision is to 'change lives through learning' and we believe we are supporting this through the continued growth and support of learners at all levels to achieve their deserved outcomes.

CCG is aware of its legal duty in relation to delivering equality, diversity and inclusion for all. This includes ensuring that decisions are transparent and made collaboratively; ensuring internal and external stakeholders are referenced, and made in a fair way so they do not negatively affect particular groups. This is undertaken through staff student liaison meetings and student voice and curriculum teams working with employers. The College is aware that a more deep-dive approach to equality impact assessment could strengthen this work and will consider introducing this going forward, utilising the new QAA framework to support.

Equality and Diversity is central to CCG's approach to designing and delivering its Access and Participation Plan. The College is committed to considering and responding to data where attainment gaps have been identified and acted upon in evidence-based and collaborative ways that will reduce and remove these gaps.

Chichester College Group recognises the need for transparent data in order to evaluate all activities and interventions that are proposed to meet its ambitious targets for the Access and Participation Plan. As systems are still in transition following the recent mergers, we have benchmarked local equality data with national data and have identified the areas where we are performing well, and where there may be identifiable gaps.

1. Assessment of Performance

Chichester College Group routinely monitors its recruitment of underrepresented groups, analysing applications, acceptances/enrolments and associated statistics. Analysis includes offer and continuation rates, both during and upon completion of each application cycle. Data releases from the OfS and UCAS, are regularly analysed to allow the College to benchmark itself against regional and national trends.

The centrally released data received is highlighted as statistically insignificant or has marked missing data, and therefore reliance has been replaced by internal data gathered. It is noted that the data for CCG internal comparators will trend for 2 years only due to the merging of data system and the

inaccuracies of previous data collection systems. Internal data sets with addition of partners, franchised, tech cert only (as part of an apprenticeship) and new merger students have been used to arrive at the numerical comparators, therefore figures are reflective of the whole provision, even where partners maintain registrations. CCG realises that much data and differential, due to the small cohort numbers, are deemed statistically insignificant. However, we note that it can still support identification of gaps and areas for improvement

- Improvement in continuation rates for full and part time learners - figures of 84.1% and 75.1% remain higher against sector benchmarks of 81.8 and 69.6 % respectively.
- CCG progression rate remains higher with 96.6% of leavers in employment or further study within six months of graduating (HESA Employment Performance Indicator, 2018, UK full time first-degree leavers).
- CCG unemployment rate halved in 2017 to 4.6%, better than the sector average (DLHE, 2017).

CCG has ambitious plans to increase engagement with local schools and sixth forms, enhancing the current work of the NCOP programme. CCG is working with a consortium of providers and the Sussex Learning Network to offer schools and Sussex colleges enhanced IAG in line with the new Gatsby benchmarking scheme. A programme of learning festivals will identify learners expressing interest in specific industry sectors and a team of Higher Education Progression Coaches and Advisors will be well placed to identify potential barriers to entry and support positive progression. CCG is working on an initiative to work with the Pan-Sussex Virtual schools to support young people transitioning from Care. The programme aims to support care leavers in becoming independent and identifying opportunities.

1.1 Higher education participation, household income, or socioeconomic status

1.1.1 Access

As data was available, we have used the POLAR4 Q1 as our measure of socio-disadvantage. The percentage of HE enrolments for POLAR4 Q1 students is as follows. 2014-15 12%, 2015-16 20%, 2016-17 17%, 2017/18 18%, 2018-19 17%.

The number of POLAR4 Q1 students accessing our HE provision in the last five years has been generally steady. This data has come from the Office for Students data set. We compare favourably to the national rate of 12% and sector average of 11.4%, although given the local and regional demographics; there is clearly a large population in deprived areas.

The inequality of disadvantaged and geographic groups within the West Sussex area is marked, with the gap between advantaged and disadvantaged wards at its maximum, over 80%. There are areas where over 95% of young people progress and 24 wards that have been identified as having lower opportunities. These have therefore become part of the governmental project for social mobility (NCOP). CCG has attempted to improve its access rates for students from low socio-economic status. Due to the regional data, we have set a target to increase the percentage of POLAR4 Q1 through low intake tariffs and a commitment to interview all applicants. This will also support Office for Student's Key Performance Measures 1 and 2.

CCG continues to play a key part in achieving the collaborative targets of the Sussex Learning Network West Sussex Partnerships with increased progression from CCG raising from 24% in 2016-17 to 36% in 17-18 and projecting 46% in 18-19.

1.1.2 Success: Continuation

Continuation rates for POLAR4 Q1 students are as follows (current data as of exam Board 4 – June 2019)

	17/18 Overall	17/18 POLAR4 Q1	18/19 Overall	18/19 POLAR4 Q1
POLAR4 Q1	82.0%	85.4%	83%	90.00%

Success Rates (which include all provision) for POLAR4 Q1 students is

	17/18 Overall	17/18 POLAR4 Q1
POLAR4 Q1	89.4%	91%

POLAR4 Q1 students perform better than the whole cohort, therefore we will continue to support this group in the way that we currently do, and will not set specific interventions within this plan. This will continue to support Office for Students key performance measure 3.

1.1.3 Success: Attainment

The small numbers involved has made reporting on individual years difficult as individuals can be identified, however the following cumulative analysis is useful to identify trends.

	POLAR4 Q1	POLAR4 Q2	POLAR4 Q3	POLAR4 Q4	POLAR4 Q5
High Grades	12.%	14%	22.%	15.%	15.%

The majority of the cohort are achieving high grades. Although the number of POLAR 1 students is low within the cohort, their performance is strong, given that this a small overall cohort. We have therefore not set a specific target for the attainment of this group within this plan.

1.1.4 Progression to employment or further study

The TEF metrics show that students leaving the College have had a lower opportunity than the general HE student of achieving above medium earning threshold of higher study dependant on subjects. From our internal data for 16/17 and 17/18 25% of POLAR4 Q1 do not have a positive progression for employment or further study. We intend to reduce this to 0% by 2025. We also wish to support Office for Students Strategic Measure 3: 'All students, from all backgrounds, are able to progress into employment, further study, and fulfilling lives, and their qualifications hold their value over time' and therefore this will be within the target goals set.

1.2 Black, Asian and Minority ethnic students

1.2.1 Access

2011 census data for West Sussex informs us that the predominance of the population was white British (88.9%) which is above the norm for the UK at 85.2%. However, breaking this down further within West Sussex, Crawley have a BAME population which rises from the regional population norm of 11.1% to 27.9%, with the largest population identifying as Asian and Multiple mixed race.

The percentage of HE enrolments from students who are BAME are as follows

	2017-2018	2018-19
BAME	11.4%	12.2%

Over the years since the merger, our HE enrolment numbers have been above the regional average of the 2011 census. However, given the majority of BAME students study through our Crawley Campus, the BAME representation remains below expected levels. Therefore, we have set a target for improvement. This will also support Office for Student's Key Performance Measures 1 and 2.

1.2.1 Success: Continuation

Continuation rates for BAME students are as follows

	17/18 Overall	17/18 BAME	18/19 Overall	18/19 BAME
BAME	82.0%	95%	83%	100%

Success rates (which include all provision including partners and franchised) for BAME students are as follows

	17/18 Overall	17/18 BAME
BAME	89.4	95%

BAME students consistently outperform their peers and therefore although we will continue to support there will be no specific target set for this APP. This will continue to support Office for Students key performance measures 3 and 4

1.2.3 Success: Attainment

CCG has only three courses at level 6 all of which are franchised and therefore the overall success at this level has little BAME representational significance.

	Number in cohort	Number achieving 1 and 2:1s	Number of BAME	Number of BAME

				achieving 1s and 2:1s
2017-18	31	28	2	2
2018-19	23	22	1	1

This is identified as KPM 4 by the Office for students and CCG will support the measure to ensure the equality of opportunity for all by increasing progression to the higher-level qualifications and ensuring the current trend of BAME students out performing their peers to continue.

1.2.4 Progression to employment or further study

Over 70% of BAME students within the group are studying at the College part time and anecdotal evidence suggests all have a current occupation when undertaking study or are on a restricted visa. Therefore 100% of those who can work identify themselves as being in employment. However, this drops to 72% when reviewing above median earnings. The majority of those earning above or on median earnings are studying Engineering. From our internal data for 17/18, 28% of BAME do not have a positive progression for employment or further study. We intend to reduce this to 0% by 2025.

1.3 Mature students

1.3.1 Access

Labour Market Intelligence suggests that there is an increasing requirement within the South East region as a whole for highly skilled employees to meet the ever-increasing demand. West Sussex is no different, and is seeing an increasing skills gap within the area. Data as of 2018 from Westsussex.gov indicates that the overall population of working age with a level 4+ qualification is 35%; 1% lower than the South East region but 0.8% above the national average.

Over the past 5 years, West Sussex has seen an increase of 5.7% of people who have a level 4+ qualification, which is reflective of the changing dynamic of employment within the region's local economy. Therefore, CCG has a place in maintaining the balance within the local population of qualifications required to meet local workforce need. It has put in place a study ladder of Access to HE courses to nurture mature and returning students into local economic skills gap areas. This is a previous target within the APP that has been met.

The percentage of HE students aged 21 or over (mature) at the start of their course is as follows

	2017-18	2018-19
Mature	45.7%	44.9%

Within the context of CCG as a whole, 48.9% are 21 + with 51.1% on part time and adult courses. TEF averaged metric suggest that CCG has 45% over the past 3 years. However, it should be noted that the predominance of part time students are at our Crawley Campus, mainly studying Engineering, thus causing skewing of overall figures. We therefore have set a target for improvement for part-time mature students. However, we intend to meet this target through enhanced curriculum delivery models that encourage flexible learning patterns, embedded part time into full time provision and a wider curriculum offer.

1.3.2 Success: Continuation

Continuation rates for mature students are as follows (current data as of exam Board 4 – June 2019)

	17/18 Overall	17/18 Mature	18/19 Overall	18/19 Mature
Mature	96.0%	94.9%	94.4%	90.0%

Success rates (which include all provision internal and partnership) for mature students are as follows

	17/18 Overall	17/18
Mature	92.4%	92%

There is also a striking difference between the success of full-time mature learners and part-time mature learners; therefore, we have set targets for full-time mature students for continuation.

	Number of mature students who did not achieve	Full time mature	Part time mature
16/17	16	14	2
17/18	12	9	3

Although there has been an improving trend, mature students marginally perform worse than the whole cohort. Therefore, we will set a target and intervention. This will support Office for Students key performance measures 3.

1.3.3 Success: Attainment

The Group has three courses at level 6, including franchise and partnerships, which have a relatively small number of students per year. Attainment rates for the cohort are as follows

	Number in cohort	Number achieving 1 and 2:1s	Number of over 21	Number of Over 21s achieving 1s and 2:1s
2017-18	31	28	24	20
2018-19	23	22	20	19

The percentage of mature learners who achieve a 1st or 2:1 is slightly less than the percentage of under 21's that achieve the same qualification. We have therefore set a target for the attainment of mature learners.

1.3.4 Progression to employment or further study

The DHLE statistics show that in general, students will not achieve the same level of earnings as those completing courses through a standard 3-year course. However, the metrics are skewed due to the percentage of students leaving at level 5, and the amount of students going into low paid occupations; such as early years and childcare professions, which is where the majority of the provision sits. We have therefore set a target for the progression of full-time mature students. We intend to reduce the percentage if those not in sustained employment and not in graduate level employment scores to 0% by 2025.

1.4 Disabled students

1.4.1 Access

CCG has an ethos of being open to all and therefore, as an FE provider, is a specialist centre for SEN students with a disability / learning difficulty. TEF 3 year averaged data has HE at 15%, which is above reported data for the region.

	2017-2018	2018-2019
Disabled/ Identified learning difficulty	15%	13%

CCG as a whole has experienced a huge rise in mental health related conditions within the student population, a trend that is also reflected at a national level. Therefore, as there is a steep rise in disability (which we believe is still underreported within national databases), we have set an ambitious target for access for students with disabilities. This will also support Office for Student's Key Performance Measures 1 and 2.

1.4.2 Success: Continuation

Continuation rates for Disabled and students with identified learning difficulty are as follows (current data as of exam Board 4 – June 2019)

	17/18 Overall	17/18	18/19 Overall	18/19
Disabled/ Identified learning difficulty	96.0%	86%	94.4%	92%

Success rates (which include all provisions including partner & franchise provisions) for disabled students are as follows

	16/17 Overall	16/17	17/18 Overall	17/18
Disabled/ Identified learning difficulty	87.5%	73%	92.5%	77%

Disabled and students with identified learning difficulties consistently perform worse than the whole cohort; therefore, we will set a target and intervention. This will support Office for Students key performance measure 3 and 5.

1.4.3 Success: Attainment

CCG has three courses at level 6 including franchised and partner courses, which have a relatively small number of students per year. Attainment rates for the cohort are as follows

	Number in cohort	Number achieving 1 and 2:1s	Number of Disabled/ Identified learning difficulty	Number of Disabled/ Identified learning difficulty achieving 1s and 2:1s
2017-18	31	28	NR	NR
2018-19	23	22	NR	NR

The data for students identifying as disabled or those with an identified learning difficulty is not reportable for this cohort due to the possibility of identifying individuals. We plan to do more to increase both for the regional data and to support of Office for Students KPM5, and have set a target for this cohort.

1.4.4 Progression to employment or further study

The TEF metrics for Disabled students illustrates that they are within the bottom 10% of absolute performance for full time disabled students going on to highly skilled employment or higher study, with insufficient reportable data for all other provision. We have therefore set a target for the progression of disabled students. We intend to reduce the percentage of students within this measure who are not in sustained employment and not in employment to 0% (although this will include voluntary and part time employment due to the severity of disability), by 2025 supporting Office for Students Strategic Measure 3.

1.5 Care leavers

Tracking care leavers within CCG remains an issue, as it requires self-declaration. Whilst many students do self-declare, CCG is confident that the figures held are understated. Actions have been put in place for data sharing from outside CCG to ensure student opportunities are maximised. Current tracking suggests that for trended years only one student has identified as a care leaver, which makes gap and outcomes analysis difficult to achieve. As such, we have no data on access, continuation, attainment or progression. Our strategy will focus on access to *any* higher education providers for students who are care leavers. Currently our retention of care leavers at level 3 is low, and we have recognised this is a priority area

1.6 Other under-represented groups

Chichester College Group routinely monitors its recruitment of underrepresented groups, analysing applications, acceptances/enrolments and associated statistics. Analysis includes offer and continuation rates, both during and upon completion of each application cycle. Data releases from national statistical bodies, including HESA and UCAS, are regularly analysed to allow the College to benchmark itself where possible against regional and national trends.

Given the lack of large volumes of data, the intersections of disadvantage proved difficult to meaningfully analyse. The small numbers would risk allowing individual students to be identified. As

such, it has not always been possible to prove whether we have significant gaps or not. CCG has implemented new tracking and monitoring systems to assist with identification and supporting under-represented groups. However, in the majority of cases, this still requires self-declaration. Anecdotally we are aware that the numbers within these focus areas are small and will be enveloped within broader APP targeting.

White+ Male + POLAR 4 is a key area of improvement across the group and we will therefore continue to put in interventions to support this group.

No discernible patterns emerged when analysing the disability completion and attainment rates with added intersections due to the low numbers involved. We will be investigating further to find interventions that assist these groups.

2. Strategic aims and objectives

Having identified areas for improvement, CCG plans to use the whole student life cycle approach in its strategy for access, success and progression. Our access activities build aspiration amongst underrepresented groups and as such naturally encompass a wider population than the students who choose to come to CCG.

Evaluation of our targets at regular review meetings (Higher Education Board) allows us to assess our progress towards meeting our ambitions and goals, and to make any necessary adjustments to our plans. We will keep an improvement plan and regularly review and reflect on its activities ensuring the continuing relevance and success of interventions.

The evolution of CCG has allowed the existing change methodology to be reviewed and allowed the evaluation and benchmarking of current intent and the impact of strategy through the assessment of performance. This is then being utilised to identify gaps in outputs against group strategic objectives that will in turn feed into the input strategies and allow outputs to optimise students learning gain and outcomes. This then will inform the expectation of outcomes over the next five years.

CCG strives to be outstanding in all areas of its business and regular evaluation and review allows the College to remain relevant in changing markets. Many theories of change exist within education but all have the common themes of reviewing where we are now and where we want to be. As an institution, CCG's core values support the cornerstone of change and outcomes for all students no matter the level or the intent. The CCG core value of 'changing lives through learning' therefore being the premise of all change throughout. John Meyer and colleagues developed the institutional change theory in the 1970's. Institutional change theory is a framework based on the relationship between educational institutions and their cultural environments. Society's cultural norms shape organisational structure by encouraging schools to conform to the accepted rules and rituals of an institution. Therefore, a construct for change is outlined below and will be measured against intent, implementation and impact on outcomes for the communities of students and economic growth.

CCG will evaluate our 'access' targets by monitoring engagement in our progression activities by groups of students with WP characteristics and tracking this through to application. We will work closely with NCOP and our feeder courses to obtain direct feedback immediately after programmes have been delivered and we will evaluate impact. At the end of the academic/delivery year we will compare our impact measures against those from the previous year to assess the effectiveness of the programme and to inform future developments or changes.

In relation to CCG’s ambitions and goals for student ‘success’, we will monitor and review the impact of actions and interventions by taking a programmed approach, paying particular attention to the impact of new initiatives across the group such as the Development Programme and Student Advisor interactions.

We will work more closely than ever with the CCG Students’ Union and we will involve greater numbers of students in developing and evaluating our initiatives. The College has put in place a HE student Officer who will lead on student representation at all levels of the College deliberative structures and will be integral in supporting our ambitions.

Staff development programmes such as the Licence to Teach HE and regular discussion at the Higher Education Committee will support the evaluation of impact of changes made throughout the cycle and applying and evaluating the impact of the interventions we employ, including outcomes for students with WP characteristics.

These measures will allow a shortened review cycle and ensuring relevance of change and the ability to adapt an agile scrum methodology to educational pedagogy of enacting change at speed to ensure satisfaction and optimise student outcomes.

2.2 Target groups

Based on our analysis we have chosen the following areas of the student’s lifecycle for the various underrepresented / underperforming groups.

Target Group	Access	Continuation	Attainment	Progression
Care Leavers	✓			
Mature students	✓	✓	✓	✓
Disability	✓	✓	✓	✓
BAME	✓			✓
POLAR4 Q1	✓			✓

2.3 Aims and objectives

The aims and objectives between 2020- 2025 that will use APP funds will be as follows

Target Group	Access	Success Continuation	Success Attainment	Progression
POLAR4 Q1	To increase % of POLAR4 Q1 students to 22% of the cohort To increase internal NCOP progressions to 60% from L3 to any L4+ provision			The reduce the % of non-progressions to 0%

	Ensure utilisation of college bursaries as outlined			
BAME	To increase % of BAME students to 20% of the cohort Ensure utilisation of college bursaries as outlined			The reduce the % of non-progressions to 0%
Disability	Increase the access rate of students with a disability to 18% of the cohort	To eliminate the gap in continuation rates between students with a disability and the rest of the cohort	To eliminate the gap in attainment rates between students with a disability and the rest of the cohort	The reduce the % of non-progressions to 0%
Mature students		To eliminate the gap in continuation rates between full time mature students and the rest of the cohort	To eliminate any gaps in attainment rates between full time mature students and the rest of the cohort	The reduce non-progressions to 0%
Care Leavers	Increase the access rate of declared care leavers from the College to any L4+ from 0 to 5			

3. Strategic measures

The College will take a ‘whole institution’ approach to access and participation. The strategic approach that the College will take is based on the EIF framework utilised for all FE institutions and is embedded into all areas of the College including work with the National Collaborative Outreach Programme (NCOP). Therefore, it seems logical to extend this overarching strategy and theory of change to all our access and participation plan activity. This theory of change has been heavily researched and proven effective in the NCOP activity. It is already embedded into the NCOP activity within the College and therefore our strategy is one that will be rolled-out to the whole institution.

3.1 Whole provider strategic approach

CCG strives to offer an outstanding Higher Education provision, in an inclusive learning environment that meets individual needs and aspirations. Learners will receive outstanding academic and pastoral support to succeed in their chosen fields. CCG aims to be a facilitator for social mobility and deliver work ready students through working in partnership with its local business communities.

CCG embraces diversity and values the range of experiences learners bring, which adds to the depth and breadth of learning and understanding. Teaching and learning are supportive and inclusive, enabling all students to thrive regardless of background, age or ethnicity. The college is student centred and fully accessible.

CCG is committed to providing value for money for all learners and offers integrated support services to enable learners to optimise their time in college and maximise outcomes. Pastoral, tutorial and academic support is available for all, including extra financial and pastoral support for identified widening participation and first generation HE students. Support also includes extra study skills and employability programmes to support the social mobility of learners.

CCG is a lead participant in the Sussex National Collaborative Outreach Programme. Through its membership of the Sussex Learning Network, CCG has formed a strategic alliance to provide a wide package of activities to engage NCOP learners across West Sussex. The programme provides grit and resilience training in partnership with Brighton & Hove Albion Football Club, peer mentoring and coaching programmes, bursaries and industry take over days to raise aspiration to graduate employment. CCG plans to extend this work further through the access and participation plan and double the number of NCOP learners on level 4 programmes by 2024.

The key strategic aims of the HE Strategy set out;

- To optimise accessibility to Higher Education through Widening Participation activities for progression students, career changers and returners,
- To provide support for student transition from L3, Access to Higher Education and professional courses,
- To maximise student retention and success in order to raise aspiration and social mobility,
- To continue to build a work ready curriculum through focus on employability skills, employer engagement and teaching excellence.

3.1.1 Strategic measures

Activities to support the raising of attainment to support entry into higher education of under-represented groups

CCG has a well-established reputation for widening participation as demonstrated in the data. The National Collaborative Outreach Programme will enable CCG to sustain and develop its existing widening participation programme and its on-going support towards social mobility.

3.1.1.1 Supporting Access will be as below;

Learners who wish to move from established but now unsuitable jobs, to more challenging and rewarding roles in a different occupational sector or in the same sector but with enhanced

responsibilities and requiring greater levels of knowledge. Encouraging the progression of first generation HE students and those who are deemed to reside in lowest POLAR quintile areas as specified in the Higher Education Statics Agency (HESA) and the Government's strategic priorities under the NCOP programme.

CCG is fully engaged in the work of the National Collaborative Outreach Programme (NCOP) and will expand its existing Access and outreach activities targeting students from primary school to mature learners. CCG will increase the intensity of its WP work carried out in areas of low participation within identified catchment areas.

The College works in conjunction with local schools on many projects. However, there are no sponsorship agreements in place. Activities will aim to increase awareness and ambition through;

- School visits – extending and developing partnerships with local communities and schools to support student choice and offer alternative options for education to all students with focus on the under-represented. This includes a 16-18 pre-apprenticeship programme,
- Curriculum themed support for selective courses – running course guidance and interview training to help prospective students select and prepare for application and selection. This includes a two day 19+ pre-apprenticeship programme,
- Addition of two Widening Participation mentors as part of NCOP to support the currently identified Level 3 student population, working with Schools Liaison and our Progression Plus team,
- Mentoring activity – current HE students supporting FE students and raising ambition through coaching and mentoring,
- Research and development of the curriculum offer – working with communities with low participation rates to identify barriers to participation and gaps in provision, which if resolved would increase their engagement with Higher Education. This will include the development of pathway courses such as the expansion of Access to Higher Education Diploma courses to facilitate the transition to higher education study,
- To implement Skills Advisory Panels for key industry sectors to support curriculum design and build and review ongoing provisions,
- To increase the flexibility of courses / offer part time options to encourage participation of more mature and working learners by optimising delivery models,
- Working with disadvantaged groups – providing support for disadvantaged groups such as students with social communication difficulties through our specialist provision,
- Offering continuing support through our specialist provision for those students requiring additional support and in receipt of DSA,
- Progression events and specific talks for all level 3 courses to inform students of level 4 opportunities and raise aspiration,
- A lower than standard university entry requirement and guaranteeing progression interviews to all internal applicants.

3.1.1.2 Supporting Student Success

CCG is further developing its support services for higher education students with the intention of removing barriers to success. Our strong Learning Support team undertakes DSA assessments and assesses students for support needs. CCG is able to access specialist support equipment and

services on behalf of learners. CCG has an established well-being centre to support all learners with support for behaviour difficulties, medical support, counselling services and a chaplaincy. CCG has dedicated HE Student Advisors who offers guidance and advocacy support for all HE students. This role is particularly focussed on the pastoral and progression needs of our HE students

Further support for student success will be given through:

- Targeted financial support - through NCOP bursaries and advocacy to help students to access sums of money designed to support those in need,
- Financial advice – support for students who are new to HE in working with Student Finance England,
- Working with undergraduates – supporting and raising ambition through the HE Student Advisor and student mentors,
- Dedicated HE study spaces – specifically for undergraduate students, with support from the HE Student Advisor,
- Dedicated HE study skills support package – available for all HE students providing targeted skills to help them through each phase of the academic year,
- Developing a peer mentoring ‘buddy’ scheme, embracing the success of peer mentoring programmes that have worked well within the college. These have proved to be of benefit not only to the student mentees but also to the trained peer mentors in terms of key graduate skills. Essentially, the Peer Mentoring programme will involve second and third year students volunteering to be trained as student mentors. Once trained, the mentor is then linked up to a small number of first year students (typically 3-5). The role of the Peer Mentor is to offer practical help and advice to new students, and to act as a referral point as appropriate to other services/contacts.

3.1.1.3 Supporting Student Progression

CCG plays an integral part in the local community and as such has close ties with many employers. However, to develop the HE provision and future proof courses, it will become imperative for all courses to have businesses’ support. Therefore, there will be a structured programme for all courses to expand work with business to develop these links.

- A development programme will run alongside the student journey. It will embrace study skills, transferable skills and employability skills from the outset to assist with student occupational destinations. Skills covered will include CV building, LinkedIn, digital profiles and interview skills (including online interview training),
- Work experience - supporting students to obtain and optimise work experience placements through the work of the Positive About Futures Team,
- All courses have direct links with local employers,
- All courses will have direct input on assignments from employers,
- Where applicable, placements to be arranged for students within the course/ to work on live briefs provided by local employers for mutual benefit,
- Guest speakers will be encouraged as SME on all courses,
- All courses will have HE drop-ins and HE focused observations to support.

3.1.1.3.1 Activities to promote Effective Collaboration and Partnership

We subscribe to the belief that widening participation is a collective responsibility and continue to work closely with our HE and University partners to facilitate access to appropriate higher education which meets individuals' needs. The College has been a driving force in NCOP and will remain at the forefront of delivering excellent education within the Higher Education environment, whilst offering the widest opportunities possible.

3.2 Student consultation

The Access & Participation Plan has been formulated in consultation with the Quality Management team and overseen by the Higher Education Board (HEB) on which there is student representation. Progress towards achievement of the APP targets and activities are reported to this committee for review.

Student participation in the deliberative committee structure provides not only a rich contribution to the shared goal of continuous enhancement, but also provides immediate feedback on a range of topics. Student feedback is frequently gathered through module reviews and staff student liaison meetings. Minutes are available through standard mechanisms throughout the college and are reported to all relevant student bodies.

The Student Engagement Strategy details the various mechanisms through which the student voice is heard. Currently the College monitors students' perceptions of the quality of their educational provision, their involvement in quality assurance and enhancement, with the aim of identifying priority areas for improvement and making recommendations to the institution.

All students are given the opportunity to participate in the staff student liaison committees for their own curriculum areas, with cohort representatives asked to participate in student conferences. Representatives are democratically voted in by the curriculum cohort, and therefore representation is deemed to be fair and inclusive. A student-centric review of the APP will be undertaken to gather views on inclusivity and meritocracy.

3.3 Evaluation strategy

3.3.1 Strategic context

CCG used the self-assessment toolkit provided by the OfS to evaluate current process and practices. Currently, there is not a consistent approach to the evaluation of the validity and success of access and participation programme design outside of that activity connected with NCOP. In order for the evaluation strategy to be fully implemented, the College is committed to putting in place the necessary staffing resource and skill-set required. We are utilising guidance from the OfS documentation, and our evaluation strategy is aimed to provide us with robust qualitative and quantitative data that will inform the evaluation process. .

3.3.2 Intent

CCG intend to utilise a narrative format that will enable us to show that we have a rationale for the programmes and the impact that they will have. We have based our programmes on existing priorities for both community and country. We believe our targets are ambitious and will eliminate our identified gaps as well as improve Office for Students KPMs. Our programmes are based on

intervention (where required) and are not single one-off events or activities. This will require a cultural shift within CCG, ensuring the priorities of HE are balanced with the needs of FE, and aimed towards the continual development and support of all students.

3.3.3 Evaluation of implementation of design

We are intending to use Empirical Research to enable us to show that we can measure the impact that our proposed interventions will have. This research will take many forms, including the gathering of qualitative data student surveys and questionnaires, structured interviews, (all of these at various stages of the intervention – before, during and after). Quantitative data will also be gathered using the Colleges internal data systems.

3.3.4 Evaluation implementation

The evaluation will be implemented by the Manager of Higher Education and Apprenticeships, in liaison with the staff undertaking the interventions. Ensuring that more than one person is analysing data is important to try and eliminate bias. The Group Higher Education Quality Manager will have oversight of this process and will conduct regular audits to ensure compliance. A range of qualitative (written and oral feedback, written responses to surveys, interviews) and quantitative (attendance, progress grades, statistical data relating to the student lifecycle) will be collected. A work flow diagram of data-collection and analysis will be created to ensure a transparent process that it auditable. The evaluation process will ensure that all data protection legislation and requirements are adhered to and that ethical considerations have also been adhered to.

It is expected that the implementation will be a continuous process, with a reporting mechanism to inform managers of the effectiveness of the interventions.

3.3.5 Evolution

We are committed to invest time and development into the mentor schemes in 2019-2020 with our care leavers at level 3 and HE students with identified mental health as well as BAME. This trial phase will allow us to explore the best way to 'package' the support in a student friendly way, test out engagement and implementation approaches and gather feedback from staff and students on the effectiveness of the trial over the academic year. We aim to have a more refined model for implementation during the first year (2020) of this plan. The model will then be refined post the initial impact report and feedback obtained from the deliberative structures.

3.4 Monitoring progress against delivery of the plan

The monitoring of the CCG plan will be carried out through a mix of existing College Boards and deliberative structures, with the addition of new structures that have been identified as areas for development through use of the self-evaluation.

The targets and milestones set out in this Access and Participation Plan will be the basis for the monitoring of impact done by the College. The primary responsibility for the initial monitoring will be with the Group Manager of Higher Education and Apprenticeships for the group, along with the Higher Education Quality Manager, who will liaise with the various teams undertaking the programmes and act as project manager for the plan.

The targets and milestones will form part of the key performance measures. Where progress is not being made towards targets, the Higher Education Board will be notified and other College strategies (additional resource from departments, line manager involvement, investigate where other

stakeholders and partners could be involved, garnering good practice from other providers through FE / HE networks) will be reviewed to ensure improvement are made.

The Group Manager of Higher Education and Apprenticeships will also hold student forums and focus groups to (a) give an opportunity for students to be engaged with the programmes (b) report progress on the plan and (c) give students the opportunity to provide suggestions of where the programmes could be improved.

The progress against the plan will be reported, through the Higher Education Board to the Senior Management Teams on a regular basis. Further intervention may be given by SMT at this stage. SMT will report progress to Group Leadership Team and Governors via the Quality and Stakeholders Committee as a standing item on each agenda. There will also be an annual report to the full governing body. The College is also implementing a Link Governor Scheme, so there will be a Governor who has a particular focus on Widening Participation and Office for Student matters.

4. Provision of information to students

4.1 Information for students - fees

CCG undertakes to publish clear and accessible information on fees charged including additional cost and financial support offered through the website and on promotional materials.

All information provided will be checked and agreed as accurate to UCAS and the Student Loans Company. CCG publishes information that describes our mission, values and overall strategy.

We clearly communicate the process for application and admission to the programmes of study by making the HE admissions process available on the website and in the HE prospectus.

We make information available to prospective students to help them select their programme with an understanding of the academic environment in which they will be studying and the support that will be made available to them via Open and HE days, School and Sixth Form events, detailed course information sheets online and through the HE prospectus. Social media is used to enhance engagement and communications with students.

Information provided to students includes;

- Course summary including special features and course options,
- Teaching and assessment methods,
- Application process,
- Employment and work placements,
- Opportunities after graduating,
- Student Success stories.

In addition, information is presented at an institutional level on our facilities, welfare and support, employability and careers. CCG also ensures that the Key Information Set data for each course, (where relevant), is available through the UNISTATS widget on the website at college level.

For current students, we hold welcome and induction activities at the start of the academic year and at other intake points throughout the year to provide comprehensive, consistent information and an enjoyable experience to all incoming students. The website, Chi-online and social media are used to engage and inform students before arriving and to support transition. The corporate teams work in partnership with the Students Union and Student Forum to ensure that all relevant information reaches students.

Aggregated fees including associated fees will be available through the HE pages and on the respective College websites. This will include full course fees and required incidentals known at the start of the course. It will also (as of 18/19), include all optional costs associated with the course. These will also be available from the Study Programme Leaders throughout the duration of the course.

Opportunities for student financial support will also be published through the same mechanism of the College website using the Access and Participation Plan as a guide

4.2 Information for students - financial support

There are several bursaries and other support available through CCG: information is available through the college website with links also given within the student handbooks, and are discussed at interview and at tutor meetings.

4.2.1 Chichester College Higher Education Bursary

Mode of attendance:	Full or Part time
Fee Category:	Home UK only
Level of Study:	HNC, HND or Foundation Degree (level 4 study only)
Criteria:	Household income of less than £25000 as per Student Finance England data at time of application. Applicant must have fully met entry criteria and have an offer in place through UCAS or direct application with Chichester College as first choice at time of the bursary application
Value of Award:	£500 for year 1 only (part time courses will be pro-rata)
Exclusions:	Students funded by Scottish, Welsh and Northern Irish Governments, Students from outside the EU and Students who have previously studied at level 4 or above.

4.2.2 Chichester College Higher Education Bursary for Care Leavers and under-represented groups

Mode of study:	Full or part time
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Fee Category:	Home UK only
Level of Study:	HNC, HND or Foundation Degree (Level 4 only)
Criteria:	Applicants must fall into an underrepresented group. Applications will be accepted from Black, Asian, Minority Ethnic, Female, those in receipt of DSA or that have a current EHCP plan. Household income must be less than £25,000 as per Student Finance England as at time of application. Applicants must have fully met entry criteria and have an offer in place through UCAS or direct application with Chichester College as first choice at time of the bursary application
Value of Award:	£500 for first year only (part time courses pro rata)
Exclusions:	Students funded by Scottish, Welsh and Northern Irish Governments, Students from outside the EU and Students who have previously studied at level 4 or above

4.2.3 Travel Bursaries

Travel Bursaries of up to £1200 per annum are available for all levels of study at CCG and link to attendance. They are offered to those in receipt of benefits and with a household income of less than £25000 (a partial grant is available if the for household incomes between £25000 and £32000 and in receipt of benefits)

4.2.4 Hardship Funds

A hardship fund exists for those students who during the course fall on hard times. This support may be in the form of financial or pastoral support. Each student case will be reviewed on its merits against specific eligibility criteria and awards given as per need. There are no deadlines by when a student must apply. This fund will also encompass care leavers identified within the college community. The fund will increase each year representative of student numbers and will be part of the wider college hardship fund.

In addition to this, there are a range of activities and support mechanisms both to raise aspiration and to enable student success through the Group's commitment to widening. CCG, through its widening participation and the NCOP programme, will support individualised learner support packages to optimise outcomes for all students.

4.3 Publication of the approved plan

The approved plan along with all other relevant information is published on the respective HE pages for each College. A link will also be placed on the CCG group website to allow full accessibility.

Once published the plan may also be accessed via direct search using the title Chichester College Group Access and Participation Plan 2020-2024.

Provider fee information 2022-23**Summary of 2022-23 course fees**

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	All at Northbrook Three year BA	Fee applies to entrants/all students	£8,600
First degree	BA Top-Up Business	Fee applies to entrants/all students	£8,000
First degree	BA Top-Up Early Childhood	Fee applies to entrants/all students	£8,000
First degree	BSc Motorsport Technology top up	Fee applies to entrants/all students	£8,600
Foundation degree	Early Years	Fee applies to entrants/all students	£5,500
Foundation degree	FdEng Motorsport Engineering	Fee applies to entrants/all students	£8,600
Foundation degree	Future Innovation & Technology	Fee applies to entrants/all students	£5,500
Foundation degree	Sport, Health & Exercise Science	Fee applies to entrants/all students	£6,000
Foundation degree	Sustainable Food Production	Fee applies to entrants/all students	£5,500
Foundation year/Year 0	*	*	*
HNC/HND	All at Crawley, Chichester & Brinsbury Campuses	Fee applies to entrants/all students	£6,500
HNC/HND	All at Northbrook and Brighton Met Campuses	Fee applies to entrants/all students	£6,800
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	The University of Chichester 10007137 - Dance Teaching in the Private Sector	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	University of Brighton 10000886 - PGCE in Art, Design & Media	Fee applies to entrants/all students	£8,600
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	All Creative Industries at Northbrook	Fee applies to entrants/all students	£4,685
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	Chichester College Group	Fee applies to entrants/all students	£3,250
HNC/HND	General Engineering at Northbrook	Fee applies to entrants/all students	£1,685
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	University of Brighton 10000886	Fee applies to entrants/all students	£3,065
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Provider fee information 2021-22**Summary of 2021-22 course fees**

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	BA (Hons) Top-Up Business	Fee applies to entrants/all students	£8,000
First degree	BA (Hons) Top-Up Early Childhood Studies	Fee applies to entrants/all students	£8,000
Foundation degree	Early Years	Fee applies to entrants/all students	£5,500
Foundation degree	Future & Innovation Technology	Fee applies to entrants/all students	£5,500
Foundation degree	Sport, Exercise & Health Science	Fee applies to entrants/all students	£6,000
Foundation degree	Sustainable Food Production	Fee applies to entrants/all students	£5,500
Foundation year/Year 0	*	*	*
HNC/HND	All at Crawley, Chichester & Brinsbury Campuses	Fee applies to entrants/all students	£6,500
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	The University of Chichester 10007137 - Dance Teaching in the Private Sector	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	Chichester College Group	Fee applies to entrants/all students	£3,250
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Access and participation plan
Fee information 2020-21**

Provider name: Chichester College Group

Provider UKPRN: 10007817

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

We do not intend to raise fees annually

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	All at Crawley, Chichester & Brinsbury Campuses	£6,500
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Solent University, Southampton 10006022 - BSc Computing Top-Up	£8,000
First degree	The University of Chichester 10007137 - BA Business Top-Up	£8,000
First degree	The University of Chichester 10007137 - BA Childhood Studies	£8,000
First degree	University of Portsmouth 10007155 - BSc Creative Media Technologies	£9,250
Foundation degree	The University of Chichester 10007137 - Early Years	£5,500
Foundation degree	The University of Chichester 10007137 - Sport, Exercise & Health Science	£6,000
Foundation degree	The University of Chichester 10007137 - Teaching Dance in the Private Sector	£9,250
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	Chichester College Group	£3,250
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	University of Portsmouth 10007155	£2,445
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	University of Portsmouth 10007155	£2,445
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: Chichester College Group

Provider UKPRN: 10007817

Investment summary

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

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£79,000.00	£79,000.00	£148,000.00	£148,000.00	£148,000.00
Access (pre-16)	£30,000.00	£30,000.00	£54,000.00	£54,000.00	£54,000.00
Access (post-16)	£40,000.00	£40,000.00	£80,000.00	£80,000.00	£80,000.00
Access (adults and the community)	£9,000.00	£9,000.00	£14,000.00	£14,000.00	£14,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£40,000.00	£40,000.00	£190,000.00	£190,000.00	£190,000.00
Research and evaluation (£)	£10,000.00	£10,000.00	£20,000.00	£20,000.00	£20,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£162,640.00	£145,300.00	£1,408,830.00	£1,408,830.00	£1,408,830.00
Access investment	48.6%	54.4%	10.5%	10.5%	10.5%
Financial support	6.1%	6.9%	11.4%	11.4%	11.4%
Research and evaluation	6.1%	6.9%	1.4%	1.4%	1.4%
Total investment (as %HFI)	60.9%	68.1%	23.3%	23.3%	23.3%

Targets and investment plan 2020-21 to 2024-25

Provider name: Chichester College Group

Provider UKPRN: 10007817

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE students from underrepresented groups	PTA_1	Ethnicity	To increase the proportion of BAME students to 20% by 2025, particularly with reference to Crawley College whose demographic has a higher proportion of BAME students which is not reflected in our student numbers	Yes	The access and participation dataset	2018-19	11%	13.5%	15%	15%	16.5%	18%	We will seek to increase the proportion to better reflect the regional profile. Work with L3 course leaders, SLN Uniconnect, Progression Coach and Schools Liaison Team. Identify BAME role models and introduce mentoring by L4/L5 BAME students specifically for L3 BAME students to support progression on to HE courses
To increase the proportion of participation of under-represented groups	PTA_2	Care-leavers	To increase the proportion of care leavers to 4.5% of the HE student population.	Yes	Other data source	2018-19	<1%	1%	1.5%	2.5%	3.5%	4.5%	Work with CCG Additional Learning Support Team to identify care experienced students to develop support package for progression into HE, including peer mentoring from HE care experienced students. Collaborate with Uniconnect, third sector and local authorities to implement activities, based on recent research of the needs of these students in accessing HE, with the intention of attracting more external candidates. This will be monitored using our own internal data sources due to low numbers
To increase the proportion of participation of under-represented groups	PTA_3	Low Participation Neighbourhood (LPN)	To increase the proportion of quintile 5 students to 35% from a baseline of 23% in 20/21, when there was a significant fall in numbers from 32%.	Yes	The access and participation dataset	Other (please include details in commentary)	23%	N/A	N/A	27%	31%	35%	Outreach activities with local schools, sixth forms and FE colleges, including our own L2 / L3 learners particularly those targeted within the Uniconnect programme. Activities will focus on raising attainment in maths, English and subject areas through the provision of workshops, peer mentoring and teacher mentors, provided through Uniconnect, schools liaison and widening participation team

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the non-continuation gap for students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	To reduce the gap in attainment between Q1 and Q5 from 4.6 pp to 0 pp.	No	The access and participation dataset	2017-18	4.8	4	3	2	1	0%	Monitor through exam boards and performance and review meetings. Ensure that HE Coaches and Progression Coach support Q1 students and monitor take up of study skills programme by Q1 students.
To increase proportion of students with a declared disability achieving high grades (distinctions / merits / Firsts / 2:1)	PTS_2	Disabled	To improve the proportion of students with a declared disability achieving high grades from 10% to 20% and so contributing to closing the attainment gap between disabled and non-disabled.	No	Other data source	2018-19	10%	12%	14%	16%	18%	20%	Work with ALS department to ensure that students identified with a disability or learning need are provided with appropriate support both with academic study and resources. Ensure that learners are able to access individualised support from lecturers and that T&L is differentiated to meet the needs of all learners. Monitor at course meetings and progress and review meetings. Will use internal data due to low numbers and compare with national data
To reduce the non-continuation gap for students from underrepresented groups	PTS_3	Mature	To increase the continuation rate of mature learners to 95% at Chichester, Crawley, Worthing and Brinsbury	No	Other data source	2018-19	0.9	0.91	0.92	0.93	0.94	0.95	To monitor attendance and ensure HE Coaches interact with adult learners to signpost to support services where required. Will use own internal data both on registers and our own student monitoring system C-Space
To improve the continuation rates for our students from under-represented groups	PTS_4	Low Participation Neighbourhood (LPN)	To eliminate the gap in continuation rates for students from Polar 4 quintiles 1&2 and their peers from Polar 4 Q3-5 at Northbrook and Brighton Met	Yes	The access and participation dataset	2016-17	2	N/A	N/A	1	0.5	0	
To improve the continuation rates for our students from under-represented groups	PTS_5	Ethnicity	To eliminate the gap in continuation rates for BAME students and their peers at Northbrook and Brighton Met	Yes	The access and participation dataset	2016-17	7	N/A	N/A	2.8	1.4	0	
To improve the attainment rates for students from under-represented groups	PTS_6	Ethnicity	To eliminate the gap in attainment rates for BAME students at Northbrook and Brighton and their white peers	Yes	Other data source	2017-18	6	N/A	N/A	4	1.2	0	

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
Increase number of students from under-represented groups into further study or graduate employment	PTP_1	Mature	Increase the percentage of mature students gaining graduate level employment by 5% above sector averages, based on the new Graduate Outcomes survey data at Crawley, Chichester, Worthing and Brinsbury	No	The access and participation dataset	2016-17	77%	78%	79%	80%	81%	82%	HE Coaches to engage with mature learners and deliver early interventions. Progression Coach to monitor % attendance of mature learners on Graduate Attributes and study skills workshops to support high grades. Deliver development days supported by employers to develop employability skills. Work with employer Skills Advisory Panel on Curriculum Development and Course Reviews to meet skills they require. Create Alumni database to monitor over time.

Increase number of students from under-represented groups into further study or graduate employment	PTP_2	Low Participation Neighbourhood (LPN)	Increase proportion of Polar4 Q1 students into graduate level / highly skilled employment or further study by 10% to close the gap between Q5 students at Crawley, Worthing, Brinsbury & Chichester	No	HEAT data	2016-17	25%	26%	27%	30%	33%	35%	Targeted work with L3 students to support high grades on entry. Monitor attendance of Q1 students including study support and 1:1s. Early intervention for non-attendance. Set minimum target grades, monitor achievement at exam boards. Strategic partnerships with local HEIs to create ladders of progression, taster sessions and visits for L6/L7 provision. Deliver employer-led development days/assessment centres to focus on employability and soft skills to ensure students are work-ready.
Increase number of students from under-represented groups into further study or graduate employment	PTP_3	Low Participation Neighbourhood (LPN)	To reduce the gap in progression rates for students from Polar 4 Q 1&2 at Northbrook and Brighton and their peers from Polar 4 Q3-5	Yes	The access and participation dataset	2016-17	15	N/A	N/A	11	10	8	
Increase number of students from under-represented groups into further study or graduate employment	PTP_4	Mature	To reduce the gap in continuation rates for mature students at Northbrook & Brighton and their young peers	Yes	The access and participation dataset	2016-17	8	N/A	N/A	5	4	3	