Chichester College Group
Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Chichester College Group (CCG) was formed on 1st August 2017, following the merger of Chichester and Brinsbury Colleges with Central Sussex College, now Crawley College. The group expanded further, merging with Worthing College in 2019 and re-opening Haywards Heath College in 2020. On 1st August 2022, Greater Brighton Metropolitan College merged with CCG and the Group now consists of seven colleges across ten sites within West Sussex and Brighton: Brighton Met College, Brinsbury College (land-based provision), Chichester College, Crawley College, Haywards Heath College, Northbrook College, and Worthing College. CCG is now the largest Further Education (FE) provider in Sussex and the fifth largest nationally. We are an integral and vital part of our community in delivering on skills priorities at L4+ to support economic sustainability and growth. We achieve this through our extensive employer partnerships, aligning provision to the Local Skills Improvement Plan and multiple university collaborations. CCG also proactively engages with local and national bodies in the Education and Skills Sector. Examples include FE Sussex, Sussex Learning Network (SLN) and Sussex Chamber of Commerce. This productive and diverse network ensures we deliver on the skills priorities required now, but are also looking forward to the skills required for the future.

Our rich HE curriculum is not only diverse but also specialises within a number of sectors, with bespoke and state-of-the-art facilities that meet industry expectations. Northbrook College is reputationally recognised as a centre of excellence for Creative Industries and through our specialist provision and facilities, which include a fully operational theatre and state of the art music studios, we attract learners nationally as well as locally. Our STEM, Construction and Digital provision delivered at Chichester College, Crawley College and Northbrook College is also highly regarded by industry as we attract learners from national employers such as British Airways, Ricardo and Rolls Royce. Brinsbury College specialises in land-based provision and co-teaches with Surrey University, delivering non-traditional companion animal and exotics practical skills to circa 200 Surrey University learners annually. Worthing College has specialist sports facilities that support our highly successful Foundation Degree (FD) in Sport, Health and Exercise Science.

HE encompasses a range of both prescribed provision and L4+ non prescribed professional courses. Prescribed HE makes up 69% of our learner body, of which 60% is within the Creative Industries provision at Northbrook College, making this our largest HE curriculum area. Our professional courses account for 31% of our overall HE provision. These professional courses develop the skills, knowledge and behaviours in leadership and management (ILM), Human Resource Management and Learning & Development (CIPD), Accounting, (AAT and ACCA) Marketing (CIM) and Project Management. (APM).

Mission and strategic aims.

Our Mission is 'Changing Lives through Learning'. We do this by:

- inspiring all our learners to grow in confidence and improve their life, work and learning skills
- delivering outstanding teaching, learning, support and providing an outstanding learner/customer experience
- offering an innovative and enriching range of courses and services that meets the needs of our local, regional, national, international and employer communities
- working with our employers and communities to grow economic prosperity and improve our social impact
- living our values through our behaviours
- providing our people with a stimulating and rewarding place to work and providing relevant professional development to all
- to provide an inclusive environment where staff and learners can celebrate difference and diversity.

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 achieving this through the continued growth and support of learners at all levels to achieve their deserved outcomes.

Our Core Values

- Learning and support are our prime focus
- Kindness and compassion at the heart of all we do
- Trust, respect and integrity
- Commitment to our vibrant inclusive community
- Excellence in all that we do
- Opportunities for all

Both the CCG HE Access and Participation Committee and Equity, Diversity and Inclusion Committee meet regularly to monitor all our HE learner data to ensure fair and equal access, success and progression from higher education and to improve the equality of opportunity for all underrepresented groups in both our FE and HE provisions. CCG offers courses with achievable and fair UCAS tariff for HE entry to encourage engagement with those with lower grades, such as mature applicants with relevant industry experience or applicants from non-standard entry routes. This includes a Progression Promise for learners from our FE cohort to incentivise internal progression when appropriate for the learner.

Risks to equality of opportunity

This section summarises the key risks to equality of opportunity addressed in this plan. The indicators of risks have been identified by conducting a thorough assessment of our

current performance using data from the Access and Participation Plan Data Dashboard, OfS sector wide data, and the internal Group ILR return 2022/23. We have then identified the contributing risks using the Equality of Opportunity Risk Register (EORR) provided by the OfS.

Due to the recent merger, with former Greater Brighton Metropolitan College becoming part of the Chichester College Group, we are considering data and information presented in both institutions' previous Access & Participation Plans but due to low learner numbers from BAME and Care Experienced there is insufficient information in OfS datasets to draw any evidence-based conclusions about the participation of these groups. When creating our plan, we have considered all the identified indicators of risk, however, being a small HE provider, we have chosen to address either the indicators where most learners are affected or those risks where we think we can make the most impactful interventions.

We acknowledge that our data capturing mechanisms for our Quality Assessment Review and ILR returns don't always align with the methodology used by the OfS. This plan commits to ensuring that we move towards a more consistent approach to data capture which will enable us to compare datasets. The CCG Access & Participation Plan Committee and Equity, Diversity and Inclusion Committee will continue to carefully monitor all the groups that are underrepresented to ensure that the interventions outlined below are having a tangible impact on the risks to inequality that we have identified.

Through careful analysis of our performance and by using the Equality of Opportunity Risk Register (EORR), we have identified groups of learners at different parts of the learner lifecycle who are showing indicators of risk to equality of opportunity. We then go on to consider these risk factors to inform our intervention strategies.

The summary overview is presented below following the distinct stages of the HE Learner Lifecycle and highlights indicators of risks with reference to the EORR.

See Annex 1 for the detailed analysis of APP and QAR data used to identify the indicators of risks presented below.

1. **Access**

Indicator 1.1: Lower proportions of learners from the lowest socio-economic groups (using the Indices of Multiple Deprivation POLAR 4 Q1and Free School Meals) accessing higher education at CCG. Evidence suggests that this could be a result of prior attainment, gaps in prior knowledge and the entrant's perception of higher education (Risks 1, 2 and 3 on the EORR).

Indicator 1.2: A decreasing number of mature learners accessing our HE despite having notably higher rates than the sector-wide average. Evidence suggests that this could be a result of prior attainment, gaps in prior knowledge and the entrant's perception of higher education (Risks 1, 2 and 3 on the EORR).

Indicator 1.3: We are seeing a continual increase in access for learners with reported disabilities, but there is still a gap between this group and their peers without disabilities and therefore this still presents as an indicator of risk. Note that we report higher access rates for these learners than the sector-wide average. The risks identified include a result of prior attainment gaps, gaps in prior knowledge (particularly about the provision of financial and academic support available), and the entrant's perception of higher education (1, 2 and 3 on the EORR).

2. **Continuation, Completion and Attainment**

Indicator 2.1: When analysing our institution data on the OfS Data Dashboard only a small difference in continuation rates of learners from low-income households than their peers was detected, although this was not consistent every year. This is based on IMD2021 Quintiles. There is a consistent national gap in continuation rates between these groups, with Quintiles 4 and 5 having higher continuation rates.

In 2021/22, the most recently recorded academic year on the OfS Data Dashboard, CCG learners from Quintile 1 complete HE at a higher rate than learners from Quintile 5. However, learners eligible for free school meals have consistently lower completion rates than those not eligible.

When we consider the data in our Quality Assessment Review submitted in our 2023/24 ILR return, we can see that the continuation rate for learners from Quintile 1 is 66.7% and the completion rate is 64.4%. This is assuming that continuation is starting the course and then not withdrawing, and completion is starting the course and then passing it and includes all HE learners leaving the course that year.

This is considered to be an indicator of risk and when referring to the OfS EORR, suggests that these risks could be in regard of: insufficient targeted academic support; insufficient personal support, including early signposting and intervention; a rise in mental health issues, the ongoing consequences of the coronavirus pandemic, learners not having equal access to accommodation and pressures associated with the cost of living crisis (Risks 7, 8, 9, 10 and 11 on the EORR).

Indicator 2.2: The gap between mature and young learners has been decreasing over the most recently recorded three academic years and is now at a point where continuation rates for both groups are close. Additionally, CCG performance in this area is above the national average, but there is still a significant gap which can therefore be considered an indicator of risk.

When we consider our QAR data submitted in our 2023/24 ILR return we can see that the continuation rate for mature learners is 63.4% and the completion rate is 55.4%.

This suggests that these risks could be in regard of insufficient targeted academic support; insufficient personal support, including early signposting and intervention; a rise in mental

health issues, the ongoing consequences of the coronavirus pandemic, learners not having equal access to accommodation and pressures associated with the cost-of-living crisis (Risks 7, 8, 9, 10 and 11 on the EORR).

Indicator 2.3: There was previously cause for concern regarding attainment for learners with reported disabilities, however, learners with a reported disability now consistently outperform learners without a reported disability. Our support strategies and practices are well embedded, and this plan will ensure this profile is maintained. This is a consistent and sustained increase for the most recently recorded five academic years. Additionally, continuation levels are above that of the national average. We believe that this evidences the impact from interventions put in place in our previous Access and Participation Plan that we will continue to deliver to support this group of learners.

Risks: Learners not accessing internal college support and/or DSA support due to the financial barrier faced by not being able to afford the pre-assessment necessary to make a claim.

3. Progression

Indicator 3.1: The limited data available reports a consistent out performance for mature learners in comparison with younger learners. Data shows the progression rates of learners with a reported disability being in-line with the progression rates of learners without a reported disability. A lack of a serious gap could suggest there is no indication of risk here. However, when scrutinising the available data, we can see that progression rates for CCG learners are significantly lower than the national average. There are a range of mitigating factors that contribute to this profile. CCG does not offer any postgraduate level courses and a significant portion of the HE courses are in creative and vocational industries. Learners in these industries may be less likely to go into managerial positions upon completion of their course and are more likely to go into freelance work. Tracking progression is therefore more challenging. Furthermore, there may be a greater need for learners to engage in amateur level work to gain further experience and portfolio development to demonstrate experience in the workplace before gaining access to professional employment. As such, the rates of learners going into managerial or professional work within 15 months is expected to be lower than the national average.

When considering the data in the CCG QAR 2022/23 ILR returns we can see that the return rate for the HE Destination survey is 54.1%. Out of those surveyed 17.6% went on to gain course-related employment. It needs to be acknowledged that the methods used to gather the data and the methodological approach that underpins it are not consistent with OfS data. That said, it does highlight low progression rates into graduate employment for CCG learners. It is recognised in this plan that there is work to be done to improve HE destination data capturing methods to inform how we deliver effective progression advice and guidance and develop initiatives to better connect our learners with industries relevant to their subject area.

Risks: It is recognised that some learners do not have equal opportunity to access certain outcomes from higher education, such as further study or progressing into employment that is reflective of their qualification levels. APP Data Dashboard progression data for CCG, although limited, does highlight low progression rates for mature learners and learners with disabilities. This suggests risk factors such as financial position, access and time to undertake extracurricular or supra-curricular activities, and lack of information and guidance (Risk 12 on the EORR).

Objectives

1. **Access**
   Objective 1 – to increase the participation of HE learners at CCG from low socio-economic groups (IMD Q1) from 7.8% in 21/22 to 10.8% in 28/29 by continuing to develop collaborative partnerships with our local secondary schools and community organisations to raise aspirations, increase knowledge and understanding of available progression routes, and contribute to the raising of attainment levels.
   Data source – APP Data Dashboard

   Objective 2 – to increase the participation of mature learners on HE courses at CCG from 20.3% in 21/22 to 23.3% in 28/29 by developing targeted interventions to provide advice and guidance and raise aspirations for people considering re-entering education at a higher level.
   Data source – APP Data Dashboard

2. **Continuation, Completion and Attainment**

   Objective 3 – to continue to improve continuation rates for learners from IMD Quintile 1 from 66.7% in 2022/23 to 72% in 2028/29.
   Data source CCG ILR return 2023/24 - alternative methodological approach to OfS Data Dashboard.

   Objective 4 - to continue to improve completion rates for learners from IMD Quintile 1 from 64.4% in 2022/23 to 69.4% in 2028/29.
   Data source CCG ILR return 2023/24 - alternative methodological approach to OfS Data Dashboard.

   Objective 5 – to increase continuation for mature learners from 63.4% in 2022/23 to 69.4% in 2028/29 by increasing our provision of financial, academic and pastoral support relevant to mature learners.
   Data source CCG ILR return 2023/24 - alternative methodological approach to OfS Data Dashboard.

   Objective 6 – to continue to increase completion rates for mature learners from 54.4% in 2022/23 to 59.4% in 2028/29 by increasing our provision of academic and pastoral support relevant to CCG mature learners.

Data source CCG ILR return 2023/24 - alternative methodological approach to OfS Data Dashboard.

Objective 7 – to continue to increase continuation, completion and attainment rates for learners with disabilities from 64% in 2022/23 to 70% by 2028/29 by committing an allocation of funding towards Educational Psychology Assessments for learners in need of DSA and increasing pastoral support.
Data source CCG ILR return 2023/24 - alternative methodological approach to OfS Data Dashboard.

3. **Progression**

Objective 8 – to improve progression rates for CCG learners with disabilities from 47.5% in 2020/21 to 53.5% in 2028/29. *Data source – APP Data Dashboard*

Objective 9 – to improve progression rates for CCG mature learners from 56.2% in 2020/21 to 61% in 2028/29. *Data source – APP Data Dashboard*

Intervention strategies and expected outcomes

Investment amounts are taken from the Fees, Investments and Targets (FIT) workbook. All figures refer to the overall spend over the 4 years and are rounded to the nearest £1,000.

1. **Access**

Activity	Description	Inputs	Outcomes	Cross-intervention strategy
Progression to HE for CCG Widening Participation (WP) learners	Targeted support, information, advice and guidance regarding progression to HE for CCG FE learners who meet WP criteria.	Staffing: WP Manager 0.6 FT WP Lead 0.8 FT UniConnect Programme Coordinators £43,000 allocated	Increased access and knowledge of range of HE pathways and graduate career pathways	Objectives: 1 & 2 EORR: 1,2 & 3
CCG Progression Promise	CCG Progression Promise for internal FE learners to progress to HE courses. This includes an additional bursary payment, direct application process and an opportunity to participate in CCG HE Experience Days before deciding to apply.	Progression Promise Bursary £72,000 allocated	Increase in numbers of CCG FE learners who progress to HE while remaining in the local area with the reassurance of continued support in a familiar environment and smaller class sizes.	Objectives: 1 & 2 EORR: 1,2 & 3

WP outreach team partnership development	Partnerships with WP/Outreach Teams at local universities to - develop progression agreements and contextual offers for WP CCG FE learners. - to deliver on-campus and in-college subject tasters with priority access for CCG WP learners in our FE cohort	Staffing: WP Manager 0.6 FT and WP Lead 0.8 FT WP/Outreach Teams in local universities. £43,000 allocated	Increased access and knowledge of the range of HE progression and graduate career pathways. An increase in the positive perception of HE.	Objectives: 1 & 2 EORR: 1,2 & 3
UniConnect targeted outreach projects	UniConnect targeted schools and community outreach projects such as S'koolFest and the National Saturday Club programme supported by HE Student Ambassadors from WP backgrounds.	UniConnect Programme Coordinators (0.6 and 0.8 FT). UniConnect Activities Budget Externally funded by UniConnect.	Increased access, increased knowledge of range of HE pathways and graduate career pathways, and an increase in the positive perception of HE.	Objectives: 1, 2 & 3 EORR: 1,2 & 3

HE subject tasters	HE subject tasters delivered at CCG, local secondary schools and community organisations by UniConnect funded HE Student Ambassadors to raise aspirations and give a better understanding of studying at university-level.	UniConnect Programme Coordinators (0.6 and 0.8 FT). UniConnect Activities Budget Externally funded by UniConnect.	Increased access, increased knowledge of range of HE pathways and graduate career pathways, and an increase in the positive perception of HE.	Objectives: 1, 2 & 3 EORR: 1,2 & 3
Building relationships with the local school sector	Continue to develop relationships with our local secondary schools to deliver aspiration raising assemblies and IAG sessions in collaboration with local universities, HEI, and Apprenticeship providers.	WP Manager 0.6FT WP Lead 0.8FT Local university partnerships. £43,000 allocated	Increased access, increased knowledge of range of HE pathways and graduate career pathways, and an increase in the positive perception of HE.	Objectives: 1, 3 & 4 EORR: 1,2 & 3
Tailored support for HE	Enhanced HE application to enrolment experience to deliver	HE Recruitment Lead	Increased conversion from application to enrolments.	Objectives: 1, 2 & 7

application and enrollment	tailored support to meet individual need e.g., timely receipt of DSA, financial, accommodation (Halls of Residence) IAG.	£66,000 allocated	Providing affordable accommodation utilising HoR. Ensuring learners with declared disabilities at enrolment access DSA if needed.	EORR: 1,2 & 3
CCG Learning Support Grant	CCG Learning Support Grant of up to £750 for learners in their first year of Higher Education with a tailored and accessible promotion campaign.	Learner bursary £124,000 allocated	To reduce financial hardship and barriers to accessing higher education for learners on low income.	Objectives: 1, 4 and 5 EORR: 1,2, 3, 7, 8, 9, 10 and 11
CPD for technologies to support hybrid and adaptive learning	To develop, promote and facilitate CPD for staff who will embed innovative and virtual technologies to support hybrid delivery including use of immersive and collaborative spaces,	Immersive Innovation Practitioners £106,000 allocated	An increased number of mature learners in employment or with family commitments will be able to access higher education.	Objectives: 3, 4, 5, 6, & 7 EORR: 7, 8, 9, 10 & 11

	facilitating a more flexible and adaptive learning experience.			
Development of flexible learning modules and study resources	Develop on-line learning modules that will enable flexible, self-paced learning and ease of access to independent study resources. Implement schedule of small group or 1:1s to induct learners to resources.	Library, Learning Resource Centre and Digital teams Investment exists within current group wide development plans.	Improved retention through alternative support mechanisms that are independently accessed.	Objectives: 3, 4, 5, 6, & 7 EORR: 7, 8, 9, 10 & 11
Develop digital bridging activities	Plan and promote a programme for digital bridging activities to build digital capabilities for learners with EHCP or declared disabilities to include virtual or F2F workshops. Programme designed to develop digital skills between study levels.	Learning Resource Centre and Digital teams Investment exists within current group wide development plans.	Targeted approach to preparing HE learners for their next level of studies and the digital skills needed, leading to improved retention.	Objective: 7

Further developments in HE modularised delivery	To continue to develop flexible HE modularised credit bearing units that enable learners to engage with part-time study whilst in employment and build a portfolio of achievement that can lead to a full L4+ qualification.	Teaching and Learning Manager & curriculum teams Investment exists within current group wide development plans.	An increased number of mature learners in employment or with family commitments will be able to access higher education. Increase the number of Q1 learners entering HE.	Objectives: 1, 2, 3, 4, 5, & 6 EORR: 1, 2, 3, 7, 8, 9, 10 & 11
Continued support for mature learners to re-enter education	CCG is the main local provider of Access to HE courses for mature learners, offering the opportunity to re-enter education and progress to university-level study. We have strong collaborative partnerships with the Universities of Brighton and Sussex who offer an extensive programme of IAG for our Access to HE learners.	Staffing: WP Manager 0.6 FT and WP Lead 0.8 FT WP/Outreach Teams in local universities. £43,000 allocated	An increased number of mature learners being able to gain qualifications to access higher education. Progression ladders direct from Level 3 to degree levels for learners previously unable to enter HE due to low qualification levels.	Objective: 2 EORR: 1, 2 & 3
Maths & English	CCG offers the opportunity for learners	Existing Maths & English GCSE courses and	An increased number of mature learners being able	Objectives: 1 & 2

support for learners re-entering education.	re-entering education to retake their Maths and/or English GCSEs to increase their chances of meeting the entry requirements for university-level courses.	Functional Skills delivered across the College Group. Investment exists within current group wide development plans.	to gain qualifications to access higher education.	EORR: 1, 2 & 3
HE experience days for mature learners	HE Experience Days for mature learners in our local community.	Staffing: WP Manager 0.6 FT and WP Lead 0.8 FT Uni Connect HE Student Ambassadors Curriculum Tutors £43,000 allocated	To offer advice, guidance, and support to give mature learners the opportunity to explore HE options.	Objective 2 EORR: 1, 2 & 3
Supporting student voice for students with disabilities	Students with disabilities take part in regular reviews to ensure they are consulted on the effectiveness of support they receive and their learning experience. This is achieved through our well embedded Student Voice mechanisms and	Student Experience Coordinators Student Voice mechanism and Student Reps Student Conference	Improved physical space and learning resources to ensure equality of access for learners with disabilities.	Objectives: 7 & 8 EORR: 7 & 8

	Course Representatives who are elected for every course across the Group. This ensures equity for all groups of learners.	CCG Student Union £132,000 allocated		
Funding for Ed Psych assessments	Funding for individual learners to undertake the Educational Psychology Assessment to evidence and support their DSA application.	£60,000 allocated	Reassurance for learners with disabilities accessing HE	Objectives: 7, 8 EORR: 7 & 8

2. Continuation, Completion and Attainment

Investment amounts are taken from the Fees, Investments and Targets (FIT) workbook. All figures refer to the overall spend over the 4 years and are rounded to the nearest £1,000.

Activity	Description	Inputs	Outcomes	Cross-intervention strategy
Expand provision of mental health/wellbein	Through the new Pastoral Support Tutor roles:	Dedicated HE Pastoral Support Tutors	Improved support mechanisms impacting	Objectives 3, 4, 5, 6 & 7

| g/counselling support for HE learners. | - Implement Positive Behaviour Management Policy to support leaners with barriers to learning.
- Further develop an individualised tutorial programme that encourages learners to develop ownership of their studies and to constructively influence their learning experience.

Expand provision of mental health/wellbeing/counselling support for HE learners. | Counselling service for learners

£100,000 allocated | positively on continuation, completion and attainment | EORR: 6, 7, 8, 9 & 10 |

Student Ambassador programme	Priority access to our UniConnect HE Student Ambassador programme to provide an additional source of income and increase a sense of belonging in the college community.	UniConnect activities funding Uni Connect Programme Coordinator Externally funded by UniConnect.		Objectives: 3, 4, 5, 6, 7, 8, & 9 EORR: 12
Additional support for all students to enable achievement	In addition to meeting the needs of learners eligible for DSA, academic support will be provided in small group study skills programmes for non-DSA claimants with additional needs. HE Facilitator sessions to develop: - time constrained work skills and submissions. - executive functioning skills (e.g., planning, organization, perseverance)	HE Facilitators £100,000 allocated	All learners, regardless of DSA eligibility can access specialist support enabling them to succeed and meet submission deadlines.	Objectives: 1 & 8 EORR: 7, 8 & 9

	though weekly sessions.			
Return to study integration programme	Further support for learners retuning to study following a break in learning, introduce a 'return to study integration programme'	HE Facilitators Dedicated Pastoral Support Tutors HE Recruitment Lead £182,000 allocated	Increased retention of learner between years of study.	Objectives: 3 & 5 EORR: 6 & 7

3. Progression: into the labour market, further study and other destinations after leaving higher education

No risks to inequality relating to progression were found in our data analysis, but it should be noted that CCG progression rates are consistently below national rates. The majority of CCG HE provision is UAL BA Hons in creative subjects, with progression routes identified from an internally conducted destination survey as becoming creative freelancers or attaining employment from auditions, neither of which are recorded as graduate employment.

As mentioned in the risk identification, CCG stands in a unique position when it comes to progression. Due to the nature of the courses we offer, progression is not always best conceived of as success within a professional or managerial role. Instead, we may wish to focus on learners' progression onto some form of work relevant to their long-term aims. A learner who left the CCG and undertakes amateur dramatic performances to build a portfolio, whilst working part-time, would not be classified as having progressed under the OfS definition, but we should still see such a learner as an instance of success. Therefore, our intervention strategies for the progression stage of the learner lifecycle should not necessarily be targeted solely at learner's progression into professional or managerial work, but at providing a wider form of support for learners after leaving HE.

Furthermore, we saw no instance where progression rates for learners with targeted characteristics had notably lower rates of progression than those without. As such, the intervention strategies raised in this section focus on a general improvement of success for learners after finishing HE, rather than closing particular gaps.

Investment amounts are taken from the Fees, Investments and Targets (FIT) workbook. All figures refer to the overall spend over the 4 years and are rounded to the nearest £1,000.

Activity	Description	Inputs	Outcomes	Cross-intervention strategy
Develop PDP programmes to support progression	Sharing and developing the established Personal Development Programme to further develop skills, behaviours and attitudes. To provide targeted IAG to support onward progression.	HE Pastoral Support Tutors £100,000 allocated	Increased development of skills, behaviours and attitudes to aid future progression to further study or alternative destinations. Improved engagement with destination surveys	Objectives: 3, 4, 5, 6, 8 & 9 EORR: 6, 7, 8, 9 & 12
CCG HE Industry mentoring Programme	Priority access to the CCG HE Industry Mentoring programme linking learners with an industry professional in their field of interest.	0.8 FT Widening Participation Lead £16,000 allocated	Increased awareness of industry employment opportunities and development of networks prior to graduation	Objectives: 3, 4, 5, 6, 8 & 9 EORR: 6, 7, 8, 9 & 12

HE Alumni Network	Build and implement a HE Alumni Network that will ensure individuals stay connected with CCG and other alumni, creating professional networking opportunities and enhancing graduate employment prospects.	0.8 FT Widening Participation Lead £16,000 allocated	Improved progression rates into graduate employment	Objectives: 3, 4, 5, 6, 8 & 9 EORR: 6, 7, 8, 9 & 12
Industry updating and guest lecturer programme	Dual professionals embed up to date industry practices into delivery. Employer-led projects and specialist guest lecturers ensure connectivity between learners to graduate employment opportunities and work experience opportunities provides further insight into the sector world of work.	Industry Updating Day (annual) Industry guest speakers £40,000 allocated.	Learners graduate with relevant and recent industry experience increasing progression opportunities.	Objectives: 3, 4, 5, 6, 8 & 9 EORR: 6, 7, 8, 9 & 12

Total cost of activities

Total cost of activities is £1,409,000 *(taken from the FIT workbook, rounded to the nearest £1000 and covering overall spend for the next 4 years.)*

Summary of evidence base and rationale.

To begin with we conducted an analysis of the data on the OfS Dashboard to identify the groups that are at risk of inequality at each stage of the student lifecycle.

We then examined our own institution data reports that monitor the recruitment, success, and progression of students from underrepresented groups. We looked at the Performance Reports that are reviewed by the CCG Equity, Diversity & Inclusion Committee. Data presented in the 2023/24 CCG Quality Assessment Review and 2023/24 Destination Survey was also considered.

Drawing on these data sources we were able to get a picture of key areas of risk in our student population. Due to the size of our HE population and relatively small numbers of students, we decided to focus on those groups where we believe we could make the most meaningful interventional impact: students from low-income backgrounds, mature learners and students with declared disabilities.

Evaluation

CCG will take a holistic approach towards the evaluation of the overall intervention strategy. To capture existing practices and develop robust evaluative activities and interventions, we will be referencing Transforming Access and Student Outcomes (TASO) Monitoring and Evaluation Framework, with particular focus on the theory of change model. This will allow us to monitor all activity, while presenting opportunities for intense scrutiny in areas such as student voice, where we will have the opportunity to examine existing processes and work with students to further develop inclusive evaluative frameworks. This will be particularly useful in assessing whether type 1 narrative evidence is valuable in measuring progress towards targets.

We are intending to use type 2 empirical research to enable us to show that we can measure the impact that our proposed interventions will have. The research will take many forms, including the gathering of qualitative data through student surveys and questionnaires, along with structured interviews (all of these at various stages of the intervention.) Quantitative data will also be gathered using the Groups internal data system. Interventions will be input to the national HEAT database that tracks progression of WP/UC students.

Progress will be monitored and evaluated through established deliberative structures, primarily the Access and Participation Committee. The committee comprises representatives from Widening Participation, Additional Learning Support, Student Union, Safeguarding, Wellbeing, Quality Assurance and is Chaired by the Vice-Principal for Higher Education. There is student representation as part of the committee, from either the Student President or a member of the Student Executive. The committee's role is crucial in ensuring that the objectives set out in the plan are effectively progressing and that adjustments are made when necessary to escalate or provide additional support towards goals. This committee will meet three times a year to review progress against the plan's targets and will produce an annual report outlining achievements, challenges, and areas for further development. The report will be presented at the Higher Education Management group and the Higher Education Board, prior to being presented to the Group Leadership Team Committee and the Governors via the Quality and Stakeholders Committee. It will then be made available through our HE information pages and shared on VLEs.

Through this structured evaluation process, CCG will ensure that the institution makes measurable progress towards success of interventions.

Whole provider approach

CCG has an annually reviewed suite of policies to ensure that we are meeting our obligations under the Equality Act 2010. These include policies covering Equality, Diversity & Inclusion, Additional Learning Support, Recruitment & Admissions and Safeguarding, to ensure equality of opportunity.

CCG has a range of deliberative structures which provide opportunities for staff of all levels across the Group to contribute to protocols and procedures. There is student representation across all the deliberative structures, allowing for a collaborative and responsive approach to ensuring parity and actioning change.

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 student. Support also includes extra study skills and employability programmes to support the social mobility of learners.

CCG is part of the UniConnect programme. Through its membership of the Sussex Learning Network, CCG has formed a strategic alliance to provide a wide package of activities to engage UniConnect learners across Sussex.

Key strategic aims of the CCG HE Strategy

- 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 to raise aspiration and social mobility,
- To continue to build a work ready curriculum through focus on employability skills, employer engagement and teaching excellence.

Student consultation

Following our initial assessment of performance, we invited students to be part of a panel of student representatives. This included our HE Course Reps, UniConnect Student Ambassadors as well as students from our wider student population. Two of our CCG Student APP panel were recent graduates, so they were able to comment on their experiences of the full student lifecycle. All the students on the panel were from groups that are traditionally under-represented in Higher Education and met one or more of the widening participation characteristics outlined by the OfS.

The student panel group attended a briefing session that included a presentation to inform them about the national widening participation agenda and enable them to gain an understanding of the Access and Participation Plan and the importance of student contributions. We then explained how we had interpreted the data from the OFS APP Dashboard and scrutinised our internal data to identify areas of risk across the lifecycle and the rationale behind focusing the plan on the areas where we could have most interventional impact.

Once this had been discussed and agreed we asked our student panel for their ideas and suggestions for intervention activities. We then went on to share the planned activities already identified in the draft APP with our student panel to get their feedback and to ensure they felt they would be impactful. Students were encouraged to think about existing support interventions and suggest new ideas that could have helped them with accessing HE and having a positive student experience. These additional suggestions then informed and supported interventions outlined in the APP. Students were given time to think and reflect after the panel meetings and submit any further suggestions up to the deadline. With the permission of the panel the sessions were recorded and saved for reference.

Going forward the Student Panels will play an active role in the monitoring and evaluation of the APP. Widening Participation is a standing item on the termly Course Board meetings attended by the Course Reps. A student representative will be nominated to attend the Access & Participation Committee. This committee considers progress made towards our objectives and milestones and examines the impact of intervention activities. Because key decision makers are present at these meetings, the group can make changes to interventions and to add new interventions if there is evidence of any new risks to equality of opportunity emerging.

Evaluation of the plan

The Access & Participation Committee will implement the evaluation, in liaison with the staff undertaking the interventions. The Vice-Principal for Higher Education 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 data (attendance, progress grades, statistical data relating to the student lifecycle) will be collected and presented to the Access & Participation Committee for

review and evaluation. A workflow 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 reports generated by the Access & Participation Committee, informing colleagues and students of the effectiveness of the interventions.

The targets and milestones identified in the APP 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 Group 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 improvements are made.

The progress against the plan will be reported, through the Higher Education Board to the 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.

Provision of information to students

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 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 DiscoverUni.

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. Our website and social media are used to engage and inform students before arriving and to support transition. The corporate teams work in partnership with the Student Union 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 include all optional costs associated with the course. These will also be available from the Course 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.

Information for students - financial support

There are 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.

Chichester College Group Higher Education Bursary

Mode of attendance:	Full or Part time
Fee Category:	Home UK only
Level of Study:	HNC, HND, Foundation Degree or BA (Level 4 only)
Criteria:	Student must be in receipt of a full maintenance loan from Student Finance England. Applicants must be enrolled and attending college.
Value of Award:	£750. Applicable for year 1 of study 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.

Hardship Funds

A hardship fund exists for those students who during the course fall on challenging 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.

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 participation. CCG, through its widening participation and the UniConnect programme, will support individualised learner support packages to optimise outcomes for all students.

Publication of the approved plan

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

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

CCG 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. We have included data from our 2022/23 Quality Assessment Review.

1: Preliminary points

1a: How to read:

The data is presented in line with the learner cycle, from access to progression. Within this ordering, information is further separated into relevant learner characteristics. The overview of findings is presented in the main body of the plan and considers the EORR.

Data sources include the Access & Participation Plan Dashboard (CCG and Sector Summary data) and the CCG Quality Assessment Review/ILR return data 2022/23.

It is acknowledged that there is currently a lack of available data and that this has highlighted a need for more robust data gathering methods as we move forward as a merged College Group.

If a gap percentage point (pp) is a positive number, it means that the percentage recorded for the targeted group is lower than the percentage recorded for the comparator group. I.e., if we saw a completion rate of 100% for learners without reported disabilities, and a 95% completion rate for those with reported disabilities, it would be a 5pp gap. If the gap is a negative number, it means the targeted group has a higher recorded percentage than the comparator group.

The number of learners expressed as a proportion may not always match corresponding percentages. For instance, in 2021-22, 40 out of 240 learners within Higher Education (HE) were eligible for free school meals (FSM). However, this is reported as 14.7% rather than the expected 16.6%. This is due to statistical uncertainty and is not an error of displaying what the Office for Students reports.

1b: Understanding the data sets:

TUNDRA places learners into five quintiles based on the participation rates in higher education of their local areas. 1 being the lowest and 5 being the highest.

IMD2019 places learners into five quintiles based on the levels of deprivation. 1 being the most deprived and 5 being the least deprived.

1c: Areas of insufficient data:

According to the OfS Regulatory Advice, we need to be clear where we do not have sufficient data to undertake a credible assessment of performance. As such, we do not have sufficient data for the following areas:

- Access: Ethnicity.
- Continuation: Ethnicity, TUNDRA. There is no recording for learners eligible for FSM in 2020-21 and there is no quintile 5 provided for ABCS.
- Completion: Ethnicity. There is no recording for quintile 5 learners for TUNDRA or ABCS 2016-17 or 2017-18.
- Attainment: TUNDRA, IMD2019, ethnicity, FSM eligibility.
- Progression: TUNDRA, IMD2019, ethnicity, FSM eligibility. There is only limited data regarding mature learners and learners with reported disabilities as there is no recording in 2018-19.

1d: Comparison with the Local sector

CCG focuses on creative/vocational degree level subjects and has significantly smaller cohorts than our local universities. As such, comparing CCG with other local universities will often not be a suitable comparator for identifying risks. This becomes more apparent as we move further along the learner lifecycle. However, when it comes to access of learners into a Higher Education Institution (HEI), the types of courses we offer, and the size of our cohort, would not explain a lower rate of access for learners with a specific characteristic. Therefore, it is still acceptable to draw comparisons between CCG, and other universities in the local sector, at the access stage.

For this report, the *local sector* of CCG is defined as containing the following HEIs:

- University of Southampton
- Solent University, Southampton
- University of Portsmouth
- The University of Chichester

- University of Brighton
- University of Sussex

2: Access

2a: Learners from low-income households

A low level of access for learners from areas of deprivation can be seen within CCG through a 7.8% (30/320 learners) access rate for learners in quintile 1 (Q1) of IMD2019 during 2021-22. This presents a gap of 10.6pp between learners in Q1 and quintile 5 (Q5) which has the next highest percentage of access at 18.4% (60/320 learners). This is all visible within graph 1.
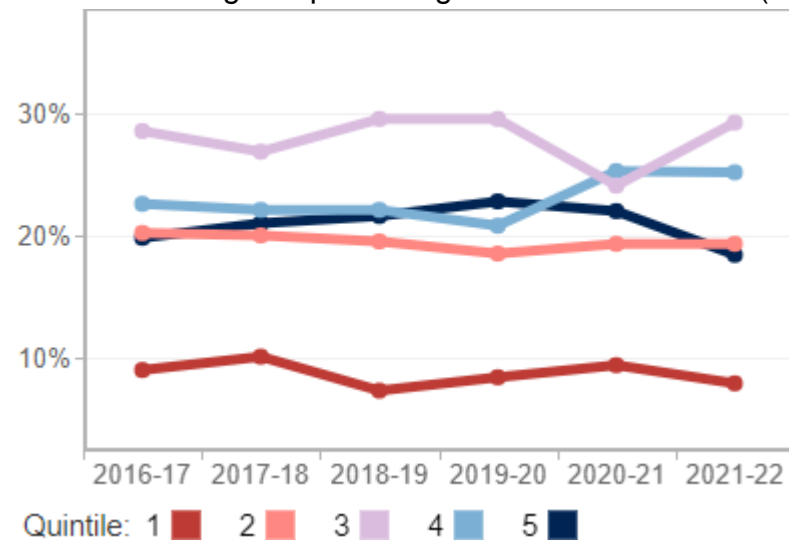
Graph 1: *Proportion of learners accessing HE within CCG split into the five AMD2019 quintiles over the last 6 recorded academic years.*

Table 1 (below) further highlights this by showing that, almost consistently, Q1 learners access HE within CCG at least half the rate of all other quintiles over the last recorded six-year period. This intersects with another indicator of deprivation, this being our data on learners eligible for free school meals. We saw a 14.7% (40/240 learners) access rate for learners who are eligible in 2021-22, as opposed to an 85.3% (200/240 learners) access rate for learners who are not eligible. This is all visible in Graph 2.

Ratios in IMD2019 quintiles	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Q1:Q2	1:2.3	1:2.0	1:2.7	1:2.2	1:2.1	1:2.5
Q1:Q3	1:3.2	1:2.7	1:4.1	1:3.6	1:2.6	1:3.8
Q1:Q4	1:2.5	1:2.2	1:3.1	1:2.5	1:2.7	1:3.2
Q1:Q5	1:2.2	1:2.1	1:3.0	1:2.7	1:2.4	1:2.4

Table 1: Ratios[1] between learners from Q1 in the IMD2019 accessing HE within CCG compared to each of the other quintiles over the last 6 academic years.

While we have seen an increase in the access of learners eligible for free school meals from 12% (20/180 learners) in 2020-21 to 14.7% (40/240 learners) in 2021-22, we also see a decrease in learners from Q1 over this period from 9.3% (30/330 learners) to 7.8% (30/320 learners).
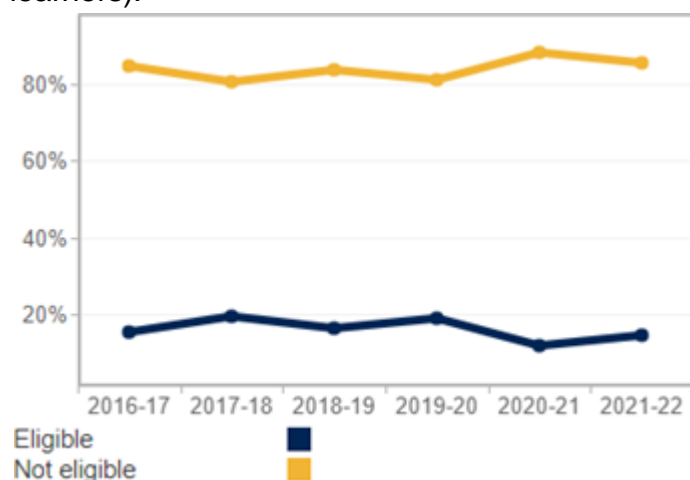
Graph 2: Proportion of learners accessing HE within CCG split between those eligible for free school meals, and those not eligible, over the last 6 recorded academic years.

With comparison to other HEI's in the local sector, we can see that access for learners in Q1 of IMD2019 within CCG, is at a competitive rate. Graph 3 shows that CCG have never had the lowest rate of access for such learners, but equally it has never had the highest rate.

% of students in Q1 of IMD2019

Legend: Southampton, Solent, Portsmouth, Chichester, Brighton, Sussex, CCG
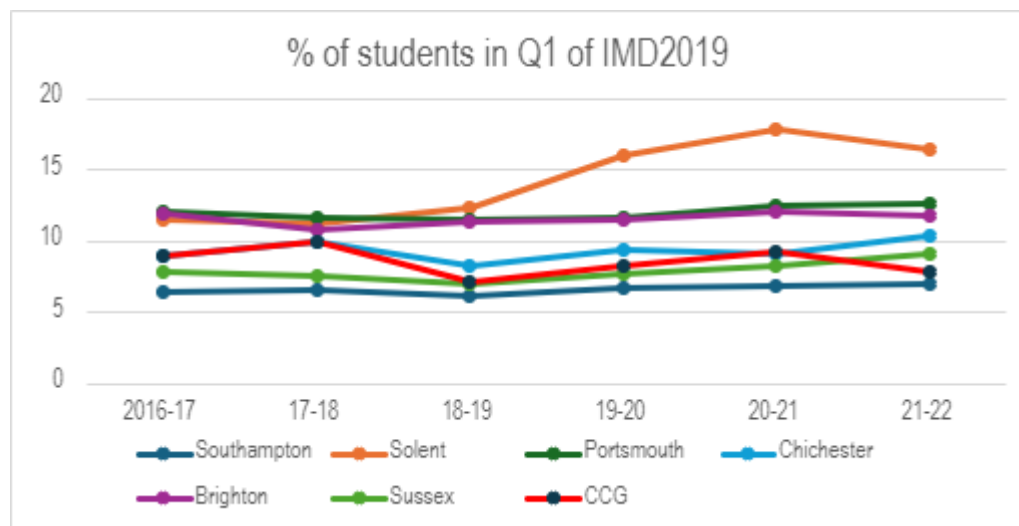
Graph 3: Proportion of learners accessing HE within the universities in the local sector, who are in Q1 of IMD2019.

 Learners with these characteristics are likely to face risks 1-12 on the EORR.

2b: Mature learners

There has been a significant reduction in mature learners between 2016-17 and 2021-22, falling from 50.2% (330/650 learners) to 20.3% (70/330 learners) during this time. The most significant decline occurred between 2020-21 and 2021-22, reducing from 39.2% (130/340 learners) to 20.3%. This shows a consistent decline of mature learners over a six-year period. This is visible in Graph 4.
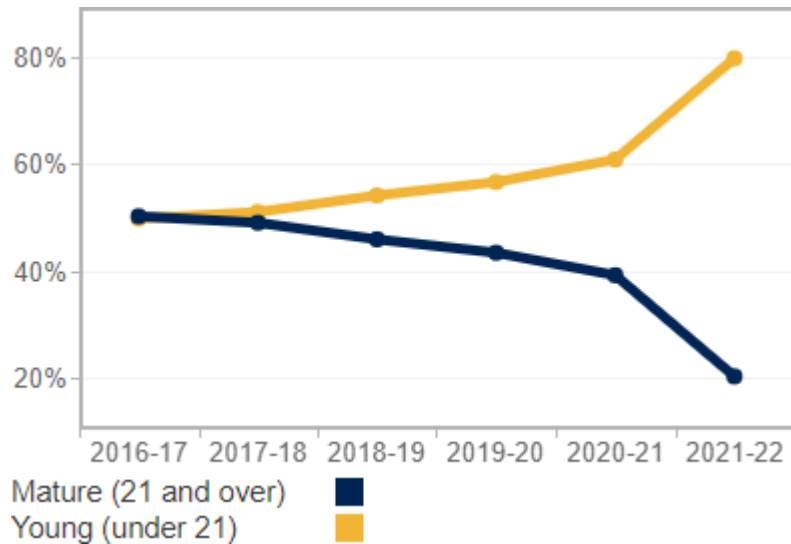
Graph 4: Proportion of learners accessing HE within CCG split between those classed as mature learners and those not, over the last 6 recorded academic years.

With comparison to the local sector, Graph 5 shows that in previous years we have had significantly higher rates of mature learners accessing HE than the other local sector providers. However, this has fallen over the last 6 recorded years, to the point where CCG now has the third highest rate of access for mature learners. We have therefore identified this as an indicator of risk in our plan.
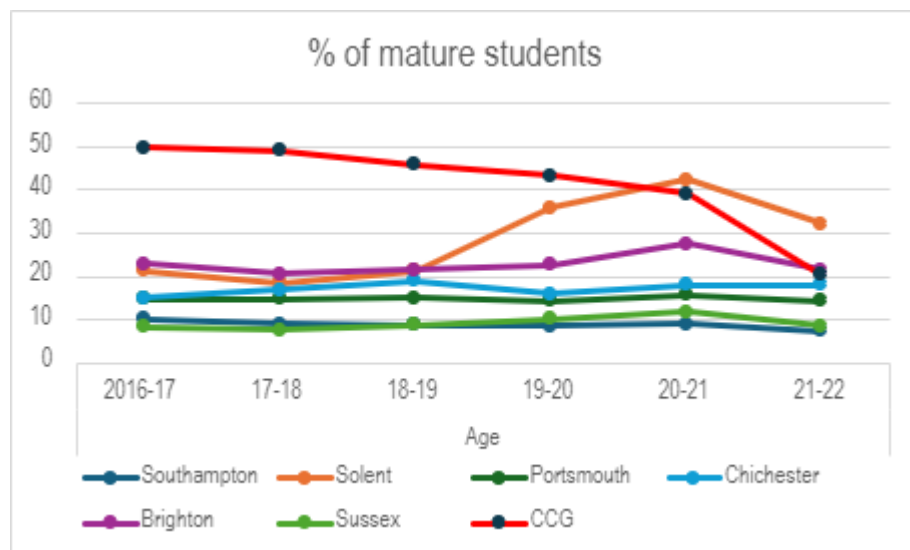
Graph 5: *Proportion of mature learners accessing HE within the universities in the local sector.*

2c: Learners with a reported disability

While we can see an increase in the access of learners with a reported disability over the most recently recorded four-year period, from 27.7% (110/390 learners) in 2018-19 to 40.3% (130/330 learners) in 2021-22, there is still a notable gap between access to HE for those with disabilities reported, and those without. As such, Graph 6 presents a lessening, but still present, indication of risk of access for learners with a reported disability.
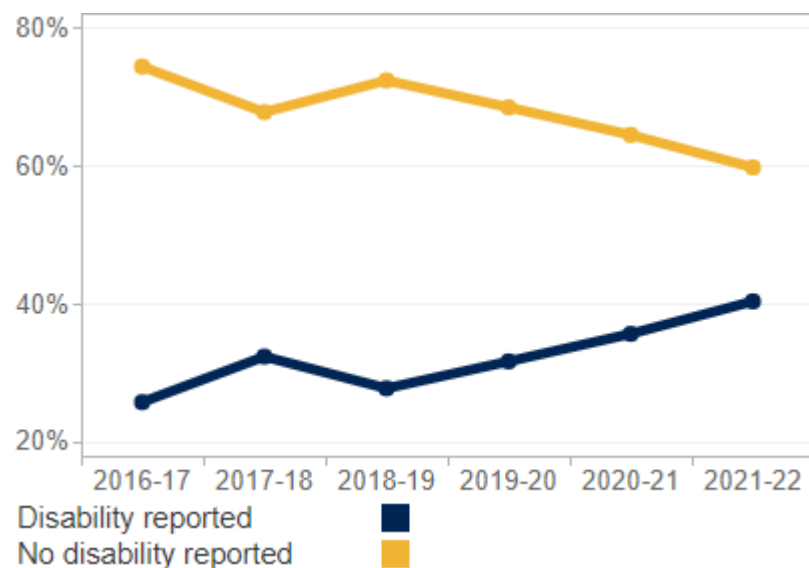
Graph 6: Proportion of learners accessing HE within CCG split between those with a reported disability and those without, over the last 6 recorded academic years.

Our access of learners with a reported disability is well above the rates found in all other institutions within the local sector. This is visible in graph 7 which shows there being a definitive gap between CCG and all other providers. That said, we have highlighted it as an indicator of risk in our plan so we can continue to work towards closing the gap.
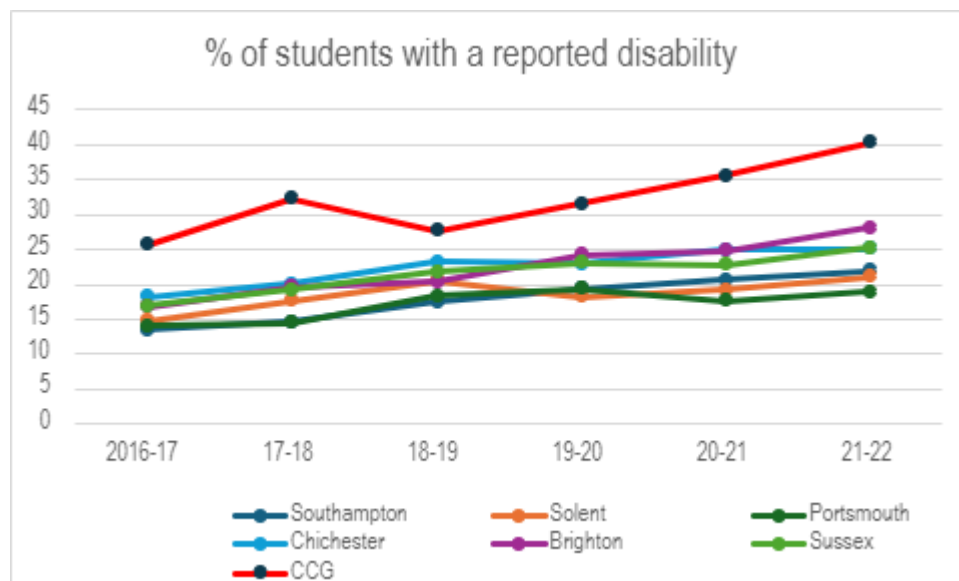
Graph 7: *Proportion of learners with a reported disability accessing HE within the universities in the local sector.*
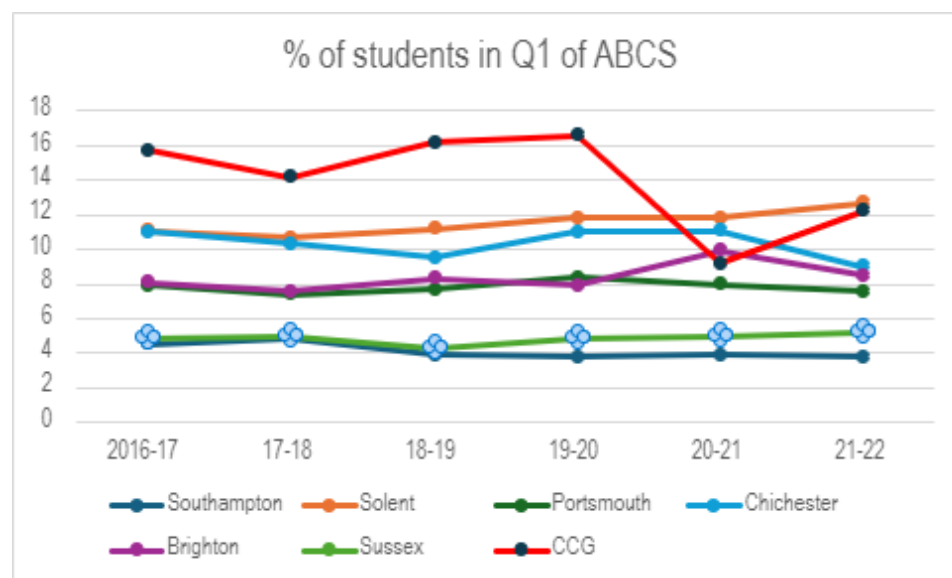
3: Continuation

3a: Learners from low-income households

The only potential indicator of risk for continuation within CCG could be the difference in continuation for those in different quintiles of IMD2019. For instance, we see a difference from 90.3% for Q1 to 94.5% for Q5 in 2020-21. This results in a gap of 4.2pp. When considered alongside national data this is identified as an area of concern in our plan, the national proportion being 84.4% Q1 learners in the same year and the national gap of 9.1pp.

Quintile: 1 ■ 2 ■ 3 ■ 4 ■ 5 ■
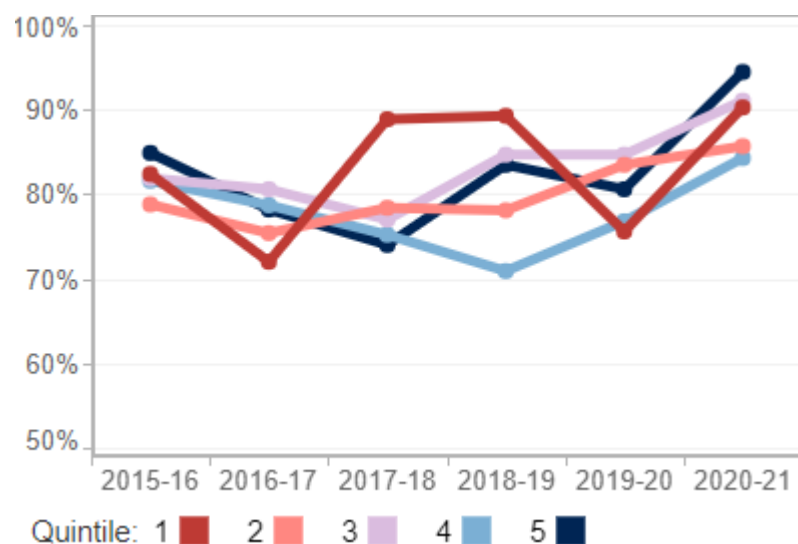
Graph 10: *Proportion of learners continuing HE within CCG split into the five IMD2019 quintiles over the last 6 recorded academic years.*

Ratios in IMD2019 quintiles	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Q1:Q2	1:0.9	1:1.0	1:0.9	1:0.9	1:1.1	1:0.9
Q1:Q3	1:1.0	1:1.1	1:0.9	1:0.9	1:1.1	1:1.0
Q1:Q4	1:1.0	1:1.1	1:0.8	1:0.8	1:1.0	1:0.9
Q1:Q5	1:1.0	1:1.1	1:0.8	1:0.9	1:1.1	1:1.0

Table 3: Ratios between learners from Q1 in the IMD2019 continuing HE within CCG compared to each of the other quintiles over the last recorded 6 academic years.

3b: Mature learners

There is a gap of 1.7pp between young and mature learners in 2020-21, but this has significantly reduced from the gap of 11.1pp in 2018-19. This is much smaller than the gap between mature and young learners across all registered English higher education providers, which was 9.8pp in 2020-21.

Mature (21 and over)
Young (under 21)

3c: Learners with a reported disability

The gap of continuation for learners with a reported disabilities within CCG has not risen above 0pp in between 2016-17 and 2020-21. The continuation rate of learners with a reported disability has been higher than that of learners without a reported disability for 5 out of the last 6 recorded years. We suggest that this is due to some interventions that were instigated because of our last Access and Participation Plan that we would like to continue.
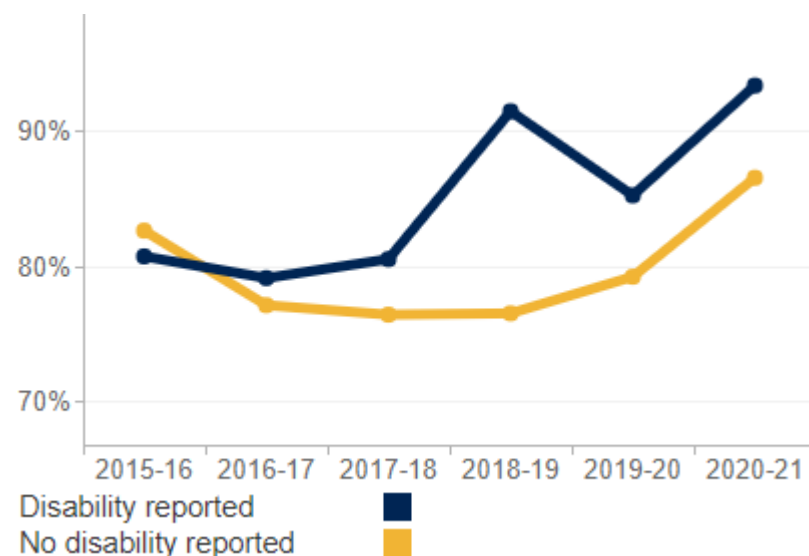
Graph 12: Proportion of learners continuing HE within CCG split between those with a reported disability and those without over the last 6 recorded academic years.

3d: Additional comments

In terms of continuation in 2020-21, we are above the national average when it comes to learners with any characteristics associated with risk to equality of opportunity. Additionally, all but one of our recorded continuation rates saw an increase between 2019-20 and 2020-21.

The only exception was quintile 4 (Q4) for the ABCS dropping from 84.9% to 82.4%. However, being a higher quintile, this does not present concern regarding equality of opportunity.

4: Completion

4a: Learners from low-income households

Q1 has a completion rate of 93.0% compared to the Q5 completion rate of 76.3%. This results in a gap of -16.7pp which is a positive indicator. However, it is worth noting that this positive indicator was not present for the four previously recorded academic years. Only the year before, the gap was 15.7pp, and the other previous three years had marginally lower levels of completion for Q1 learners than Q5 learners. We can see, through table 4, a trend where Q1 completion is lesser than that of other quintiles in the recorded academic years preceding 2017-18. However, this table does also show that the difference tends to be minor.
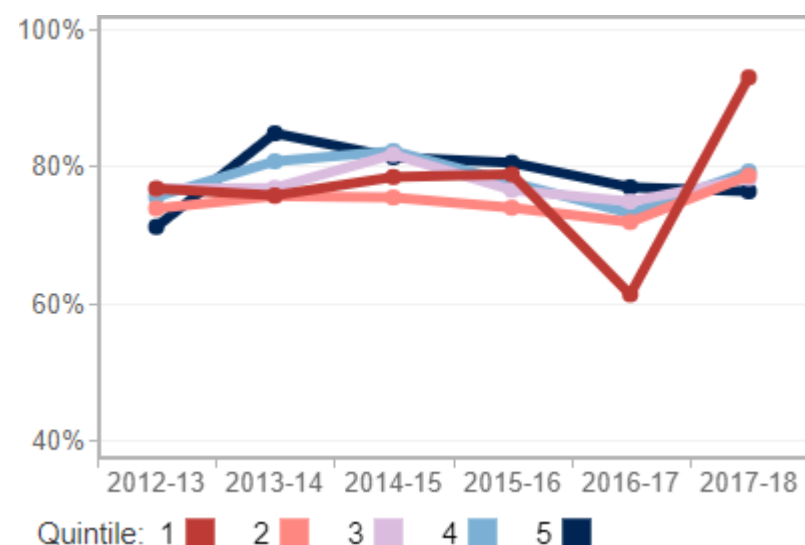
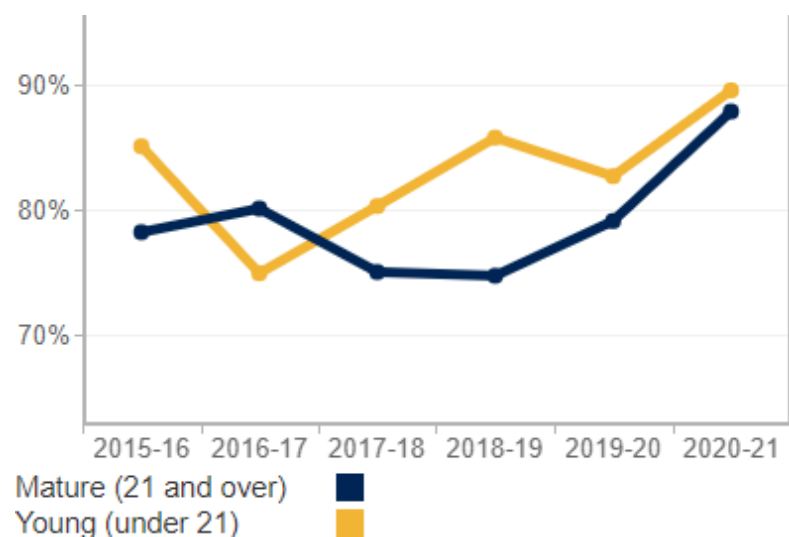*Graph 13: Proportion of learners completing HE within CCG split between 5 IMD2019 quintiles over the last 6 recorded academic years.*

There is further indication of risk regarding learners from low-income households, demonstrated through completion rates of learners who are eligible for FSM. The completion rates for learners not eligible for FSM has been consistently above that of those who are eligible in between 2013-14 and 2017-18. As of 2017-18 the gap between the two groups was 5.7pp. Additionally, despite an increase in

completion rates for those eligible for FSM over the most recently recorded three-year period, we are seeing lower rates than at a national level since 2013-14. The completion rates for learners eligible for FSM across all registered English higher education providers ranges from 86% to 82.5% in between 2013-14 and 2017-18. During the same period, CCG rates range from 66.7% to 80%. This presents a further indication of risk for learners eligible for FSM.

Eligible ■
Not eligible ■
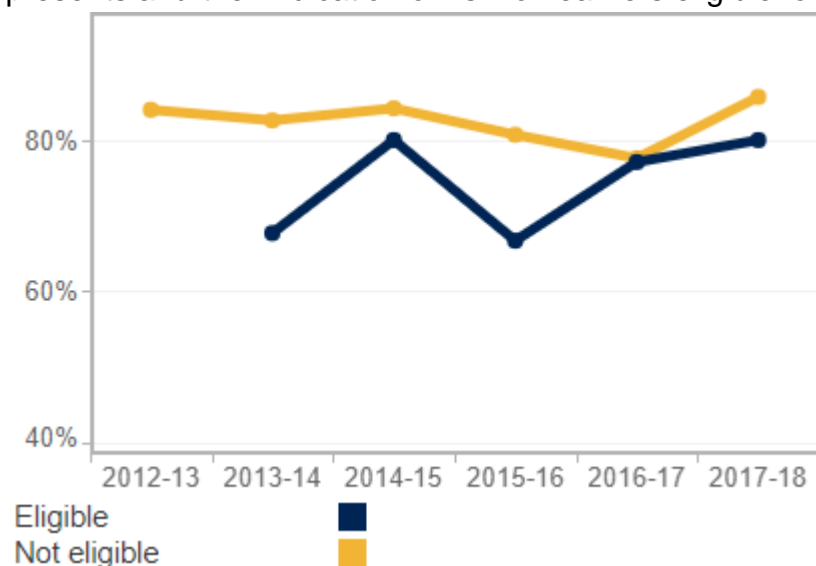
Graph 14: Proportion of learners completing HE within CCG split between those eligible for free school meals and those not eligible over the last 6 recorded academic years.

Ratios in IMD2019 quintiles	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Q1:Q2	1:1.0	1:1.0	1:1.0	1:0.9	1:1.2	1:0.8
Q1:Q3	1:1.0	1:1.0	1:1.0	1:1.0	1:1.2	1:0.8
Q1:Q4	1:1.0	1:1.1	1:1.0	1:1.0	1:1.2	1:0.9
Q1:Q5	1:0.9	1:1.1	1:1.0	1:1.0	1:1.3	1:0.8

Table 4: Ratios between learners from Q1 in the IMD2019 completing HE within CCG compared to each of the other quintiles over the last 6 recorded academic years.

4c: Mature learners

There is a gap of 8.5pp in completion between young and mature learners. This does present indication of a risk as a gap of comparable size has been in place for a four-year period between 2014-15 and 2017-28. While there is a gap, it is still lesser than that found on a national level, which was 10.4pp during 2017-18.
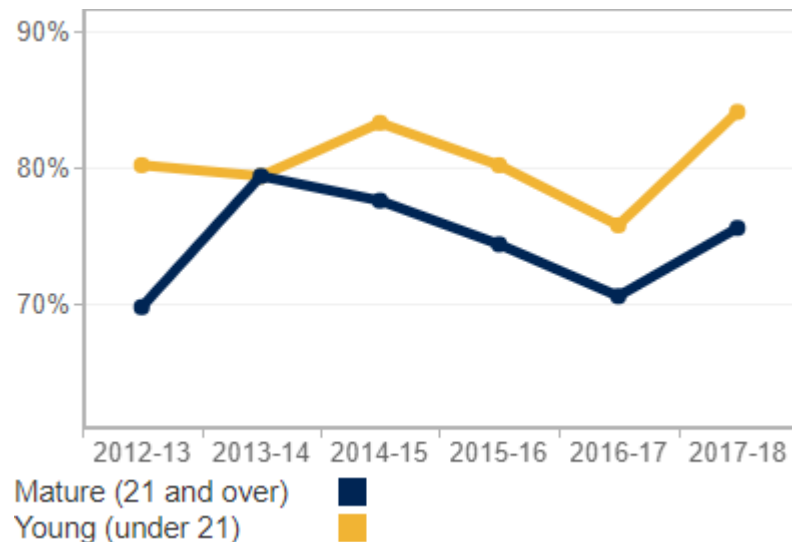
Graph 16: *Proportion of learners completing HE within CCG split between those classed as mature learners and those not over the last 6 recorded academic years.*

4d: Learners with a reported disability

There is no cause for concern when regarding completion of learners with disabilities reported, as the completion rates for those with disabilities in 2017-18 was higher than that of those without, resulting in a gap of -8.3pp. With exception of 2014-15, this has remained the case since 2012-13. This could demonstrate that the interventions put in place on our previous Access & Participation Plan are having a positive impact on this group.
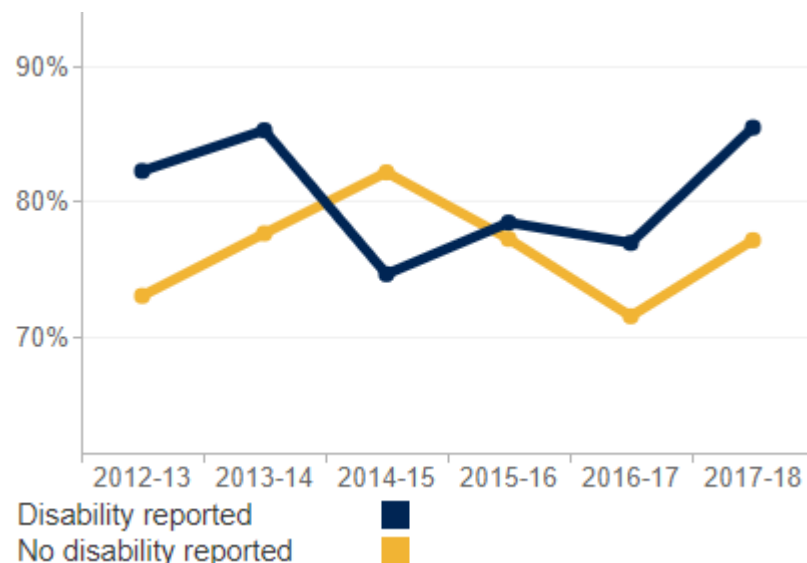
Graph 17: *Proportion of learners completing HE within CCG split between those with a reported disability and those without over the last 6 recorded academic years.*

5: Attainment

5a: Mature learners

There are no significant concerns for risks associated with age for the following reasons: As of 2021-22 the gap between young and mature learners was -0.4pp, showing higher attainment rates for mature learners. Over the six-year period leading up to this, the gap has been at most 3.2pp and twice we saw mature learners having higher attainment rates than younger learners. Both mature and young learners had attainment rates over 90% in 2021-22, up from rates just over 70% in 2016-17. Our attainment rates for both mature, and young learners are above the national rates. Across all registered English higher education providers in 2021-22 the attainment rates of young learners were 80.9% and mature learners 71.5%, whilst CCG attainment rates of young learners were 91.9% and mature learners 92.3%. Additionally, our gap of -0.4pp was significantly smaller than the national gap of 9.4pp
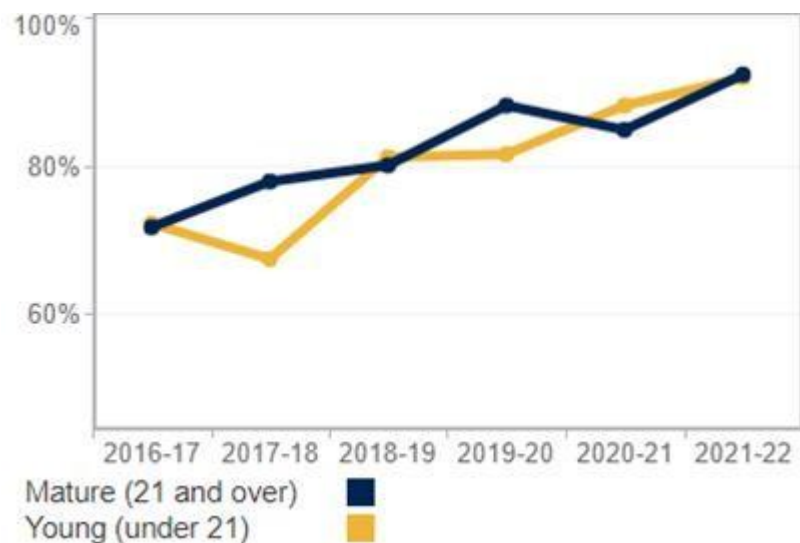
Graph 18: _Proportion of learners attaining first or upper-second class results in HE within CCG split between those classed as mature learners and those not over the last 6 recorded academic years._

5b: Learners with a reported disability

Within 2017-18 and 2020-21, learners with reported disabilities had lower attainment rates than those learners without disabilities. The gaps during this period ranged from 4.7pp to 12pp. However, for 2020-21 and 2021-22 there was an increase in attainment from 80.4% to 93.2% for learners with reported disabilities. This left the gap during 2021-22 at -2.1pp.

Our increase in attainment for learners with reported disabilities is in line with national statistics as the reported gap between learners with and without reported disabilities across all registered English higher education providers was -0.5pp in 2021-22. This has also decreased from previous years, though the national gap was different compared to CCG which reached 2.9pp at most during the same five-year period. Though it is worth noting that the actual attainment levels for those with reported disabilities are higher than the national levels as of 2021-22. CCG's being 93.2% compared with the national 79.4%.
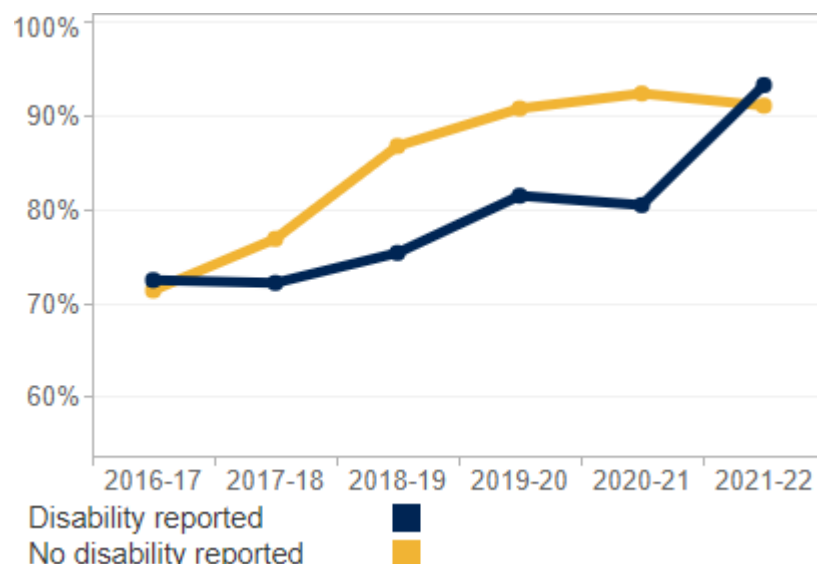
Graph 19: Proportion of learners attaining first or upper-second class results in HE within CCG split between those with a disability reported and those without over the last 6 recorded academic years.

6: Progression

There is insufficient data for this area of reporting. The best data sets are regarding age and reported disabilities. However, in these data sets one out of the four data points for the targeted groups are missing (2018-19). This makes it hard to provide a well-supported claim about likelihood of risks for these groups during this stage of the academic cycle.

6a: Mature learners:

Data shows in 2020-21 mature learners outperformed young learners, with mature learners having a 56.2% progression rate, compared to a 42.5% progression rate for young learners. This outperformance also occurs in 2017-18 and 2019-20, however, there is no data on mature learner progression in 2018-19.
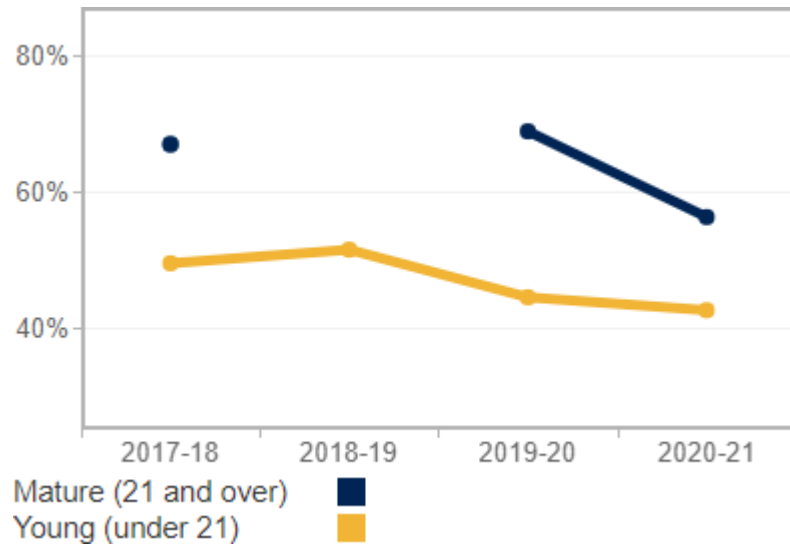
Graph 20: _Proportion of learners progressing into professional or managerial positions after leaving HE in CCG, split between those classed as a mature learner and those not over the last 4 recorded academic years._

6b: Learners with a reported disability

Data shows those with a disability reported, there is no significant gap between them across the two recent data points. In 2020-21 the progression rate for learners for no disability reported was 48.5% compared to 47.5% for those with a reported disability and in 2019-20 the progression rate for learners for no disability reported was 55.1% compared to 55.5% for those with a reported disability

70%

60%

50%

40%

30%

2017-18   2018-19   2019-20   2020-21

Disability reported ■ (dark blue)
No disability reported ■ (yellow)
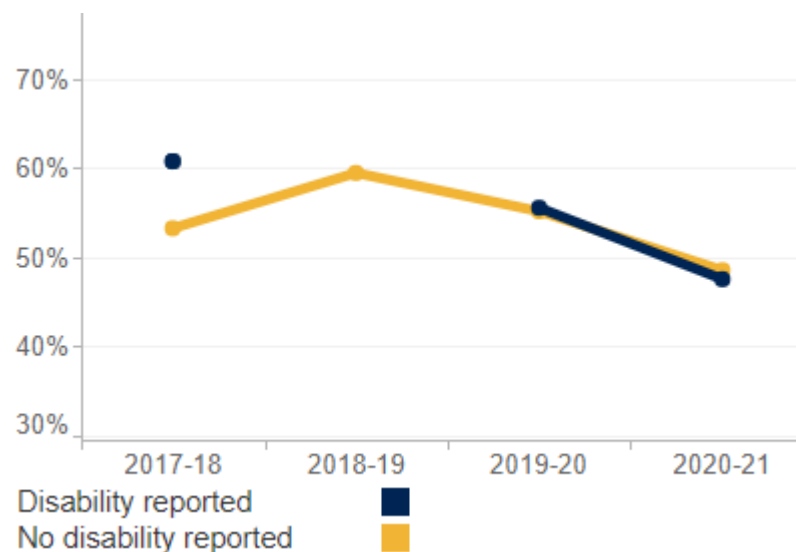
Graph 21: Proportion of learners progressing into professional or managerial positions after leaving HE in CCG, split between those with a disability reported and those without over the last 4 recorded academic years.

Access and participation resources - Findings from the data: sector summary (officeforstudents.org.uk)

SAR HE Destinations 2022/23: Progressions & Destinations 22-23 to 23-24 (Updated April).xlsb

OfS Access & Participation Data: Access and participation data dashboard - Office for Students

2025-26 fee information

Provider name: Chichester College Group

Provider UKPRN: 10007817

Summary of 2025-26 course fees for new entrants

*Course type not listed by the provider as available to new entrants in 2025-26. This means that any such course delivered to new entrants in 2025-26 would be subject to fees capped at the basic fee amount.

Inflation statement

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X. CCG reviews HE fees annually.

Table 1a - Full-time course fee levels for 2025-26 new entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	BA (Hons) L6 Early Childhood Degree Top Up - Chichester	N/A	£8,000
First degree	BA WD + BSc Top-Up Motorsport	N/A	£9,535
First degree	UoC BA Hons in Business (Top Up) - Chichester	N/A	£8,500
Foundation degree	Fou Deg in Sport Exercise and Health Science	N/A	£6,000
Foundation degree	UoC Fou Deg in Dance Teaching in Private Sector - Chichester & FD Motorsport	N/A	£9,535
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	Crawley, Chichester & Brinsbury - 3rd year (teaching out existing students)	N/A	£6,500
HNC/HND	Crawley, Chichester, Brinsbury & Worthing	N/A	£6,800
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 1b - Sub-contractual full-time course fee levels for 2025-26 new entrants

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2025-26 new entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	BA WD	N/A	£5,721
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	HNC PT 2 Years and HND PT 4 Years	N/A	£3,400
HNC/HND	HND PT 3 Years	N/A	£4,533
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 1d - Sub-contractual part-time course fee levels for 2025-26 new entrants

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 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Chichester College Group

Provider UKPRN: 10007817

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	£173,000	£173,000	£173,000	£173,000
Financial support (£)	NA	£88,000	£88,000	£88,000	£88,000
Research and evaluation (£)	NA	£20,000	£20,000	£20,000	£20,000

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 (£)	£98,000	£98,000	£98,000	£98,000
Access activity investment	Post-16 access activities (£)	£15,000	£15,000	£15,000	£15,000
Access activity investment	Other access activities (£)	£60,000	£60,000	£60,000	£60,000
Access activity investment	**Total access investment (£)**	**£173,000**	**£173,000**	**£173,000**	**£173,000**
Access activity investment	*Total access investment (as % of HFI)*	**16.5%**	**16.5%**	**16.5%**	**16.5%**
Access activity investment	*Total access investment funded from HFI (£)*	£173,000	£173,000	£173,000	£173,000
Access activity investment	*Total access investment from other funding (as specified) (£)*	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£88,000	£88,000	£88,000	£88,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£0	£0	£0	£0
Financial support investment	**Total financial support investment (£)**	**£88,000**	**£88,000**	**£88,000**	**£88,000**
Financial support investment	*Total financial support investment (as % of HFI)*	**8.4%**	**8.4%**	**8.4%**	**8.4%**
Research and evaluation investment	Research and evaluation investment (£)	£20,000	£20,000	£20,000	£20,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	1.9%	1.9%	1.9%	1.9%

Office for Students

Fees, investments and targets

2025-26 to 2028-29

Provider name: Chichester College Group

Provider UKPRN: 10007817

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 participation of HE students at CCG from low socio-economic groups (IMD Q1) from 7.8% in 21/22 to 10.8% in 28/29 by continuing to develop collaborative partnerships with our local secondary schools and community organisations to raise aspirations, increase knowledge and understanding of available progression routes, and contribute to the raising of attainment levels.	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	All other quintiles	The percentage difference of IMD quintile 1 students compared to the total cohort is based on OfS sector summary data.The current % has been calculated using the last two years of the data within the OfS data dashboard.	No	The access and participation dashboard	2021-22	Percentage	7.8%	8.5%	9.4%	10%	10.8%
to increase the participation of mature learners on HE courses at CCG from 20.3% in 21/22 to 23.3% in 28/29 by developing targeted interventions to provide advice and guidance and raise aspirations for people considering re-entering education at a higher level.	PTA_2	Access	Age	Mature (over 21)		The percentage difference of mature learners compared to the total cohort. The current % has been calculated using the last two years of the data within the OfS data dashboard.	No	The access and participation dashboard	2021-22	Percentage	20.3%	21%	21.7%	22.5%	23.3%
	PTA_3														
	PTA_4														
	PTA_5														
	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
to continue to improve continuation rates for students from low-income backgrounds from 66.7% in 2022/23 to 72% in 2028/29.	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	All other quintiles	The percentage difference of IMD quintile 1 students compared to the total cohort. The current % has been calculated using the last two years of the data within the OfS data dashboard.	No	Other data source (please include details in commentary)	2022-23	Percentage	66.7%	68%	69.5%	71%	72%
to continue to improve completion rates for students from low-income backgrounds from 64.4% in 2022/23 to 69.4% in 2028/29.	PTS_2	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	All other quintiles	The percentage difference of IMD quintile 1 students compared to the total cohort. The current % has been calculated using the last two years of the data within the OfS data dashboard.	No	Other data source (please include details in commentary)	2022-23	Percentage	64.4%	66%	67.5%	68.5%	69.4%
to increase continuation for mature students from 63.4% in 2022/23 to 69.4% in 2028/29 by increasing our provision of academic and pastoral support relevant to mature learners.	PTS_3	Continuation	Age	Mature (over 21)	Other (please specify in description)	The percentage difference of mature learners compared to the total cohort. The current % has been calculated using the last two years of the data within the OfS data dashboard.	No	Other data source (please include details in commentary)	2022-23	Percentage	63.4%	65%	67%	68%	69.4%
to continue to increase completion rates for mature students from 54.4%% in 2022/23 to 59.4% in 2028/29 by increasing our provision of financial, academic and pastoral support relevant to mature learners.	PTS_4	Completion	Age	Mature (over 21)	Other (please specify in description)	The percentage difference of mature learners compared to the total cohort. The current % has been calculated using the last two years of the data within the OfS data dashboard.	No	Other data source (please include details in commentary)	2022-23	Percentage	54.4%	55.5%	57%	58%	59.4%

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 continue to increase continuation, retention and attainment rates for students with disabilities from 64% in 2022/23 to 70% by 2028/29 by committing an allocation of funding towards Educational Psychology Assessments for students in need of DSA and increasing pastoral support.	PTS_5	Attainment	Reported disability	Disability reported	No disability reported	The percentage of those students that have reported a disability to the Group. The current % has been calculated using the last two years of the data within the OfS data dashboard.	No	Other data source (please include details in commentary)	2022-23	Percentage	64%	66%	67.5%	69%	70%
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression 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 improve progression rates for CCG students with disabilities from 47.5% in 2020/21 to 53.5% in 2028/29	PTP_1	Progression	Reported disability	Disability reported	No disability reported	The percentage of those students that have reported a disability to the Group. The current % has been calculated using the last two years of the data within the OfS data dashboard.	No	The access and participation dashboard	2020-21	Percentage	47.5%	48.5%	50%	51.7%	53.5%
to improve progression rates for CCG mature learners from 56.2% in 2020/21 to 61% in 2028/29.	PTP_2	Progression	Age	Mature (over 21)	Other (please specify in description)	The percentage difference of mature learners compared to the total cohort. The current % has been calculated using the last two years of the data within the OfS data dashboard.	No	The access and participation dashboard	2020-21	Percentage	56.2%	57.5%	59%	60%	61%
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														