

action in the Engage for Change Strategy

contribute to national equality of opportunity with OfS and colleagues across the sector. The groups we have identified are POLAR4 Q1; IMD Q1; BAME (specifically black and Asian students and students with a disability).

11. While we will monitor our performance at every stage of the lifecycle for all of these groups, and will aim to reduce any gaps we find, we have identified eight objectives

well behind the OfS KPI measure to close the gap to 3:1 for higher tariff providers by 2024/25. UCAS data show there has been little change in the proportion of applications from POLAR4 Q1, and that to reduce the Q5:Q1 access ratio, the proportion of applications Q1 students need to rise significantly.

18. Success~~t~~ non-continuation: there are no significant~~continuation~~ rate gaps between POLAR4 and IMD Q5 and Q1 students in any year. There are currently no gaps between POLAR4 Q5 and Q1, which suggests Sussex~~likely~~ to meet the OfS KPM to close the gap in continuation rates before 2024/25.
19. Success~~t~~ attainment: POLAR4 Q5/Q1 attainment gaps were widest in Y2 and Y3, however the gaps have narrowed. There are IMD Q5/Q1 attainment gaps in all years, however the~~the~~ gap has been narrowing over the last~~sh~~ three years.
20. Progression: POLAR4 Q5/Q1 progression gaps were negative in the~~four~~ last years showing Q1 students have better progression rates than Q5 students. However, for IMD Q1 students there has been widening of the~~gap~~, which now stands at 16%.

⁷ Source: UCAS ~~and~~

21. Access: data show that there is a higher proportion of 18-olds of black or mixed ethnicity at Sussex than there is in the total UK population, with negative gaps in every year (significantly so in most years). While behind the population, the gap is narrowing for Asian students. However, the gap for black students, while still ahead of the population, has fallen from Y1 to Y5. The proportion of black and Asian students at Sussex is lower than that found within the sector, with a 3.7:1 White:BAME access ratio in Y5 at Sussex compared to 2.2:1 within the sector. UCAS data show the proportion of applications from black and Asian students is above the proportion of placed applicants, showing a disproportionate loss of black and Asian students between the application stage and confirmation period. Also, the proportion of applications from black students has fallen. For students of mixed ethnicity,

25. Access: the proportion of mature entrants has decreased year on year from Y2 to Y5, and remains well behind the proportion of mature students in the sector.
26. Success continuation: there are gaps in continuation rates between young and mature students in every year, with little change over time.
27. Success attainment: the mature-student attainment gaps in Y1 and Y2 have narrowed to leave a very small attainment gap in Y5 (1%).
28. Progression except in Y3, mature students have negative gaps compared to young students, 11.04 Tf

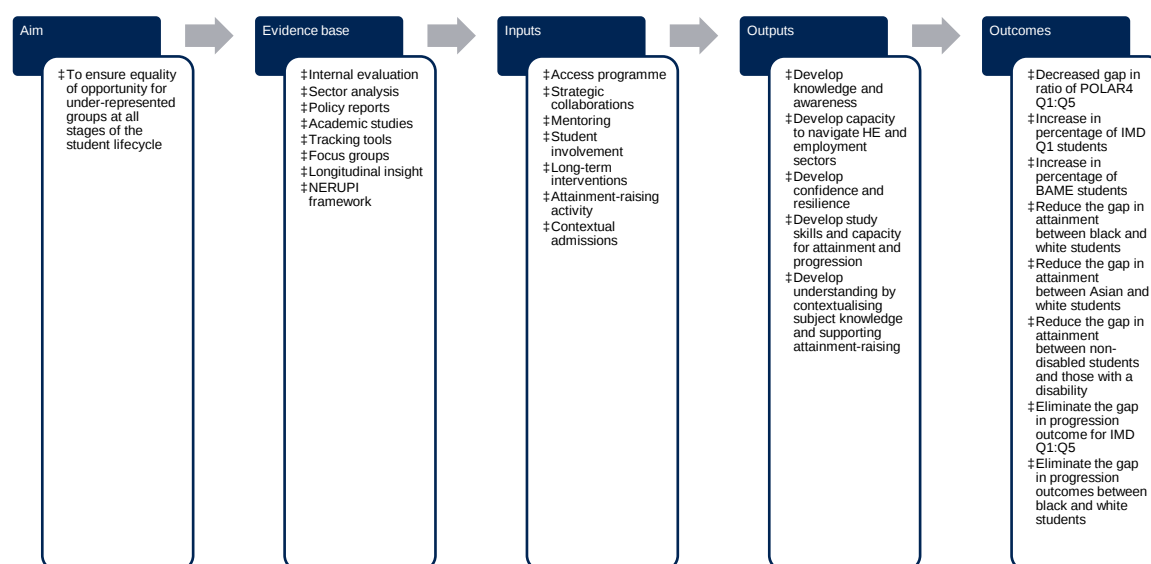
29. Access in Y5, the proportion of entrants at Sussex with a self-declared disability is larger than that found within the sector as a whole. Application data show that the proportion of placed applicants with a disability is ahead of the proportion of applications in most years. The proportion of entrants with a mental health condition has risen to 6.9%, and is now the most common form of disability, ahead of those with a cognitive or learning difference.
30. Success continuation: gaps in continuation rates are found for students with a disability. However, this has narrowed to 1% in Y5. A particularly large gap of 15% is found in Y1 for students with a mental health condition (a small population size, and is not statistically significant), however this gap has now narrowed to 2%.
- 31., and is not statistically

34. Access: data show a small increase ~~five~~ years in the proportion of male POLAR4 Q1/2 entrants to 8.4% in Y5, compared to 10.6% female POLAR4 Q1/2 entrants in Y5~~er~~. However there has been a small fall in the proportion of both male and female students from IMD Q1/2. The proportion of BAME students from POLAR4 Q1/2 has increased ~~five~~ years by 0.9% points, against a fall of 0.2% points for Q3/4/5 BAME students. The proportion ~~white~~ of entrants from POLAR4 Q1/2 has increased ~~over~~ years, while the proportion of white entrants from POLAR4 Q3/4/5 has decreased. There has been a fall in Q1/2 entrants for both BAME and white groups.
35. Success continuation: there are no significant gaps in continuation rates for any intersection. However, the widest gaps are found for males from IMD Q1/2 and POLAR4 Q1/2, ~~and~~

Q3/4/5 and BAME students from IMD Q1/2). BAME students from both POLAR and IMD Q1/2 have noticeably wider attainment gaps than those from Q3/4/5. All of these gaps have widened over the five-year period.

37. Progression: there are no significant gaps in progression rates while not significant, progression gaps for male and BAME students from IMD Q1/2 are wider than those for students from IMD Q3/4/5 compared to their baseline groups. Also, there are gaps for male and female students from IMD Q1/2 compared to their baseline groups.

38. Our overarching aim is to ensure equality of opportunity for under-represented groups at all stages of the student lifecycle. Our theory of change is underpinned by the NERUPI framework, which is embedded in our outputs across the lifecycle. This gives us a strong evidence base to support us in achieving our outcomes and aim.



39. For each stage of the lifecycle we have developed a theory of change, which demonstrates how we will ensure equality of opportunity. These are presented in Appendix 1.

40. In section one we explained the alignment of the Access and Participation Plan (APP) with our Sussex 2025 and Learn to Transform Strategies. Another key strategy underpinning this APP is the Equality, Diversity and Inclusion Strategy. Inclusive Sussex sets out how achieving equality, diversity and inclusion is fundamental to the success of the University of Sussex. Through this strategy, the University is aspiring not just to reduce inequalities in outcomes for individuals, but to use our expertise, commitment and courage to challenge the status quo. It sets out how we will take bold action to transform the campus into one that is experienced as inclusive by all our communities. This includes understanding and addressing power relations and the intersecting inequalities that many members of our community experience.

41. To deliver an inclusive Sussex we will:

potential students in these age groups to increase their capacity for informed choice.

48. In order to meet our access targets we are proposing to introduce a holistic access programme to facilitate entrance to the University for students from these groups. A university analysis of performance among competitor institutions shows an upward trend in enrolments of students from underrepresented groups through access programmes.¹⁵ This programme will develop social and academic capital ahead of applying to university. We have considered academic studies undertaken by other universities, including Kingston University,¹⁶ gauging the effectiveness of such a programme, and will use their findings to inform our programme.
49. Drawing from the co-creation ethos of our whole programme, the university ran the ZEP project in partnership with the regional NCOP (SLNCOE) project sought to understand barriers to higher education among students living in local Q1 areas through giving an authentic voice to our local communities and by placing the research in the hands of 12 students. The results so far have provided a solid foundation for our access programme, focusing on the honest challenges faced by students from underrepresented groups. These results are complemented by a series of focus groups with current students from underrepresented groups, who participated in outreach activities prior to entering higher education, in order to gain a deeper insight into what works.
50. Understanding that real or perceived barriers can remain throughout the student journey, we want to empower students and develop the tools to dismantle these together through pre-emptive engagement programmes. To achieve our success objectives, we will be using analytics to provide peer and coaching support to identified cohorts before additional barriers are put in place. We will also be using a range of data to inform our understanding of the barriers to higher education, including the barriers to higher education in the private housing sector, and the barriers to higher education in the graduate job market that can support students in making informed choices. A tailored academic progression programme provides a more targeted approach to support the transition from level 4 to 5 for those at risk of repeating or withdrawing, together with financial health checks to scaffold the monetary transition from halls of residence to private housing.
51. We will move toward looking at the curriculum through three key lenses, one of them being inclusivity. We will work with BAME and disabled students to co-create a revised curriculum. This will have a significant impact as delivery will be more accessible and students will see themselves in their curriculum, a barrier that students report to be facing. By working with co-creators in specific cohorts we will gain further insight into the barriers that the target groups face. This will lead to peer-created support to address these barriers in an inclusive and aspirational way.
52. A BAME attainment gap steering group comprising staff and students has now formed and created a toolkit for staff. Additionally data packs have been created for a pilot group of Schools which together with the toolkit provide a clear set of data indicating by subject areas where gaps exist. This has led to facilitated open meetings between staff and students to try and identify some of the causes of the gaps. We will be working on creating a peer-created support system and particularly with students from BAME backgrounds using course and institution level data to explore and

¹⁵ Internal source ZEP project

¹⁶ Butt, E & Woods, (2018) ZEP project

¹⁷ Internal source ZEP project

investigate gaps. We are seeking to make changes for a more inclusive learning and assessment experience and in parallel we will formulate the foundations of appropriate interventions ready for implementation in September 2020. We will therefore aim to have evidence of causes of the gaps highlighted within 12 months, along with initiatives designed to address these

53. We are looking at ways of providing a streamlined experience for students leaving care. We

peer-led, wellbeing offer that is accessible, in recognition of the constraints of traditional workshop settings, which supports success. It will be complemented by a psychoeducational offer, resulting in life skills to manage behaviours that can affect wellness and success. These Á]oo }μ%o Á]šZ Z}vo]v Z š[}%}%}Æšμv]š] • -læ}μv u v P] empowerment workshops, supporting the emotional transition to university, and Æ]vš PÆ š}}v l Z Z}u [μÆ]vP Z}o] Ç % Æ]] •X

65. dZ ^šμ vš•[hv]]v o μv Z Z }o}v]• ^μ•• Æ[]v îîîôlîðU ÁZ] Z in partnership with staff. This was a pilot which we will now roll out

71. The Strategic Framework which states:
 ^ Knowledgeable and skilled with clear career choices and opportunities. They will be ready to be citizens of the world, connected, civically and politically engaged, entrepreneurial and creative²⁴.
72. Central to this is ensuring that our programmes allow all students to have equal access opportunities to $\hat{A} \circ \} \% Z \hat{A} \} \mathbb{E} \circ \mathbb{E} \] v \bullet \bullet$ [which will support our progression objectives and lead to positive graduate outcomes and prepare students for the five or six different careers they are likely to have in their lifetime.
73. In order to move $\hat{A} \ \mathbb{C} \ (\mathbb{E})$ self-selecting $[\ \check{s}] \hat{A} \} \check{s} \mathbb{C} \ \check{s} \} \hat{A} \ \mathbb{E} \ u \ \mathbb{A} \] u \mu u \ \mathbb{A} \ \% \} \bullet \mu \mathbb{E} \ (\)$ development of skills and strengths, our approach will be centred around longer-term preparation and an emphasis on embedding reflection and skills development within the curriculum. Live Project and Service Learning briefs will be central to translating theory into practice, allowing students to work side by side with a range of large, medium and small employers both locally and nationally on the development of solutions to real problems. In the case of Service Learning, students will have the opportunity to deliver the solutions and monitor the social impact of this in a community. Visiting entrepreneurs and social entrepreneurs from target groups will inspire and bring practical insight into the realities of creating companies for profit and social good.
74. Our progression objectives will be further supported by tailored career management support, a personal development programme delivered in partnership with alumni from our target groups and ongoing support to apply for a range of paid opportunities that will be created on campus.
75. Evidence shows that students from low-participation neighbourhoods do not access work experience at graduate and professional level to the same degree as students from a more privileged background²⁵ As such, we will take a lifecycle approach, customising our programme delivery dependent on the stage of the student. To support our progression objectives and encourage participation in our programmes by students from priority groups we will use targeted communications created by students to encourage groups with little or no experience to apply for a range of different roles. Students will be able to access particular sessions within the personal development programme to support the role they use.
76. At the same time, research shows that students who come from underrepresented groups are more likely to have to take part-time work²⁶ much $\} (\hat{A} Z \] \ Z \ \} \bullet v [\check{s} \ \hat{A} \ \circ \} \% \ \check{s} Z \ \bullet l \} \circ$ will support students. This last point is then compounded by lack of relevant employability skills hindering chances of progressing to graduate level²⁷ Our progressive and nurturing programme which sees students co-creating the experiences for themselves and their peers will develop these skills, support students financially and provide a strong foundation from

²⁴ Sussex 2025 Learn to Transform

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which to make career choices. This will clearly support our progression objectives.

77. These paid opportunities will be flexible, ranging from a short-term temporary position on campus to co-educational connections for Curriculum Change Agents. These roles would be short and project based or longer-term opportunities focused on creation and development of full cycles of feedback, a number of 12- to 18-

'Connectors' 'Curriculum Change Agents'

82. Students

91. In most cases, awards will be made directly to students. However, payments for diagnostic assessments and ~~DSAs~~ related expenditure may be paid directly to the provider.
92. In addition to the hardship fund we will offer a range of money advice and financial awareness opportunities, designed to support students to be financially literate.
93. In line with our commitment to enhance our student experience ~~of the~~ University is investing in a major new Student Centre which will be a centre of excellence for student experience. Students have been engaged through the planning of this major new resource,

are regular fora for sharing and dissemination. We have an established Evaluation and Data Working Group that meets to consider issues and develop best practice.

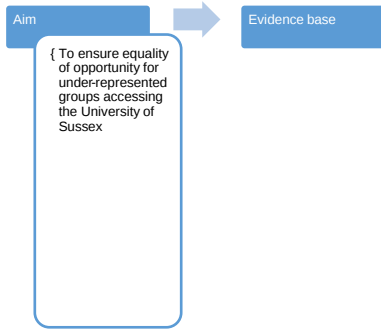
99. We are active members of the HEAT Research Group and the NERUPI network, and are key contributors to

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recommended to Council for approval where necessary.

118. Our developmental strategic measures are embedded in ~~Learn to Transform~~ strategy and have time bound objectives which structurally support the ambitions in our APP (appendix ii). A framework of our strategic measures will be ready in order for us to implement by August 2020, and we will achieve our commitmentssf(0 G8sy4(2)7Ju)3(st ly(o)-2(, a0o)-2(, a5(.)] T



The following key milestones from our Learn to Transform strategy will support our developing measures in this APP

University of Sussex 2021-2024/25
Access and Participation Plan Proposed Variations
July 2022

1. Introduction

- 1.1 In reviewing our current Access and Participation Plan (APP), we have taken into account the advice of the O4[BT 0 g 0 G /F1 14.04 Td [()] TJ ET 2s9.e6.ntroduction

Additional information for section 85 of current APP:

We continue to work with our local UConnnect and are now in the process of identifying where we can collectively support the activities across our region. The University of Sussex, the University of Brighton and the University of Chichester are strategically mapping our outreach provision and are seeking the views of our regional schools to identify ways that we can support schools further in raising attainment. This will be the focus of our scoping work for this priority in 2022.

Appendix2 - Variation to APP in Relation to Success and Progress Objectives

To ensure we continue to develop and grow the projects and programmes outlined in our current APP we will continue to track success outcomes for students participating on all projects and interventions using more

instigate, using the cocreation model, a student voice platform to allow us to obtain a constant flow of student feedback and stories, thereby allowing us to see areas of future projects and work that can be led by students with staff facilitation and support.

Appendix3 - Priority D, Commitment to Degree Apprenticeships

We have been successful in our bid to establish an Institute of Technology (IoT), as part of a consortium of

Appendix4 - APP Variation: Research and Evaluation

We have employed a Research and Evaluation Manager to further embed evaluation into the lifecycle of projects across our access, success and progress programmes. We will continue to utilise sector standards from NERUPI and TASO to inform our evaluation practice. We will build on our use of mixed methods and will explore national data capabilities and quasi-experimental designs to measure causality and further develop an evidence base for impact. We plan to share our findings with sector colleagues to contribute to the national knowledge base. We will develop our existing networks and build new partnerships to explore independent evaluations with other institutions to continue to raise standards and establish common language and measures for what works.

Access and participation plan

Provider name: University of Sussex

Provider UKPRN: 10007806

*course type not listed

Inflationary statement:

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

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	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	*	*

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	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: University of Sussex

Provider UKPRN: 10007806

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 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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not recorded here.

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 (£)	£1,597,167.00	£1,881,821.50	£2,052,686.30	£2,063,249.10	£2,061,792.00
Access (pre-16)	£400,000.00	£400,000.00	£400,000.00	£400,000.00	£400,000.00
Access (post-16)	£1,097,167.00	£1,381,821.50	£1,552,686.30	£1,563,249.10	£1,561,792.00
Access (adults and the community)	£100,000.00	£100,000.00	£100,000.00	£100,000.00	£100,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£4,610,100.00	£3,479,300.00	£2,779,000.00	£2,750,999.00	£2,749,056.00
Research and evaluation (£)	£319,433.00	£376,364.00	£410,537.00	£412,650.00	£412,358.00

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 (EHFI)	£36,662,560.00	£36,688,620.00	£36,632,485.00	£36,679,985.00	£36,654,080.00
Access investment	4.4%	5.1%	5.6%	5.6%	5.6%
Financial support	12.6%	9.5%	7.6%	7.5%	7.5%
Research and evaluation	0.9%	1.0%	1.1%	1.1%	1.1%
Total investment (as %HFI)	17.8%	15.6%	14.3%	14.3%	14.2%

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