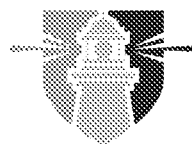


THE ECONOMIC AND SOCIAL IMPACT OF THE UNIVERSITY OF CHICHESTER

*Report prepared by Viewforth Consulting Ltd
December 2021*



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Introduction

This report presents a study of the economic and social impact of the University of Chichester. It was undertaken in summer and autumn 2021 and adopted a two-pronged approach to assessing the impact of the University, taking into account both financial and non-financial aspects of the University's impact.

- Firstly, modelled analysis was undertaken of the economic impact of the University's expenditure and that of its students. This was in order to show how the University's activities generate economic output and jobs, contributing to regional and UK GDP. Sub-regional analysis was conducted of the distribution of impact across the South East, in particular focussing on its impact in West Sussex as well as on the Coast to Capital Local Enterprise Partnership area. The modelled analysis provides a 'snapshot' of the output, jobs and GVA generated by the University and its activities in the academic and financial year 2019/20, which was the most recent complete year for which the necessary data was available.
- Secondly, the report presents aspects of the University's broader social and economic role and how the work of the University and the public engagement of its staff and students generate broader economic, social and cultural value for the region and beyond.

The report is divided into six sections, with a number of supplementary appendices.

Section One includes an Overview of the University in context and presents the key economic dimensions of the university – its 'size and shape.'

Section Two presents the results of the modelled analysis for the impact of the University on the UK and South East Region as a whole. This includes the impact of international students and international visitors associated with the University.

Section Three presents the disaggregated results for impact on the Coast to Capital Local Enterprise Area and West Sussex Local Authority areas, including Chichester and Arun. This section also includes the impact of domestic student personal expenditure.

Section Four presents the total combined impact of the expenditure of the University, its students and international visitors to give the most comprehensive picture of the impact of University activities on jobs, output and GDP. This includes a subsection disaggregating West Sussex impact across the West Sussex Parliamentary Constituencies.

Section Five presents the examples of activities through which the University and its staff and students generate wider economic and social value.

Section Six presents reflections on the study findings, how these could be used, and recommendations for potential further analysis.

Section One: About the University of Chichester

The University in Context

The University of Chichester is located in West Sussex in the South East of England. It has two campuses, one in the cathedral city of Chichester, the other 7 miles away in the coastal town of Bognor Regis. Both campuses are steeped in a historical tradition of teacher education. The Bognor campus developed from its establishment in 1946 as a Teacher training institution, created to meet the urgent need for more schoolteachers after the Second World War. The Chichester Campus grew from its foundation as Bishop Otter College in 1839, which was also focussed on the education and training of teachers. The two institutions merged in 1977 and developed together as the major provider of higher education in West Sussex, being granted degree-awarding powers in 1999 and awarded full University status in 2005. The University is a non-profit-making institution, registered as a charity, and operates as a company limited by guarantee. It is a member of the 'Cathedrals Group'¹ of UK universities, which have shared origins of being originally Church foundations for training of teachers and which also have a shared values in aiming to break down barriers to education.

The University has developed a distinctive portfolio of courses, building on its historic teaching heritage and its sense of place – seeking to both meet the needs of the surrounding West Sussex community and build a reputation for quality that attracts students from much further afield. As well as teacher education, its subject portfolio ranges across the Humanities, Law, Business, Sport, Health, Childhood Education and Social Work, as well as Performance Arts, Engineering and Design and the Creative Industries. It has recently established a state-of-the-art centre for Engineering and Digital Technology at its Bognor Regis Campus, intended to nurture future skills development in Creative Digital technology and Digital skills. The University has an established Conservatoire with a wide range of courses in Music and Performance Arts, a number of which are unique in the UK. It is highly student focussed, which has been recognised in national rankings – the University is the only relatively 'new' university to feature in the overall top 30 UK universities in the 2022 Guardian League Tables² and is in the top 10 universities for Teaching Quality and Student Satisfaction in the 2022 Times League Table.

The South East region as a whole is home to some of the largest UK universities (such as the University of Oxford and University of Southampton with turnover of £2.5 Billion and £583 Million respectively) but the University of Chichester occupies a very distinctive place as the only University in West Sussex³. While relatively small, in terms of turnover, compared to other South East Universities, it forms an integral part of the West Sussex social, cultural and economic ecosystem and indeed can be seen to

¹ <https://www.cathedralsgroup.ac.uk/about-us/our-history>

² The University ranks 21st and sits among much longer established universities – indeed all the other institutions in the top 30 are either 'ancient' (medieval origins) or 'old' i.e. pre-1992.

³ It is also only one of three in Sussex – the Universities of Sussex and Brighton being the others.

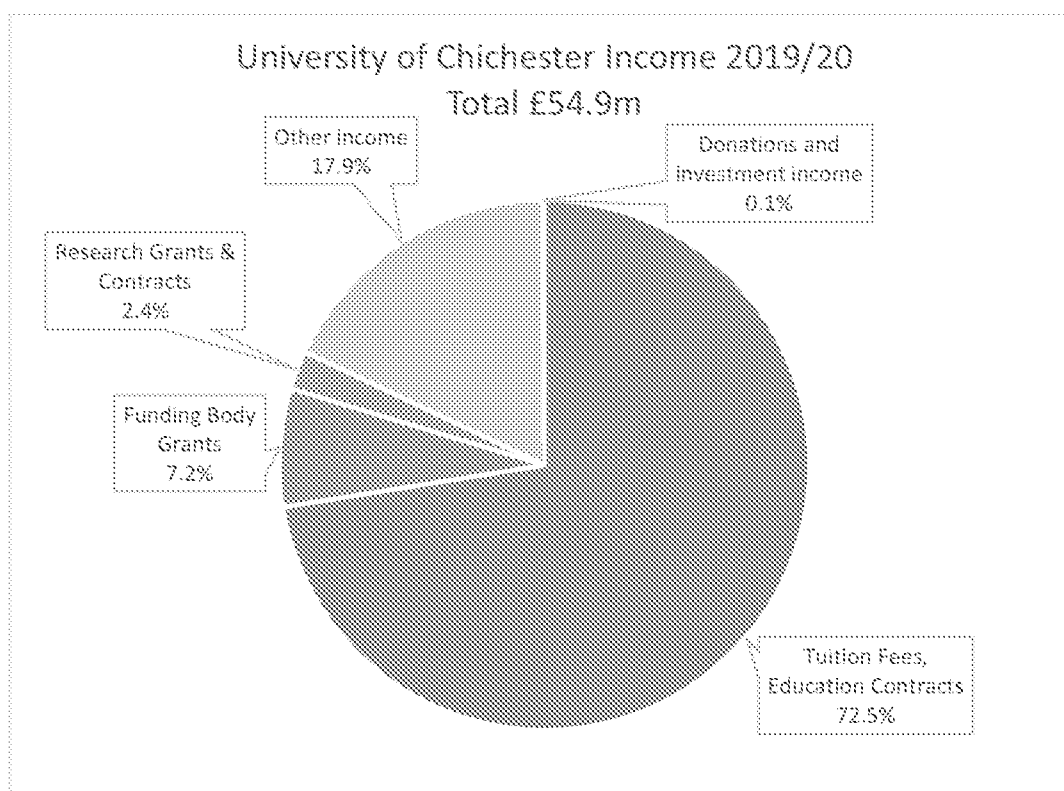
‘punch above its weight’ in terms of its interaction with the surrounding business and enterprise community. For instance, the data available from the Higher Education Statistics Agency on external business interactions⁴ shows that in 2019/20, while being the smallest of the 17 South East Universities, the University was still 11th in terms of the value of contract research contracts with external business and public sector clients, ahead of much larger universities such as Kent or Oxford Brookes. It also ranked 11th for consultancy by value and 7th in terms of consultancy for SMEs.

Economic Dimensions of the University: Finance, Students and Staffing

Finance

In 2019/20, the University reported a total income of £54.9m of income with expenditure in the same year of £56.7m. The majority of university income came from tuition fees (72.5%) with research grants and contracts making up 2.4% of income and Funding Body grants accounting for a further 7.2%. The remainder of its income came from residence and catering operations and other services (17.9% in total) with some donations and investment income (0.1%).

Figure 1: Income of the University of Chichester 2019/20



Source: University of Chichester Financial Statements

⁴ The Higher Education Business and Community Interaction Survey (HEBCIS)

The University's direct export earnings (i.e. revenue attracted from international sources) were estimated as £4.4m. This included £3.1m tuition fees from international students (EU and Non-EU) with the remaining £1.3m being income for other services (including research and other services rendered as well as residence & catering provision to international students and visitors.⁵) When combined with the additional estimated off campus personal spend in 2019/20 of international students and visitors (£2.7m) this makes £7.1m in export earnings overall.

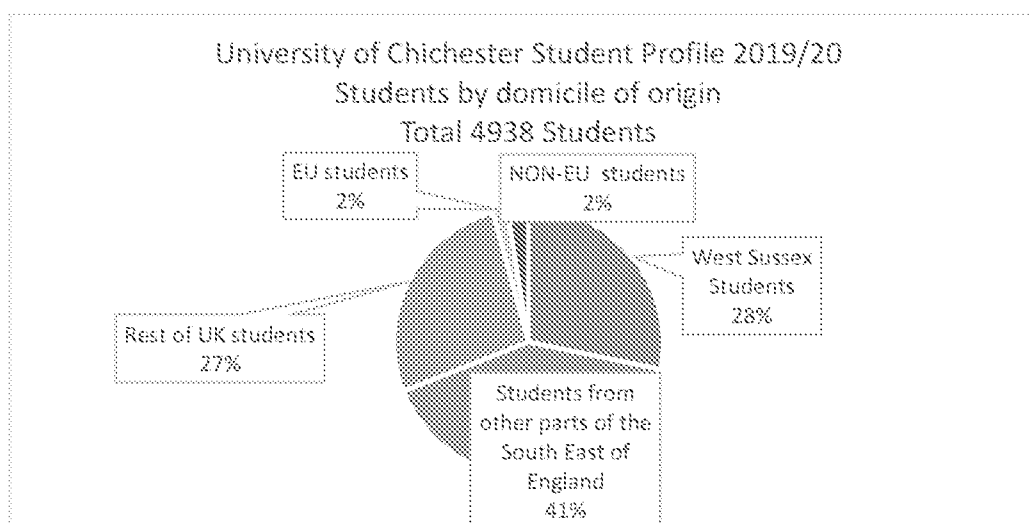
Students

The University of Chichester had nearly 5000 registered students in the academic year 2019/20 studying at its campuses in Chichester and Bognor Regis. There were also around 600 additional students studying for University of Chichester qualifications at one of a range of partner colleges across the South East.

In this section, we are focussing on those (predominantly full time) students who were studying on site at one of the two University of Chichester campuses in 2019/20. Figure 2 shows where these students came from. In 2019/20, 28% of Chichester students came from West Sussex, with a further 41% attracted into West Sussex from other parts of the South East. 27% of students came from other parts of the UK and 4% of the overall student population were international students (fairly evenly split between those from non-EU countries and those from EU countries.) The student profile illustrates how the University attracts a high proportion of local (West Sussex) students but that it also acts as a magnet drawing students into West Sussex from the rest of the UK and further afield. It is predominantly focussed on domestic UK students, with 96% of the student population being from the UK. It attracts students from across the UK, which reflects the specialist nature of much of its provision (some of the University Conservatoire courses, for example, the BA in *Acting for Film*, are the only such courses on offer in the UK.)

⁵ Non-EU and EU student fee income, international research income and income from a range of other services rendered were sourced from HESA 2019/20.

Figure 2: University of Chichester Student Profile 2019/20

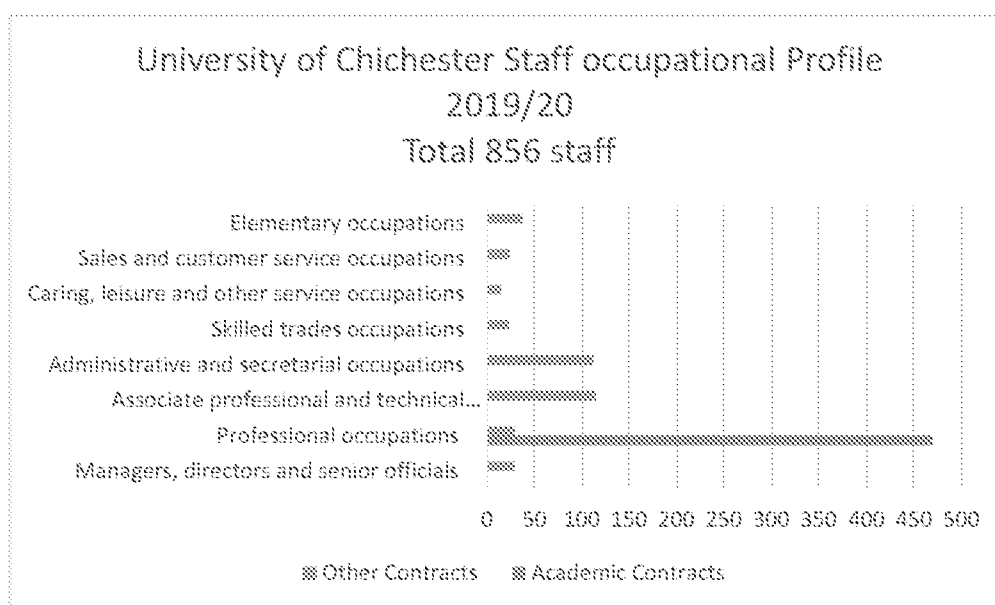


Source: Student data from the University of Chichester and from HESA Students in Higher Education 2019/20(HESA 2021)

Staff

In 2019/20 the University directly employed over 850 staff (approximately 613 full-time-equivalent (FTE) jobs.) While over half (55%) of university employment is made up of staff on academic contracts, around 45% of staff are working in other professional and support roles, including managerial, technical, administrative and manual positions. The wide range of staff occupations is typical for a university, which has an extensive range of operations to maintain, not only lecture theatres, laboratories and offices but student accommodation, sports and recreational facilities. The breadth of job opportunities available in the University is one of the features of its role as a large employer in Chichester and Bognor Regis.

Figure 3: University Staff occupational Profile

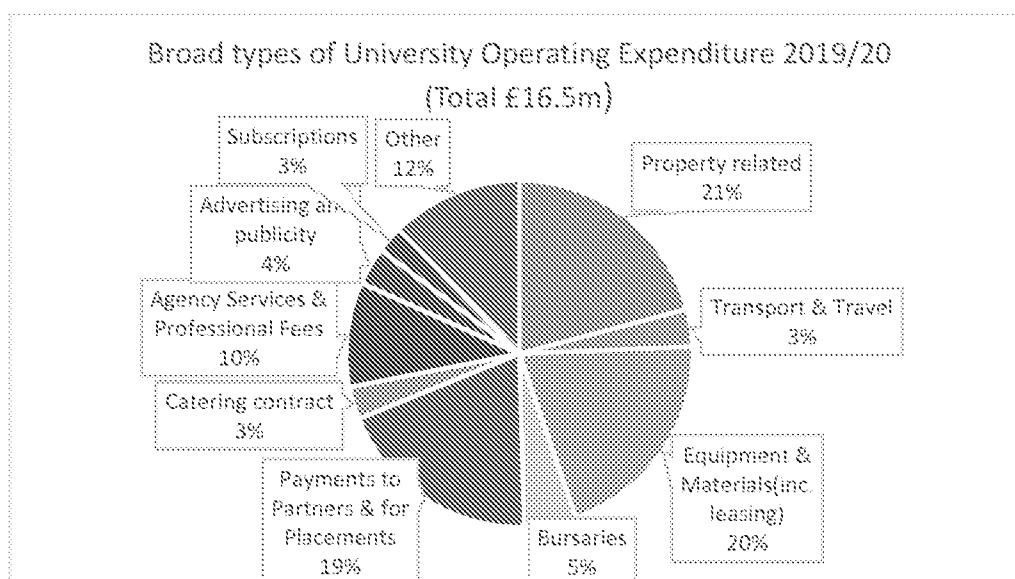


Source: University of Chichester HR records

This section presents the results of the first stage of modelled analysis of the impact on the UK and South East of England of the expenditure of the University of Chichester as well as the personal (non-fee) expenditure of University of Chichester international Students. It also included analysis of the additional impact of international visitors associated with the University. This presents the impact on the UK as a whole and on the South East Region of England as a whole.

The University of Chichester spent nearly £57 million in 2019/20. Through this expenditure, the University generated employment and output throughout the economy as well as contributing to GDP. It is a labour intensive organisation and consequently the majority of expenditure (some £33.3m) was on staff. The University also buys in an extensive range of goods and services – for example, this can include office and lab equipment and library subscriptions as well as electricity, marketing and other professional services, etc. Figure 5 gives a broad breakdown of operational expenditure in 2019/20, drawn from the Financial Statements, in order to illustrate the diverse range of non-staff university expenditure.

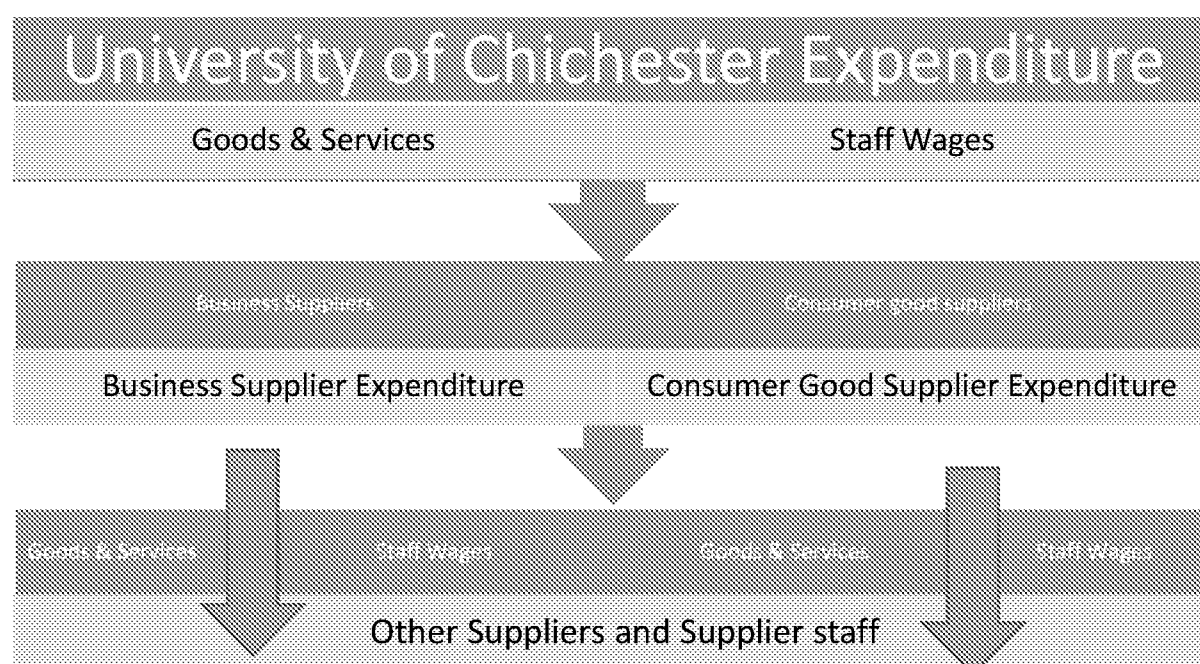
Figure 5: University of Chichester Operational Expenditure (Broad Categories) 2019/20



Source: University of Chichester Financial Statements

The University of Chichester expenditure then flows through the economy generating economic activity in other sectors. In order to meet University of Chichester orders, University of Chichester suppliers spend money with their own suppliers, who in turn hire staff and buy in supplies from others, who in turn would spend money with their suppliers and so on, creating a ripple effect. University staff spend their wages on living costs and on consumer goods and this also creates income and generates demand for other consumer goods and service, and so on. Figure 6 illustrates the process through which this is achieved.

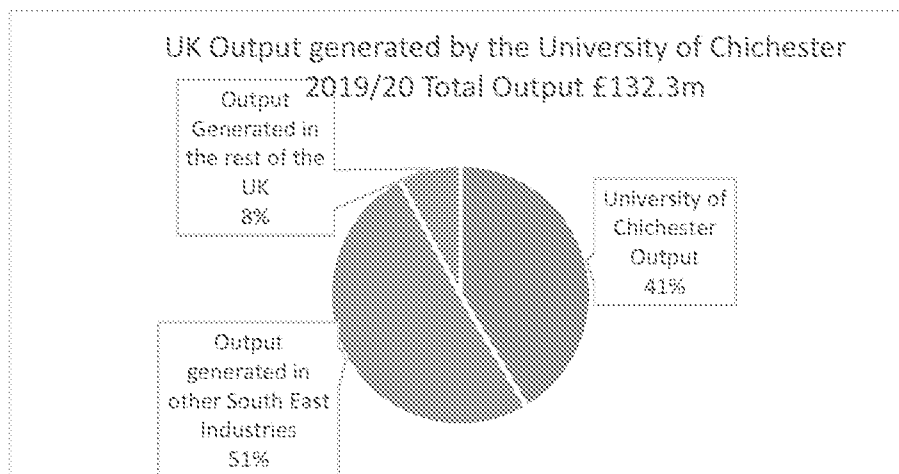
Figure 6: University of Chichester Expenditure generating economic activity



Impact on UK Output

The direct output of the University of Chichester came to £54.9m.⁶ It generated additional output of £77.4m in other industries through its expenditure. Overall, the University of Chichester generated total output in the UK of £132.3m. The majority of the impact (92%, including the University's own output) was in the South East region with 8% flowing to other parts of the UK. This is shown in Figure 7.

Figure 7: Total Output Impact on the UK and South East of England

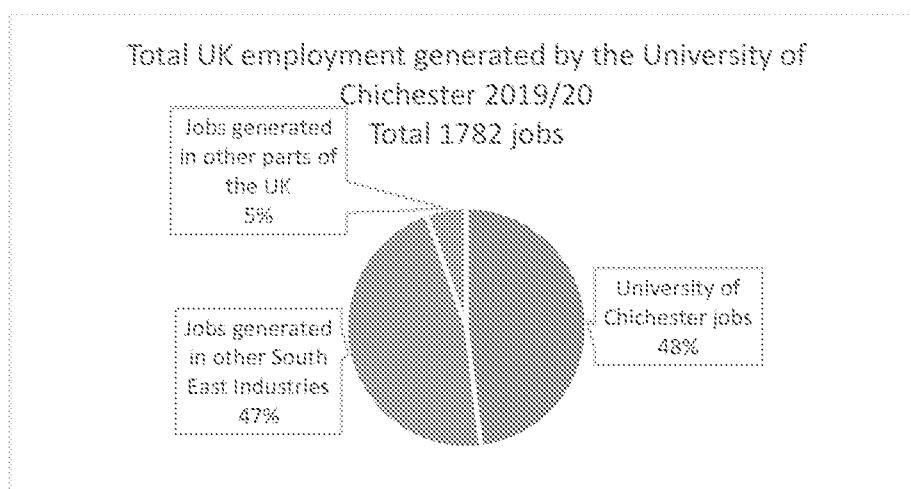


Source: Viewforth Modelled Analysis 2021

Impact on UK employment

Total employment generated by the University came to 1782 jobs in the UK. 856 of these were jobs in the University itself, with a further 830 created outside the University in other parts of the South East and additional 96 jobs in the rest of the UK. This is shown in Figure 8.

Figure 8: Total UK Employment generated by the University of Chichester 2019/20



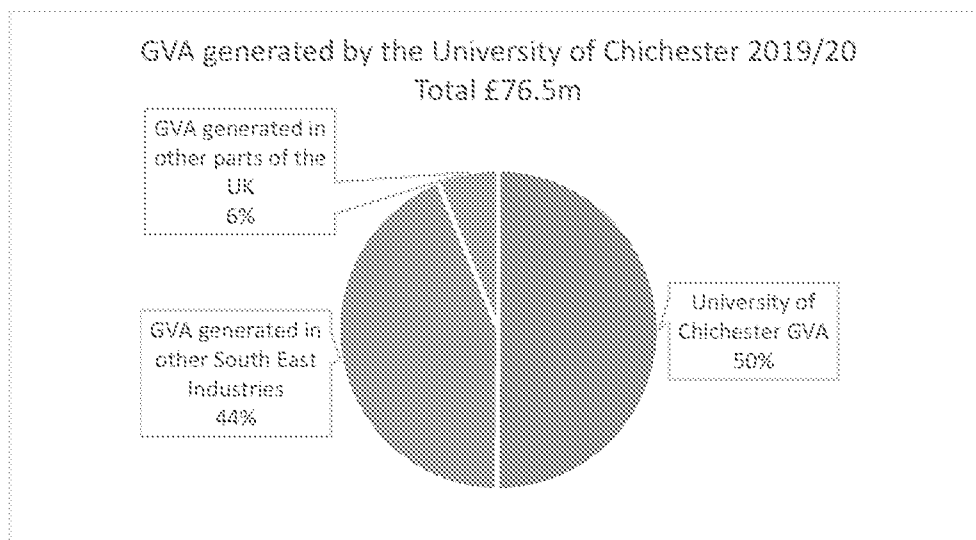
Source: Viewforth Modelled Analysis 2021

⁶ The income or 'turnover' of the University is equivalent to its direct output.

Impact on GDP

The total impact on UK GDP⁷ of the University of Chichester as an institution amounted to £76.5m. This includes the University of Chichester's direct GVA⁸ of £38.4m (50% of the total) and a further £33.4m in other South East industries and £4.7m in the rest of the UK. This is shown in Figure 9.

Figure 9: GVA generated by the University of Chichester



Source: Viewforth Modelled Analysis 2021

Additional impact on the UK of international student personal spending. Results for the impact of all student personal expenditure on the economy is presented as part of the impact on the regional and local economies. However, when considering total UK impact only expenditure of international students would normally be considered because only international student personal expenditure is 'additional' to the UK economy.

The University of Chichester is specialised in attracting domestic UK students; however, 4% of its students are international.

International students are a very important source of international revenue for the UK as a whole. As well as paying fees to the University, international students incur living costs – they spend money on accommodation, food, clothing and entertainment. In many ways, they can be regarded as 'long stay tourists' – they may not spend as much on a daily basis as short break visitors, but they stay for considerably longer. The personal off-campus expenditure of international students over the course of a

⁷ Gross Domestic Product

⁸ Gross Value Added - the industry and firm level measure of contribution to GDP

normal year was estimated, adjusted downwards to reflect reduced spend in the last 4 months of the academic year because of the pandemic Lockdown.⁹

The (covid-adjusted) personal spending of the 211 International students attracted by the University of Chichester (students from both non-EU and EU countries) was estimated to be just over £3m (£2.2m spent off-campus).¹⁰

Impact of International Visitor Spending

International visitors associated with the university can include a combination of international business visitors (visiting researchers, study visit groups from other countries and conference delegates) and visiting friends and family of international students and international staff.

Information is not routinely collected on the overall numbers of business and leisure (friends and family) visitors to the University. However, it was possible to make an estimate of visiting friends and family through analysis of the composition of the University student international population and make expenditure estimates by drawing on International Passenger Survey data¹¹ for typical visitor spending patterns. We also made estimates of the expenditure of international visitors associated with the University. Given the relatively small international student population, the numbers involved are not substantial - however, the estimated expenditure still came to an additional £465k in export earnings attracted into the local economy.

Taking the off-campus personal expenditure of international students and international visitors together this generated £3.8m of UK output, 38 jobs and contributed £1.8m to GDP.

⁹ Fuller details of the adjustment made are given subsequently when discussing all student expenditure. For international students it was assumed that 20% of all international students were not at University physically for the last term and so their last term's personal expenditure was 'lost' to the local economy.

¹⁰ International Student off-campus expenditure was estimated by drawing on the detailed analysis of International student expenditure carried out for the HM Government *International Education Strategy Paper International Education: Global Growth and Prosperity* (July 2013) updated by the CPI. When modelling personal expenditure impact overall student spend figures were adjusted downwards to reflect an estimated amount spent on campus (for residence, catering etc. This was to avoid double counting, as amounts spent on campus are already included in the University impact. The analysis by BIS of international student expenditure took account of 'UK-sourced' income e.g. from part-time work– hence can be reliably classed as export earnings.

¹¹ *Travel Trends 2019*

Section Three: University impact on West Sussex and the Coast to Capital Local Enterprise Area

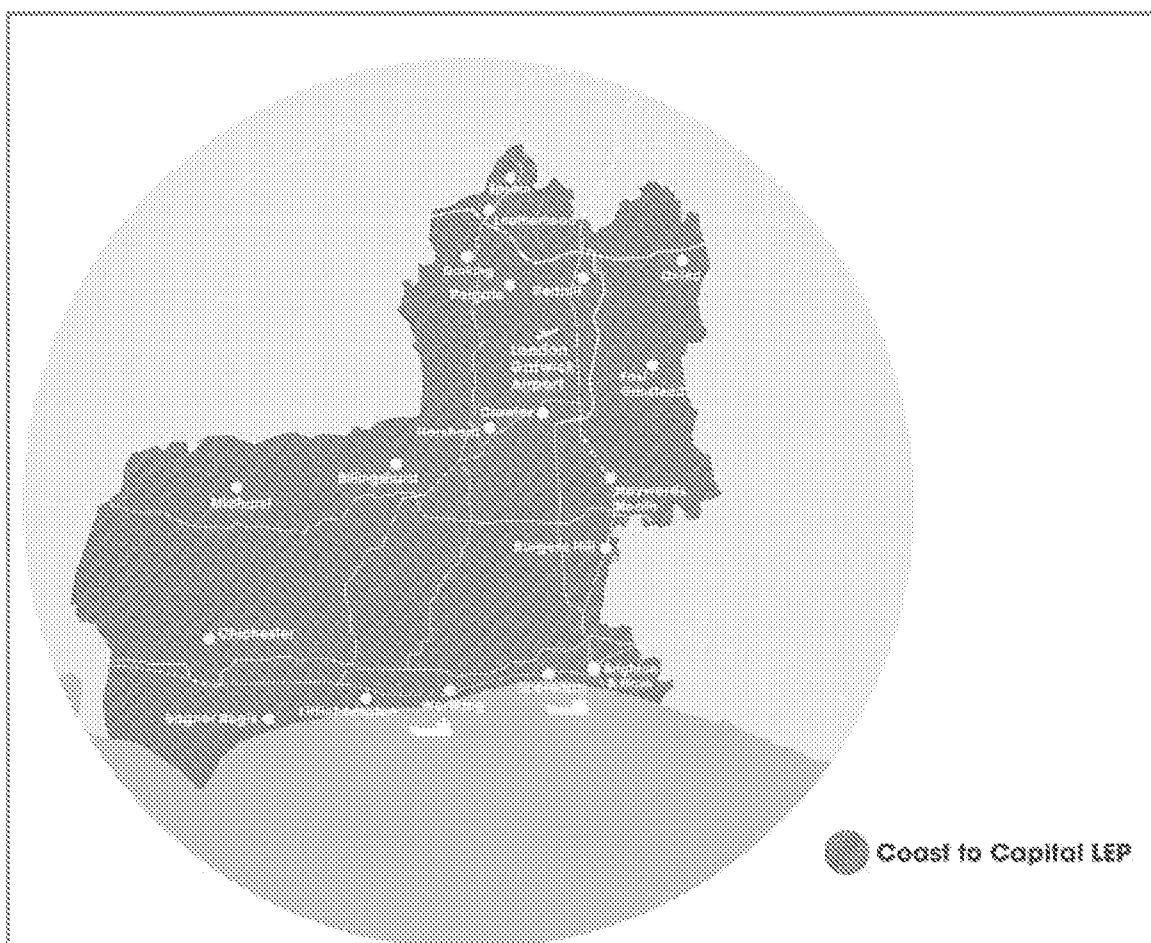
Modelling the local and regional dimension of the University of Chichester impact was of particular interest for this study. The economic impact was therefore further disaggregated, through the application of gravity-modelling, to obtain results for impact on two geographies:

- **The Coast to Capital (C2C) Local Enterprise Area.** This is a subset of local authority areas within the South East, including West Sussex, and the University makes an important economic contribution to the C2C area.

- **West Sussex**
 - On West Sussex as a whole and across all Local Authority areas in West Sussex. This enables the University's economic impact on the immediate area surrounding the two Campuses in Chichester and Bognor Regis to be more clearly observed, as well as demonstrating its importance to West Sussex overall.

 - From a different perspective, the West Sussex impact flow across the eight Parliamentary Constituencies in West Sussex was modelled. (The **total** West Sussex impact is the same, but this presents a different disaggregation of the impact.) This enables a reflection of University's reach and influence across all West Sussex Constituencies, in particular – but not only – the Parliamentary Constituency of Chichester and that of Bognor Regis & Littlehampton, where the University campuses are located.

Figure 10: Coast to Capital Local Enterprise Partnership area ¹²

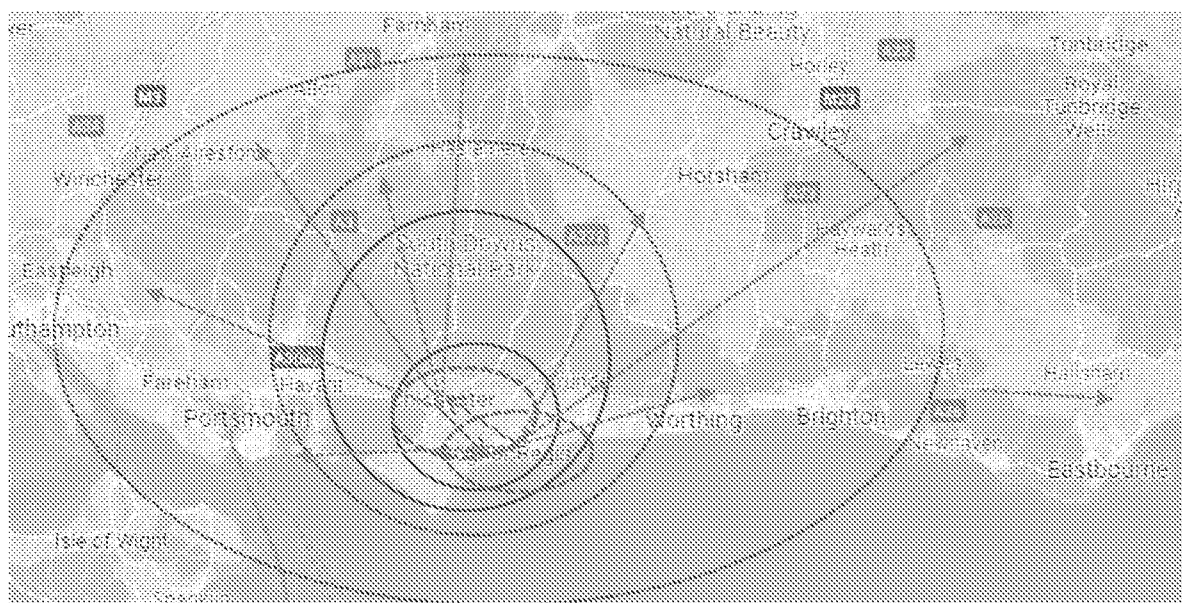


In order to disaggregate impact on these geographies, we constructed a University of Chichester-specific gravity model using the Viewforth Gravity Modelling System (VGMS.) A gravity model takes an intuitive approach to modelling impact distribution. It combines indicators of economic ‘mass’ (in this case concentration of employment) together with measures of distance (in this case travel time by road) from the source of the impact. It enables a better representation of where impact generated by the University eventually flows.

A large part is likely to be concentrated in the host town or city, but not all the Institution's requirements (nor those of its staff) will be met by suppliers in the immediate locality, and not all the needs of *their* suppliers will be met in the local area. Hence impact flows further afield to where those requirements are most likely to be met – concentrations of economic activity moderated by distance. The further away from the original source of impact, the weaker the flow. The concept is broadly illustrated in Figure 11. The 'points of origin' of the initial expenditure are the two campuses in Chichester and Bognor Regis, with impact flowing further afield through the supply chain. As impact diffuses across the region, it can also be noted that some of the impact of the Chichester campus will flow to Bognor Regis, and vice versa.

¹² <https://www.coast2capital.org.uk/about-us/>

Figure 11: Modelling distribution of impact flow



Institutional impact on local and regional output

Looking initially at the impact from flow from the University alone (i.e. not including student expenditure), the majority of University impact (which includes direct and secondary impact) can be seen to be in the Coast to Capital LEP area, with most of that concentrated in West Sussex. Table 1 shows the distribution of the overall impact of the University (£132.3) and Figure 12 focusses on the distribution within the South East (£122.1m.)

Table 1: University of Chichester institutional output impact on all UK output

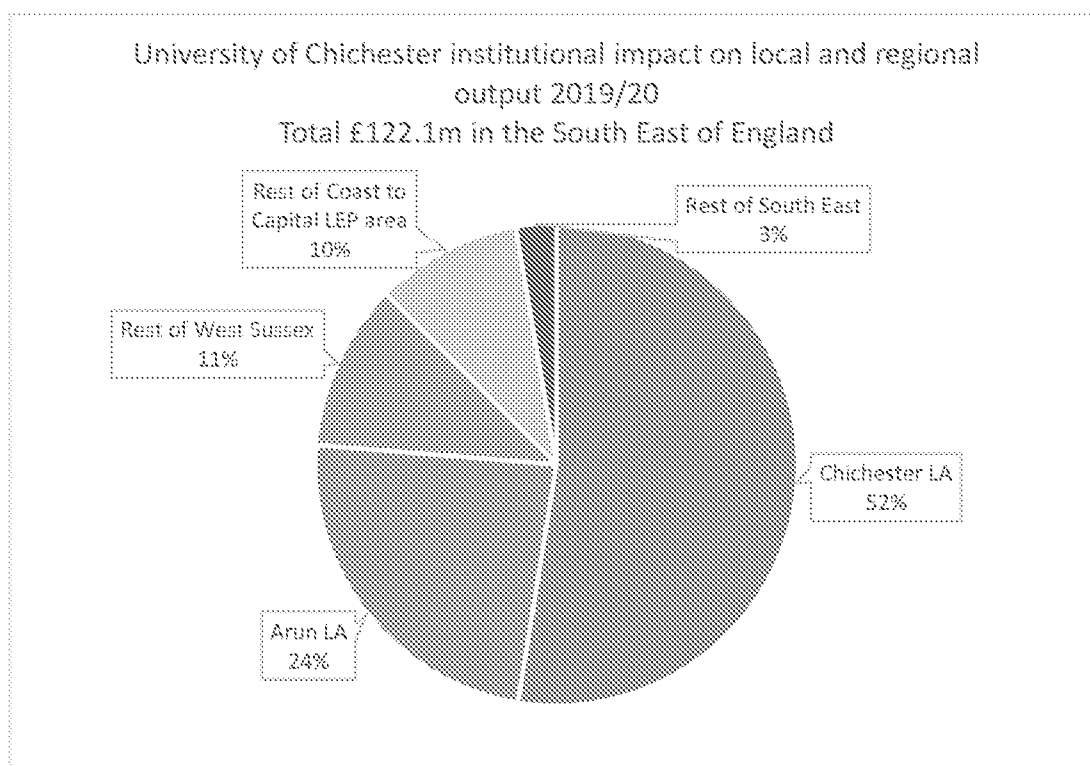
Output Impact £m	University Direct	University Secondary	Total Impact £m
Adur	0.0	1.3	1.3
Arun (includes Bognor Regis)	15.3	13.7	29.0
Chichester	39.6	24.5	64.2
Crawley	0.0	3.7	3.7
Horsham	0.0	2.7	2.7
Mid Sussex	0.0	2.5	2.5
Worthing	0.0	3.4	3.4
All of West Sussex	54.9	51.9	106.8
Rest of Coast to Capital LEP area	0.0	12.0	12.0
All of Coast to Capital LEP area	54.9	63.9	118.8
Rest of South East	0.0	3.3	3.3

All of South East	54.9	67.2	122.1
<i>Rest of UK</i>	<i>0.0</i>	<i>10.2</i>	<i>10.2</i>
All of UK	54.9	77.4	132.3

Source: Viewforth Modelled Analysis 2021 Totals may not sum due to rounding

Figure 12 shows that 52% of impact was felt in the Chichester local Authority Area, 24% in Arun, with 11% flowing to the rest of West Sussex. 10% of the University impact flowed to the rest of the Coast to Capital Area and the remaining 3% in other parts of the South East.

Figure 12: University of Chichester institutional impact on local and regional output



Source: Viewforth Modelled Analysis 2021

Institutional impact on local and regional employment

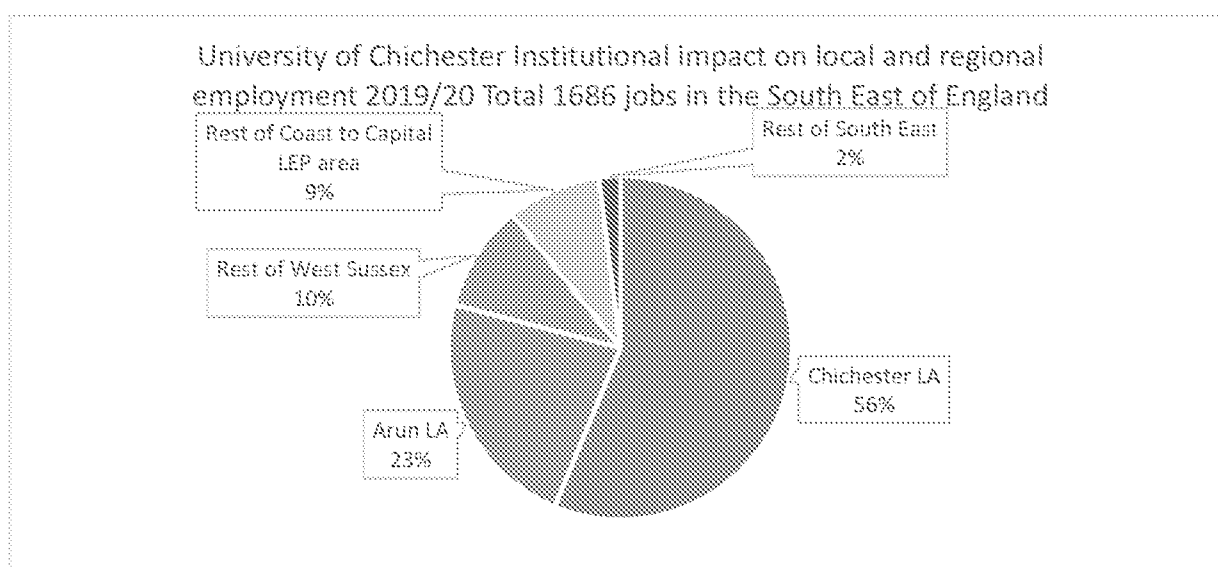
The picture is similar for employment generated (Table 2 and Figure 13), with the majority of employment generated (1505 jobs - 89% of all jobs generated in the South East) being in West Sussex.

Table 2: University of Chichester institutional impact on all UK employment

Geographical area	Direct University jobs (Headcount)	Secondary jobs (generated in other industries) Headcount	Total jobs (Headcount)
Adur	0	16	16
Arun	213	171	384
Chichester	643	306	949
Crawley	0	46	46
Horsham	0	34	34
Mid Sussex	0	31	31
Worthing	0	43	43
All of West Sussex	856	647	1503
Rest of Coast to Capital LEP area	0	149	149
All of Coast to Capital LEP area	856	796	1652
Rest of South East	0	34	34
All of South East	856	830	1686
Rest of UK	0	96	96
All of UK	856	926	1782

Source: Viewforth Modelled Analysis 2021 Totals may not sum due to rounding

Figure 13: University of Chichester institutional impact on local and regional employment



Source: Viewforth Modelled Analysis 2021

Figure 13 shows the proportional regional distribution of employment, with 56% of all employment generated in the South East of England being in Chichester, 23% in the Arun Local Authority area,

with a further 10% in other parts of West Sussex, 9% in other parts of the Coast to Capital LEP area and 2% elsewhere in the South East.

Institutional impact on local and regional GVA

Table 3 and Figure 14 show the distribution of GVA, again showing the majority of GVA generated (which includes the University's own direct GVA) to be in West Sussex.

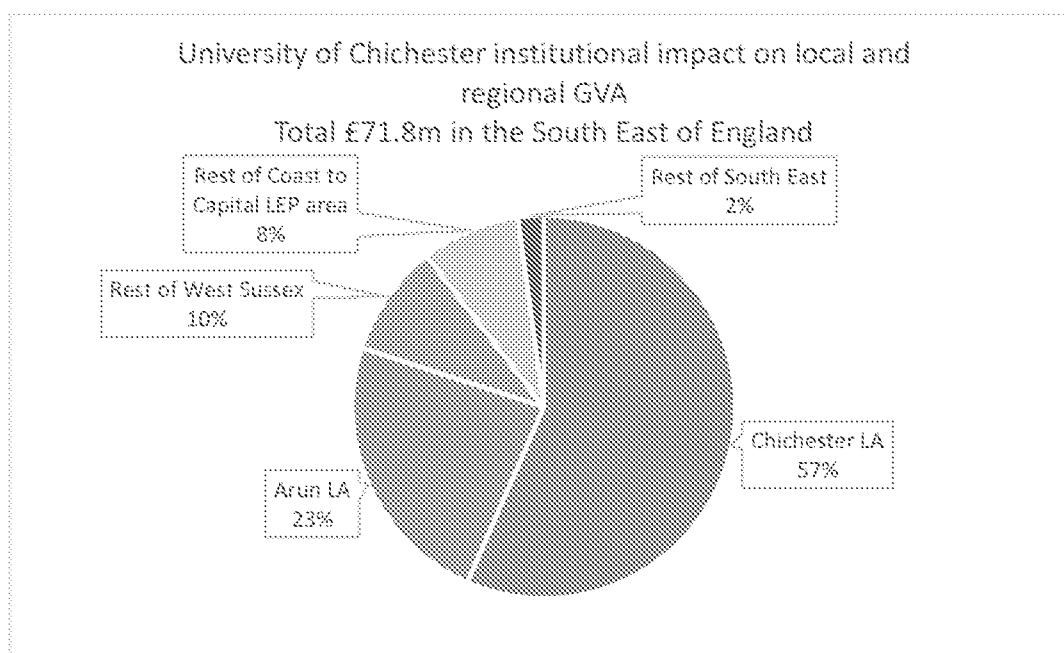
Table 3: All UK GVA impact of the University of Chichester

<i>GVA Impact £m</i>	<i>University Direct GVA £m</i>	<i>University Secondary (generated in other industries) £m</i>	<i>Total GVA impact (£m)</i>
<i>Adur</i>	<i>0.0</i>	<i>0.6</i>	<i>0.6</i>
<i>Arun</i>	<i>10.0</i>	<i>6.8</i>	<i>16.8</i>
<i>Chichester</i>	<i>28.4</i>	<i>12.2</i>	<i>40.6</i>
<i>Crawley</i>	<i>0.0</i>	<i>1.9</i>	<i>1.9</i>
<i>Horsham</i>	<i>0.0</i>	<i>1.4</i>	<i>1.4</i>
<i>Mid Sussex</i>	<i>0.0</i>	<i>1.3</i>	<i>1.3</i>
<i>Worthing</i>	<i>0.0</i>	<i>1.7</i>	<i>1.7</i>
<i>All of West Sussex</i>	<i>38.4</i>	<i>25.9</i>	<i>64.3</i>
<i>Rest of Coast to Capital LEP area</i>	<i>0.0</i>	<i>6.0</i>	<i>6.0</i>
<i>All of Coast to Capital LEP area</i>	<i>38.4</i>	<i>31.9</i>	<i>70.2</i>
<i>Rest of South East</i>	<i>0.0</i>	<i>1.6</i>	<i>1.6</i>
<i>All of South East</i>	<i>38.4</i>	<i>33.4</i>	<i>71.8</i>
<i>Rest of UK</i>	<i>0.0</i>	<i>4.7</i>	<i>4.7</i>
<i>All of UK</i>	<i>38.4</i>	<i>38.2</i>	<i>76.5</i>

Source: Viewforth Modelled Analysis 2021 Totals may not sum due to rounding

In Figure 14 the regional proportions of GVA are shown. The slightly larger share of GVA accruing to Chichester and Arun (80% compared to 76% output and 79% employment) is because the University's direct GVA is attributed to the location of its two campuses in Chichester and Bognor Regis. As a high skill organisation the University will tend to have a higher direct GVA relative to that of most of its suppliers.

Figure 14: University of Chichester Institutional impact on local and regional GVA



Source: Viewforth Modelled Analysis 2021

Additional impact of student personal expenditure

An additional and important aspect of the impact generated through a University's activities is the impact of student expenditure. Student expenditure can be very important to the local and regional economy and is always seen by local businesses as a core part of their own revenue stream. In a 'normal' year, as well as paying fees to the university, students spend money on food, accommodation, clothing, travel, and entertainment generating business for local landlords, shops, bars and restaurants. Some spending will not be entirely local (for instance, where online purchases are concerned.) However much personal consumer expenditure by its nature has to be local (e.g. spending in bars, restaurants, coffee shops, etc. as well as on personal services such as hairdressing.)

2019/20 was not a 'normal' year for analysing student off campus expenditure. From April to July 2020 the lockdown due to the Covid pandemic meant some students were unable to physically return to university after the Easter break, with the resultant impact on university rentals. (The University waived the final term's rental fees for students.) This also means that there was less student personal expenditure taking place in the university campus areas.

There is no data available on the extent of the curtailment of student expenditure. For the purposes of this analysis and to take at least some account of the reduction in student spending in the South East due to Covid, we made estimates of student spend in a 'normal' year and then adjusted these downwards. We assumed that for the majority of the year – to end March 2020, student expenditure was as normal; we then adjusted estimates of student spend downwards for the remainder of the academic year.

Adjustments¹³ were made based on observing the drop in university student residence income and assumed that:

- Students from West Sussex all remained in West Sussex and their expenditure continued to be retained in West Sussex.
- We reduced the personal expenditure estimates of 50% of students from the rest of the South East and 50% of students from the rest of the UK, assuming that they had left for the Easter Break and none were able to return to University once the Lockdown began towards the end of March.
- We also reduced the expenditure estimates for 20% of all international (non EU and EU) students, assuming they did not return once Lockdown began and their expenditure in the last few months of the academic and financial year was 'lost' to the local area.

The detailed results for student impact, disaggregated by different groups of students (West Sussex students, students from the rest of the South East, students from the rest of the UK, rest of EU and Non-EU students) is presented in in Appendix Two. While at a UK level only international student expenditure is usually regarded as relevant (as only international student expenditure is additional to the UK as a whole), the impact of all student expenditure is of interest at regional and local level. In this study, we assume that the impact of **all** student expenditure is important, on the basis that the money is either being attracted into the local economy from elsewhere or being *retained* in the West Sussex economy as students stay in their local area rather than go elsewhere. The detailed disaggregation of the impact each group of students' expenditure is provided in Appendix Two for information and also for use where needed in different policy fora. Estimates were also made of expenditure by international visitors associated with the University. These included both visiting friends and family of international students as well as international business visitors to the University. The impact results for international visitors however are relatively modest (given the University's specialisation in domestic rather than international students) and so the results are included with the impact of international students, as it is predominantly 'student-related'.

Overall, student-related personal expenditure¹⁴ generated £72.2m of output, £35.7m of GVA and 789 jobs in the South East region. Around 78 % of jobs generated were in the West Sussex area (34% in

¹³ These adjustments are clearly broad brush, once applied they reduced **overall** student personal expenditure by c. 6% - but in the absence of any actual data they are intended to simply to take *some* account of the impact of the pandemic on the last few months of the academic year.

¹⁴ Domestic Student Expenditure was estimated through drawing on the most recently available Student Income & Expenditure Survey (Institute of Employment Studies for BIS), uprated by the CPI.

Chichester and 24% in Arun), with a further 18 % in the Coast to Capital LEP area and the remaining 4% elsewhere in the South East. The distribution of employment impact is shown in Table 4 and Figure 15.

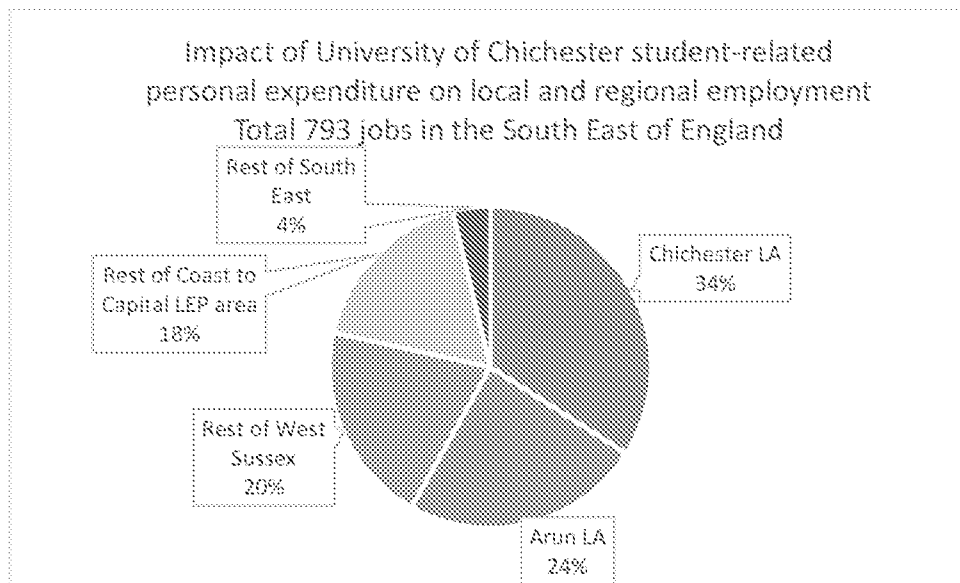
Table 4. Impact of University of Chichester Student Personal Expenditure on local and regional employment

<i>Geographical area</i>	<i>Jobs generated by Domestic UK Student personal expenditure</i>	<i>Jobs generated by International Students and Visitor personal expenditure (Headcount)</i>	<i>Total jobs (Headcount)</i>
<i>Adur</i>	<i>14</i>	<i>1</i>	<i>15</i>
<i>Arun</i>	<i>181</i>	<i>10</i>	<i>191</i>
<i>Chichester</i>	<i>258</i>	<i>11</i>	<i>268</i>
<i>Crawley</i>	<i>42</i>	<i>2</i>	<i>43</i>
<i>Horsham</i>	<i>31</i>	<i>1</i>	<i>32</i>
<i>Mid Sussex</i>	<i>28</i>	<i>1</i>	<i>29</i>
<i>Worthing</i>	<i>39</i>	<i>2</i>	<i>41</i>
<i>All of West Sussex</i>	<i>592</i>	<i>27</i>	<i>619</i>
<i>Rest of Coast to Capital LEP area</i>	<i>134</i>	<i>6</i>	<i>140</i>
<i>All of Coast to Capital LEP area</i>	<i>726</i>	<i>33</i>	<i>759</i>
<i>Rest of South East</i>	<i>29</i>	<i>1</i>	<i>30</i>
<i>All of South East</i>	<i>755</i>	<i>34</i>	<i>789</i>
<i>Rest of UK</i>	<i>N/A</i>	<i>4</i>	<i>4</i>
<i>All of UK</i>	<i>755</i>	<i>38</i>	<i>793</i>

Source: Viewforth Modelled Analysis 2021

The distribution of employment impact from student expenditure is more dispersed across the South East than that of the University's impact mainly because the University's impact includes its own direct employment, which is attributed to the campuses in Bognor Regis and Chichester. It also reflects the more consumer-oriented nature of student and visitor expenditure.

Figure 15: Impact of University of Chichester Student personal expenditure on local and regional employment



Source: Viewforth Modelled Analysis 2021

Section Four: Combined Local and Regional impact of the University of Chichester and its students and international visitors

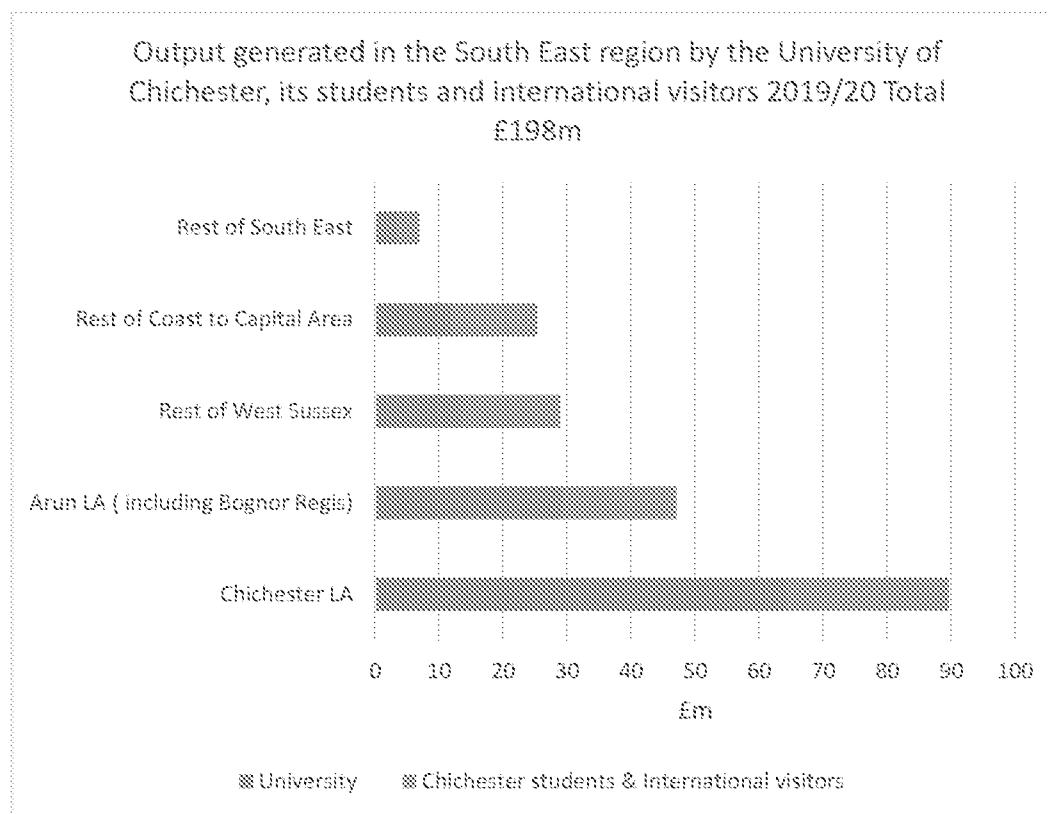
This section brings the local and regional impact of the University of Chichester together with the impact of student personal expenditure and also includes the element of international visitor impact. **This gives the most comprehensive picture of the importance of the University of Chichester to the West Sussex and Coast to Capital economy.**

Figures 16, 17 and 18 present the overall impact on the South East Region (Direct and Secondary) in terms of output, employment and GVA with the impact accruing to the Chichester and Arun Local Authority Areas, the rest of West Sussex, the rest of the Coast to Capital LEP area and the rest of the South East. Full disaggregated detail is included in Appendix Two. This section illustrates some of the results and puts these into context.

Impact across the South East Region

Output impact

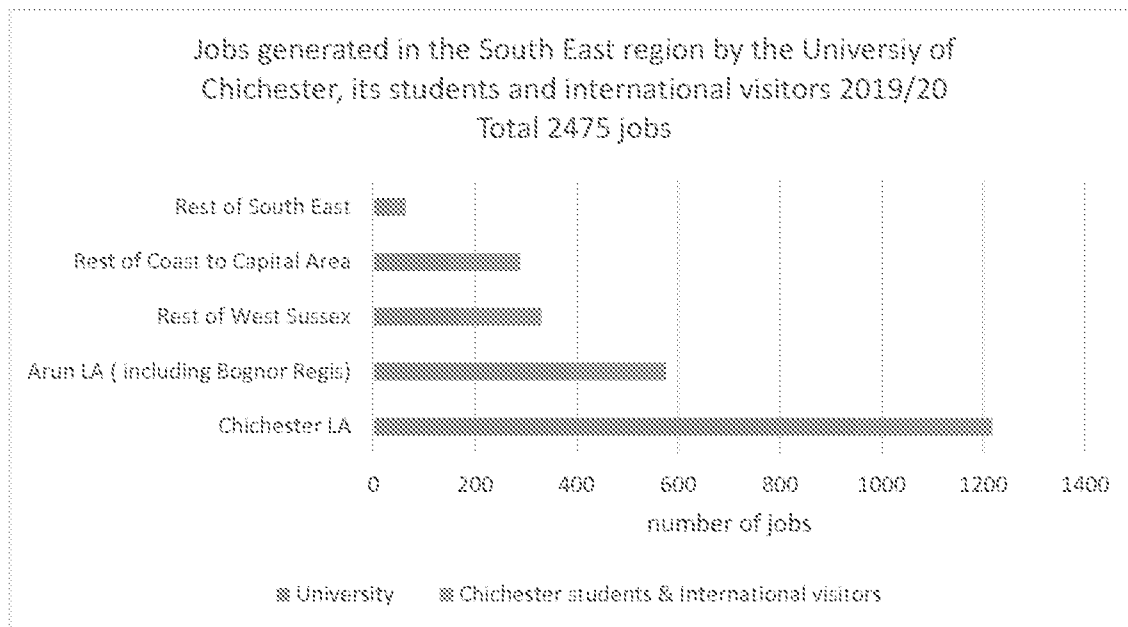
Figure 16: Output generated in the South East Region by the University of Chichester, its students and international visitors



Source: Viewforth Modelled Analysis 2021

Employment impact

Figure 17: Jobs generated in the South East Region by the University of Chichester its students and international visitors



Source: Viewforth Modelled Analysis 2021

In total, 2475 jobs were generated across the South East. 1217 of these were in Chichester, a further 574 in Arun, 331 in other parts of West Sussex, 289 in the rest of the Coast to Capital area and 64 in the rest of the South East. The 2122 jobs generated in West Sussex represent 0.5% of all West Sussex 2020 employment, which is a significant number for a single organisation.¹⁵

At a more local level surrounding the University campuses, the significance is even more striking.

- The 1217 FTE jobs in Chichester were equivalent to nearly 2% of all Chichester employee jobs.¹⁶
- 574 jobs in the Arun area are dependent on the University's activities, equivalent to over 1.2% of Arun 2020 employment.¹⁷

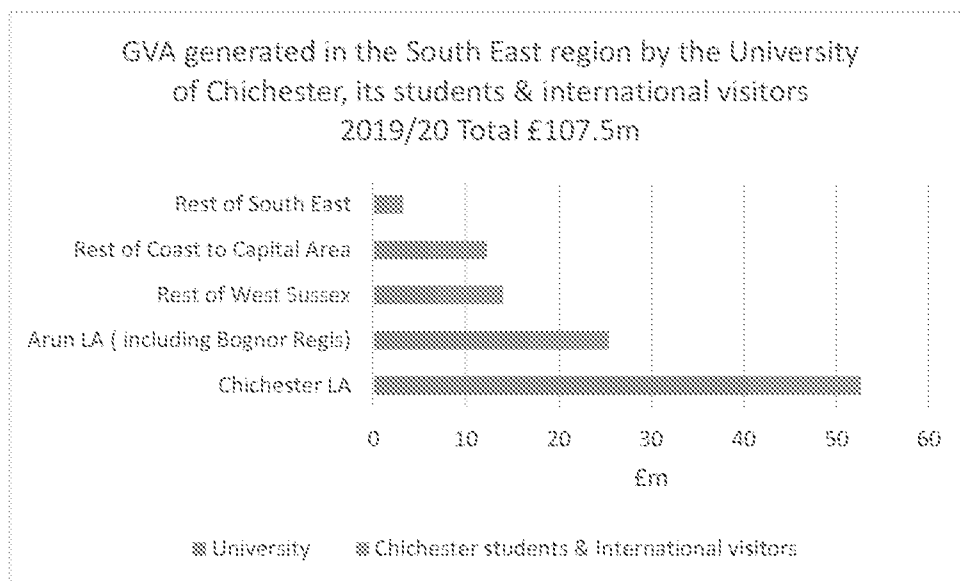
¹⁵ Total West Sussex employee jobs 387,000 (Nomis 2021)

¹⁶ Nomis (2021) There were 61,000 Chichester employee jobs. The definition of employee jobs excludes self-employed, government-supported trainees, HM Forces and all farm-based agriculture.

¹⁷ Nomis (2021) There were 46,000 Arun employee jobs in 2020

GVA Impact

Figure 18: GVA generated in the South East Region by the University of Chichester, its students and international visitors



Source: Viewforth Modelled Analysis 2021

For comparison, the total regional GVA generated of £107.5m is equivalent to around 0.04% of 2017 South East Regional GVA.¹⁸ However, the South East is one of the largest regions in the UK and comparing GVA at a more local level gives a better indication of its relative local importance. Total GVA generated in Chichester (£40.6m) was equivalent to nearly 1.7% of 2016 Chichester GVA.¹⁹ The £25.3m of GVA in Arun Local Authority area was equivalent to nearly 1% of all Arun GVA.²⁰

The GVA generated across West Sussex (including Chichester and Arun) of £92.1m was equivalent to 0.4 % of all West Sussex.²¹ The £104.2m of GVA generated in the Coast to Capital LEP area (including West Sussex) made up 0.25% of all Coast to Capital 2016 GVA.²²

¹⁸ ONS (2018) South East GVA came to £263.231 million

(<https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/regionalgrossvalueaddedincomeapproach>)

¹⁹ ONS (2017) Chichester GVA was estimated as £3132m. 2016 estimates are the most recent available for local authority areas.

<https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/regionalgrossvalueaddedbalancedbylocalauthorityintheuk>

²⁰ ONS (2017) 2016 Arun GVA was estimated as £2549m

²¹ ONS (2017) 2016 West Sussex GVA was estimated as £21,608m.

²² ONS (2017) The most recent published GVA data for the Coast to Capital LEP area relate to 2015 (£49,792m) However, since then, the boundaries of the LEP area have changed, with both Croydon and Lewes moving out of the formal C2C area. Therefore to enable like-with-like comparisons we have derived a 2016 GVA figure (£40,976m) for the current C2C boundaries from the most recent ONS data on local authorities

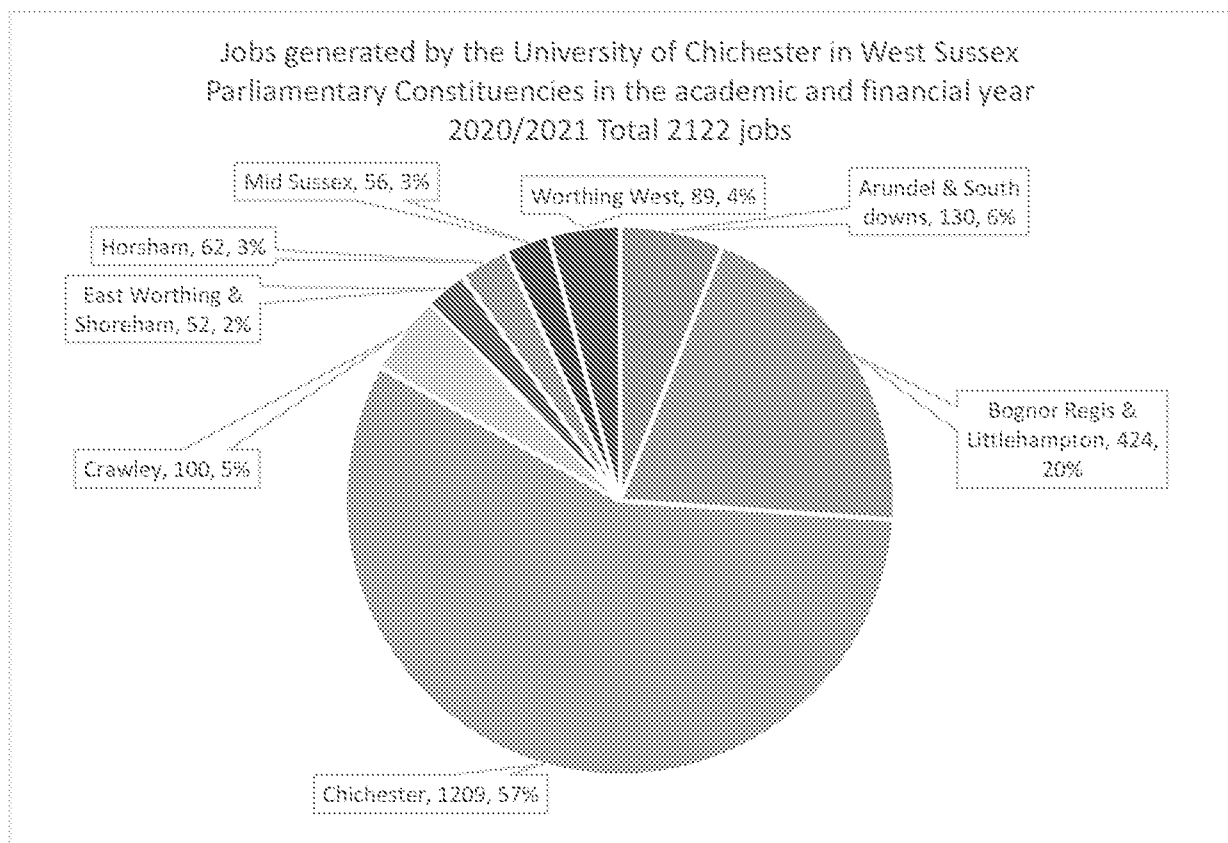
Impact on West Sussex Parliamentary Constituencies

There are eight Parliamentary Constituencies in West Sussex, and the University's two campuses are located in the two different constituencies of Chichester and Bognor Regis & Littlehampton. It can be of policy interest for the local MP to be aware of the relative importance of the University's economic impact on their constituency.

Furthermore, while the MPs within whose constituencies the University campuses are based may be most aware of the University's importance to their constituency, other local MPs may be less aware that the University exerts influence and impact on *their* constituencies as well; changes affecting the University will affect their constituents too. The operation of the supply chain across West Sussex means that impact flows beyond the immediate locality.

Additional analysis was undertaken to disaggregate the distribution of West Sussex impact across the Parliamentary Constituencies in West Sussex. Summary results are presented in Tables 5, 6 and 7. The chart below (Figure 19) gives a snapshot impression of the employment distribution across the Parliamentary Constituencies. It is important to note that the overall impact on West Sussex is the same – this is simply a different disaggregation of the same impact for policy purposes.

Figure 19: Jobs generated by the University of Chichester in West Sussex Parliamentary Constituencies



Source: Viewforth Consulting Analysis (2021)

Output Impact

Table 5: Summary of University output impact on West Sussex Parliamentary Constituencies

Output £m	University Direct Impact	University Secondary Impact	Impact of Off Campus Spend of Domestic Students	Impact of Off Campus Spend of International Students and Visitors	TOTAL
Arundel & South Downs	0.0	5.3	5.8	0.3	11.4
Bognor Regis & Littlehampton	15.3	8.1	10.0	0.5	33.9
Chichester	39.6	24.0	24.4	1.0	89.0
Crawley	0.0	4.1	4.5	0.2	8.7
East Worthing & Shoreham	0.0	2.1	2.3	0.1	4.6
Horsham	0.0	2.5	2.8	0.1	5.4
Mid Sussex	0.0	2.3	2.5	0.1	4.9
Worthing West	0.0	3.6	4.0	0.2	7.8
Total West Sussex	54.9	51.9	56.3	2.6	165.7

Source: Viewforth Consulting Analysis (2021) Totals may not sum due to rounding

Employment Impact

Table 6: Summary of University employment impact on West Sussex Parliamentary Constituencies

Jobs (H/C)	University Direct Impact	University Secondary Impact	Impact of Off Campus Spend of Domestic Students	Impact of Off Campus Spend of International Students and Visitors	TOTAL
Arundel & South Downs	0	66	61	3	130
Bognor Regis & Littlehampton	213	100	105	6	424
Chichester	643	298	257	11	1209
Crawley	0	51	47	2	100
East Worthing & Shoreham	0	26	25	1	52
Horsham	0	31	29	1	62
Mid Sussex	0	28	26	1	56
Worthing West	0	45	42	2	89
Total West Sussex	856	647	592	27	2122

Source: Viewforth Consulting Analysis (2021) Totals may not sum due to rounding

GVA Impact

Table 7: Summary of University GVA impact on West Sussex Parliamentary Constituencies

GVA £m	University Direct Impact	University Secondary Impact	Impact of Off Campus Spend of Domestic Students	Impact of Off Campus Spend of International Students and Visitors	TOTAL
Arundel & South Downs	0.0	2.6	2.7	0.1	5.5
Bognor Regis & Littlehampton	10.0	4.0	4.7	0.2	19.0
Chichester	28.4	12.0	11.5	0.5	52.4
Crawley	0.0	2.0	2.1	0.1	4.2
East Worthing & Shoreham	0.0	1.1	1.1	0.1	2.2
Horsham	0.0	1.3	1.3	0.1	2.6
Mid Sussex	0.0	1.1	1.2	0.1	2.4
Worthing West	0.0	1.8	1.9	0.1	3.8
Total West Sussex	38.4	25.9	26.5	1.2	92.0

Source: Viewforth Consulting Analysis (2021) Totals may not sum due to rounding

Final points on expenditure impact

This part of the study analysed the economic impact of the expenditure of the University of Chichester in the academic and financial year 2019/20. Results are presented for the impact of the University in terms of impact on output, employment and GVA at local, regional and UK level. Additional analysis was undertaken of the impact of student personal (non-fee) expenditure, with a particular emphasis on the importance of student expenditure at the local level. Estimates were also made of numbers of international visitors and their impact analysed. The expenditure estimates for students and visitors were adjusted downwards to take account of the Lockdown impact on student and visitor spend. The element of impact attributable to international visitors is relatively small, largely because of the University's specialisation in domestic students rather than international students. However, it is still likely to be an underestimate of the contribution of this element of university activity. This is because data on the numbers of international visitors attracted by the University (academic business and conference visitors or those visiting student family and friends) are not routinely collected and hence the international visitor impact element included in this study is a conservative estimate.

This analysis shows that the University of Chichester is of major importance to both the local and the wider regional economy. The University is clearly making an important contribution across West Sussex and the wider Coast to Capital LEP area. However, it is of particular importance to the Chichester and Arun Local Authority Areas where its campuses are based.

The Members of Parliament for West Sussex may also note that the University impact is particularly pronounced in the respective Constituencies of (a) Chichester and (b) Bognor Regis and

Littlehampton (with around 424 jobs in the Bognor and Littlehampton Constituency dependent on the University and 1209 jobs in the Chichester Parliamentary Constituency dependent on the University.) A further 489 jobs are also generated by the University across the other West Sussex Constituencies.

Section Five: The University, economy and society: Case studies of wider impact and value generation

The previous sections of this report presented analysis of the University's economic impact in terms of its existence as an economic enterprise in itself, earning income, generating jobs and contributing to GDP. The results highlight the University's importance to West Sussex as a large employer and a generator of economic activity in both Chichester and Bognor Regis, across West Sussex and the Coast to Capital LEP area.

This section of the report explores different aspects of the University's work, in particular those that demonstrate its extensive educational, social and cultural engagement with its host community. It is an explicit part of the University's 'Vision' to be externally facing and open to the surrounding community, with strong awareness of its role in supporting the economic, social and cultural life of West Sussex and neighbouring areas.

Within the limited resources of this study, we could only present a sample of *some* of the University's activities. Therefore, we sought to highlight a selected number of ways in which the University contributes to the wider community, activities that reflect its strategic goals in the University strategy *Open for Change*, and showing how these have economic, social and cultural benefit. It is hoped that these will begin to 'colour in' the picture of a university that is widely engaged with its community and integrated into its region.

This section covers the following areas:

- **The pro bono knowledge exchange and public service of university staff.** Much discussion about university knowledge exchange tends to be focussed on business interactions and enterprise support. Of course, this is important and the University of Chichester is very active in this arena, as can be seen in its contract research, consultancy and support for innovation (including the new Engineering and Digital technology Park.) However, much less frequently considered is the substantial pro bono contributions of university staff to the wider community, through acting as unpaid specialist advisers, expert commentators or using their expertise with community and professional groups. Therefore, through a survey of staff, we explored the extent to which university staff use their professional expertise in

the wider community on a pro bono basis, and made estimates of the additional economic value to society.

- **The economic value to the community and society of the University's programme of public and cultural events**, including the many musical, dance and dramatic performances delivered by its students to community audiences. The University has an extensive programme of events open to the public, from public lectures through to Concerts and student Musical Theatre performances. Many events are free, others are subsidised by the University. We explore the additional economic value generated for the community by these events.
- **The University's broader strategic investment in the West Sussex community human and social capital** The University is a key player in providing the opportunity for skills development in key areas of demand in West Sussex. These include:
 - **Initial Teacher Training and working with schools across the region.** The University is the sponsor of the University of Chichester Academy Trust.
 - **Nursing and Health** The University has recently established a new School of Nursing and Allied Health in response to critical skills shortages in healthcare across West Sussex.
 - **Outreach and widening access to higher education** The University is also committed to raising achievement across the board, expanding learning opportunities for some of the most disadvantaged West Sussex residents.
- With some case studies, data was available to analyse and make estimates of the economic and social value generated for the community. Where sufficient data was not available for this, we were nonetheless able to give other indicators of scale, quality or range of activity.
- The overall approach used in the following examples of wider economic and social value generation is based on application of the principles of welfare economics, using cost-benefit analysis techniques. It involves identifying the outputs delivered by an activity and applying an 'economic price' to the outputs, using 'shadow-pricing' where necessary to impute a 'price'. Full explanation of the underlying methodology and its application to higher education outputs are elaborated in detail in a number of previous research reports and publications by the current study authors.²³

²³ See, for example: Kelly, McLellan & McNicoll (2005) *Towards the estimation of the economic value of the outputs of Scottish Higher Education Institutions* Report to the Scottish Funding Council; Kelly, McNicoll & Brooks (2008) *Economic Valuation: Next Steps* Report to the Scottish Funding Council and Kelly & McNicoll (2011) *Through a Glass, darkly: Measuring the Social Value of Universities* (NCCPE).

- There is a further possible step, which is applicable in some cases – and that is to apply a ‘social weight’ to the economic valuation. This is appropriate when there are aspects of the activity that reflect high social priorities. For example, if a particular activity – say, a Science Festival Workshop - attracts or is delivered to a group of schoolchildren from a traditionally low participation neighbourhood that would attract a higher social weighting than the same workshop delivered to children from a more advantaged, high participation neighbourhood. The economic value of the output (the workshop delivered) would be the same, but the social weighting would modify the valuation to give the additional social value delivered (a socially modified economic valuation or ‘SMEV’). Some of the activities we are presenting here would almost certainly attract additional social weighting (such as, for example, the initiative with Chichester Stonepillow²⁴ to encourage and support homeless people to access to higher education.) However, within current project resources there was insufficient data to fully explore this possibility.

◆ The pro bono knowledge exchange and public service of university staff. As well as engagement through University events such as those recorded in the Higher Education-Business and Community Interaction Survey (HE-BCI), a fundamental aspect of how a University can impact on society is through the degree of interaction between its individual staff and the wider community – often described as ‘knowledge exchange’. There have been a number of studies seeking to highlight the range of interactions or ‘knowledge exchange’ activities taking place between staff in universities and outside bodies. There have been two major UK wide surveys of academics (Abreu et al. (2009) & Lawson et al. (2016)), which have shown that academic staff across all disciplines actively work with external organisations of all kinds, not only with business, but also with the public sector, government, charities and community groups.²⁵ The latter interactions are important to note because although ‘knowledge exchange’ has become a widely used and popular term in discussion of university external engagement, it still tends to be interpreted by policy makers in a very narrow sense relating to business, commercial and quasi-commercial relationships. This can be seen in the approach adopted and metrics deployed in the Research England ‘Knowledge Exchange Framework’, which is almost entirely focussed on interactions which have a

²⁴ <https://stonepillow.org.uk/stonepillow-clients-are-off-to-university/>

²⁵ See: Abreu et al. (2008) *Knowledge Exchange between academics and the Business, Public and Third Sectors* UKIRC; Lawson, C., Hughes, A., Salter, A., and Kitson, M. with Bullock, A. and Hughes, R.B. (2016) ‘Knowledge Exchange in UK Universities: Results from a Panel of Academics 2005 - 2015’, NCUB, London.

business purpose or financial flow attached.²⁶ This overwhelming ‘business’ focus can lead to many valuable interactions – in particular ‘non-commercial’ interactions which involve no payment to individuals or the university – being overlooked.

A further issue is that most of the surveys and studies to date have only considered the interactions of academic staff, ignoring any contribution from the very many other professional and support staff working in universities. The very limited data collected by the HEBCIS on ‘social, community and cultural engagement’ is a case in point; this asks for information on ‘academic staff time’ involved in the delivery of public events and ignores all other staff contributions. Few studies or measures consider a University ‘in the round’ with the capacity to have a major social and economic impact through all of its actions and all of its people.

In the course of this study, it became clear from talking to a number of Chichester staff that there are very many professional links with external organisations and individuals, particularly across local schools, arts and cultural organisations as well as partnerships with public agencies.

The individual interactions of University staff are all part of a wider interactive and engaged university culture, contributing to, and reinforcing, the University’s impact as a whole. In order to obtain a clearer understanding and a better picture of the reality of staff public engagement and ‘knowledge exchange’, we conducted an online survey of all University staff.

Aim of the survey and how it was conducted

The survey of all staff was intended to explore the extent to which University of Chichester staff are engaged in broader knowledge exchange of benefit to the community and society and to estimate the additional economic value being generated by such activity. Key features of the survey were that:

- **ALL** University staff were included. Non-academic staff make up the majority of staff in most UK universities²⁷. Many are highly qualified and highly skilled and their work can make a major contribution to how the University has an impact or is perceived outside the university.
- The survey explicitly did NOT seek information on commercial or remunerated business partnerships or any additional ‘outside’ work undertaken which was remunerated at normal market rates. Instead, the survey focussed on the ‘invisible’, non-commercial knowledge

²⁶ For more details see: <https://kef.ac.uk/about>. The KEF relies heavily on the data collected in the Higher Education Business and Community Interaction Survey and the metrics used are almost entirely based on interactions that have a business purpose or financial flow attached.

²⁷ The average for UK higher education is 48% academic, 52% Other staff (HESA 2017). For Chichester the ratio is 55% academic, 45% Other staff (University of Chichester Staff data for 2019/20)

exchange, which is often overlooked - precisely *because* there are no associated money flows.

‘Non-commercial’ knowledge exchange in this context is defined as activity undertaken by staff ‘pro-bono’, on an unpaid or nominally paid voluntary basis, and for which neither the individual nor the University receive payment. Such activity can include, for example, public sector or government advisory positions, which rarely attract more than a token honorarium or are expenses only. Similarly, although university staff are frequently approached by the media for expert views, the majority of media or ‘public commentary’ work is unpaid.

The survey was devised during autumn 2021 and was conducted online during a 3-week period in November 2021. The University’s internal communications department publicised it to all staff and invited responses from all categories of staff. The survey was anonymous, the responses being seen only by the consultants conducting the survey.

The survey asked staff to estimate the average amount of time (if any) that they spent in a typical year²⁸ on a range of voluntary unpaid or nominally paid external engagement and public service activities.

Key criteria were that the activity should be:

- Voluntary activity (i.e. not a compulsory part of the person’s paid job)
- Unpaid activity, or attracting only a token payment (honorarium/expenses)
- Linked to the individual’s professional standing or standing as a university employee (i.e. purely ‘hobby’ or leisure interests did not count)
- Involving non-academic audiences, organisations or individuals. This could include organisations with a mixed academic and non-academic membership (e.g. those intended to improve professional practice). However ‘voluntary’ activity with a primary ‘academic’ focus such as journal peer review or involvement with purely academic learned societies was excluded (as this could be regarded as routinely expected as part of an academic job, with the benefits primarily accruing within the academic world itself).

²⁸ The basis was a ‘typical year’ to acknowledge that the most recent year would be ‘atypical’, given the impact of the Covid Pandemic. Some additional questions were included to explore how far staff felt that the pandemic had affected interactions.

Survey responses

Respondent Characteristics

In total, there were 299 responses from across the University. This represented an overall response rate of 35%²⁹. Survey respondents were asked to identify the broad category of staff, which mostly closely fitted their position (e.g. Tutor, Lecturer, Professor etc. or Head of Department/ Manager/ Professional Services etc.) They then were allocated to three broad groups according to their identification of job role.³⁰ This revealed the response rate among different groups of staff. There were 287 useable responses (12 respondents chose not to identify their role and were omitted from the detailed analysis by staff category) and the overall response rate is shown in Table 8.

Table 8: Survey Response rates (287 useable responses against 2019/20 Broad Staff categories)

Staff Category	Number of responses	Estimated numbers of Staff(2019/20) in each category (Headcount)	Response rate
Academic Teaching & Research Roles	134 responses	470	28.5%
Professional & Management roles	42 responses	89	47.2%
Professional Services, Administrative & Other Support roles	111 responses	327	37.4%

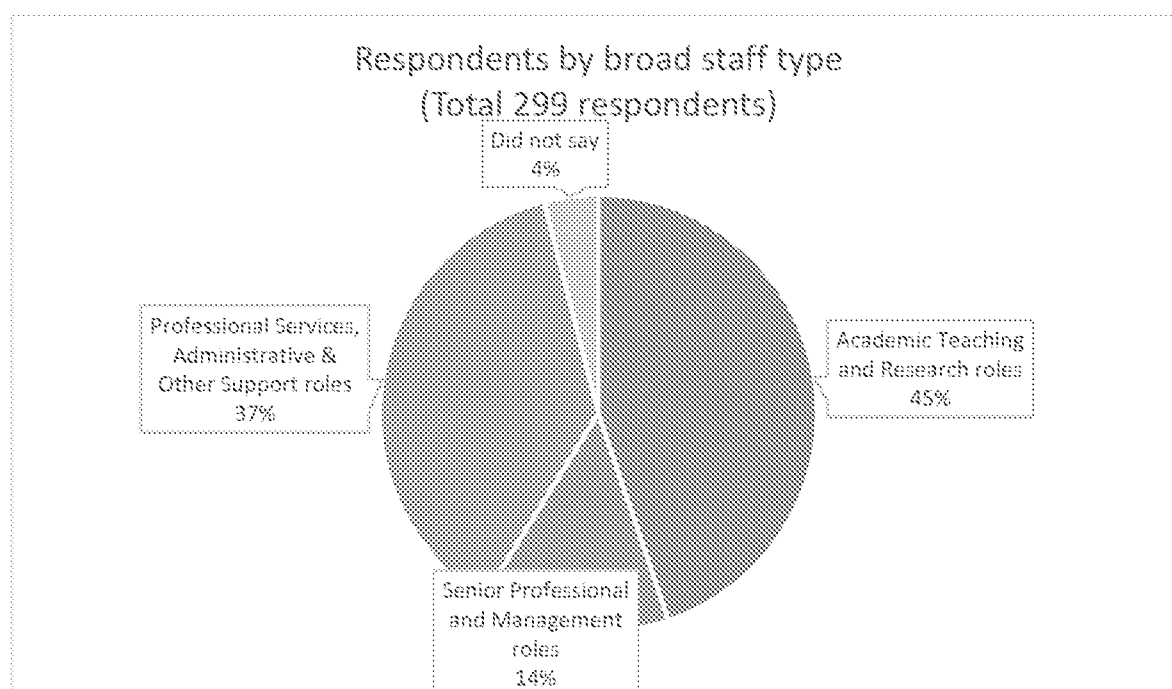
Source: Viewforth Analysis of staff survey

The largest number of responses received (134) came from academic staff. However, there was also a strong response also from staff in Professional Services, with 111 responses. A further 42 responses came from Professional and Management personnel, making up over 47% of staff in that group.

²⁹ Based on total headcount staff numbers of 856 (Staff data provided by University of Chichester)

³⁰ Academic Teaching and Research includes all those identifying as holding an academic teaching or research role. Senior Professional and Management includes Heads of Department, other Senior Managers and Professional Occupations. Professional Services, Administrative and Other support roles includes all other staff on non-academic contracts and a small number of 'other' types of roles. Total staff in each category was estimated based on University of Chichester staff data on broad occupational groups.

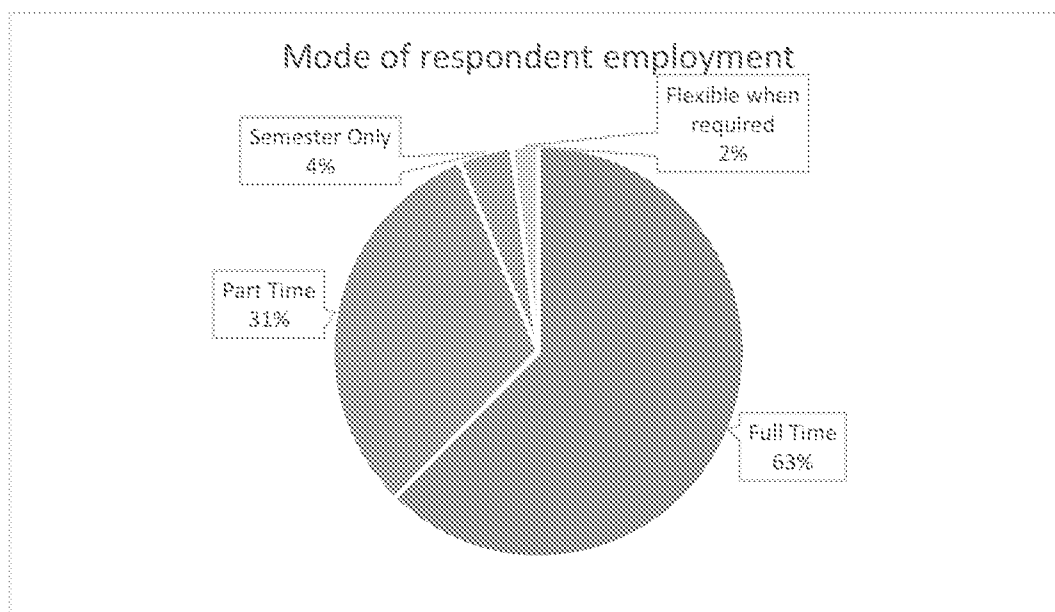
Figure 20: Respondents by broad staff group



Source: Viewforth Analysis of staff survey

Staff also indicated their mode of employment – whether this was full-time, part-time, semester only etc. The distinctive nature of the University of Chichester activity portfolio is that it engages a proportion of professional practitioners on a part-time or fractional basis – this is particularly notable in the Conservatoire with a number of practising artists, performers and industry professionals contributing to the degree programmes. In itself this indicates the University's extensive interaction with its host community, but also possibly adds an additional layer of complexity in consideration of non-commercial knowledge exchange activity viz. how much of this is related to the *University per se* rather than possibly being more associated with other parts of an individual's work. However, the very act of identifying as a University of Chichester employee in the voluntary survey return is an indication that the respondents felt there was a university-associated component to their voluntary activities. The overall proportions of different types of respondent is shown in Figure 21. The majority of respondents (179 of the total) were full time staff. This is equivalent to 29% of the staff FTE figure (613) for 2019/20.

Figure 21: Mode of respondent employment



Source: Viewforth Analysis of staff survey

Time spent on knowledge exchange and public service activities

Staff were asked to estimate the average number of days in a 'typical' year that they spent on a range of knowledge exchange and public service activities. They were given a range of possible options in 'bands' of time ranging from 'None', to 'less than 1 day'³¹, 1-5 days, 6-10 days, etc., through to 'more than 22 days.' In analysing the responses each response was allocated to the middle number in each band (e.g. if a respondent had chosen 1-5 days, 3 days were allocated). If someone had said 'more than 22 days', the upper limit of 22 days was used.³²

Activities were broadly classified into 6 areas:

- External policy or expert advisory activity/Board or Committee membership
 - This could include, for example, serving on the board of a charity or a local health trust, acting as an expert advisor to a government committee.
- Submitting expert evidence to external consultations
 - This included consultations at local, regional, national or international level.
- Giving public presentations to non-academic groups

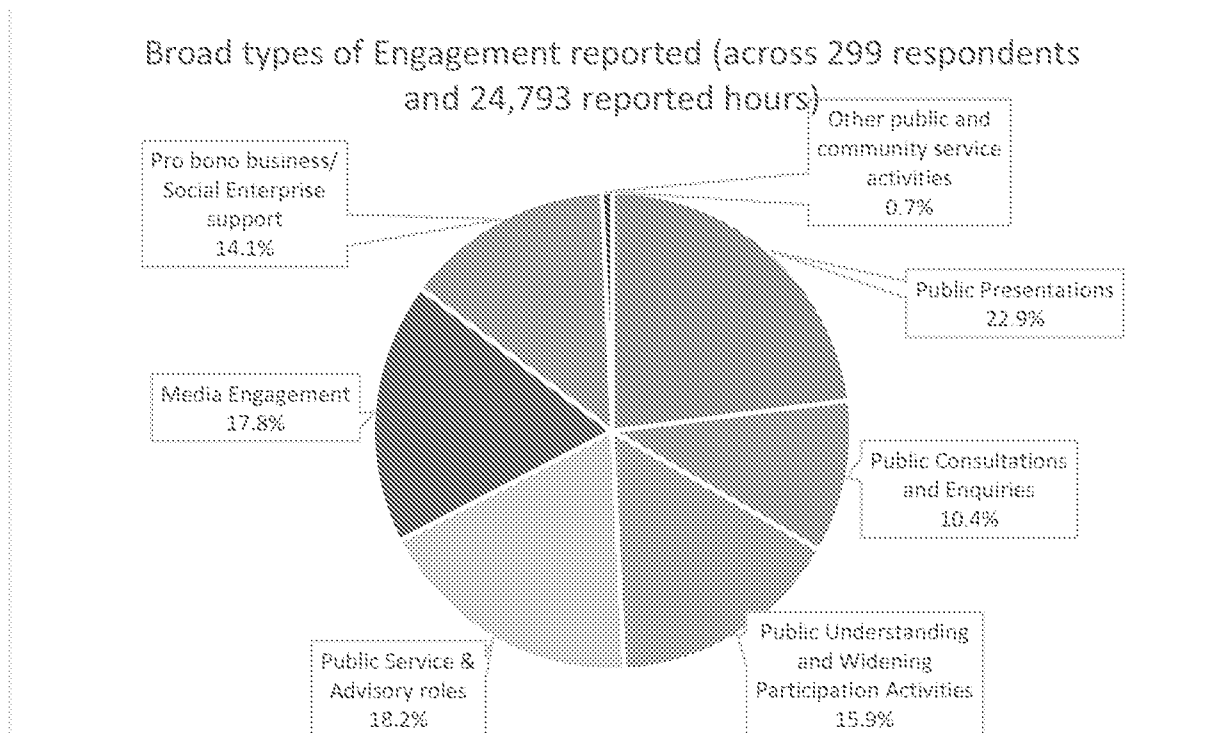
³¹ With one day being equivalent to 1 working day of seven hours

³² Taking 22 days as the 'upper limit' was a conservative approach - it neutralised the effect of the small number of responses which had extremely high estimates and which may have been the result of misinterpretation by the respondent (e.g. mistakenly including activities that were in fact part of their normal job, leading to an unusually high time estimate for additional activities)

- This included public lectures, talks to schools and other non-academic organisations.
- Contributing to Public engagement / public understanding / widening participation events
 - This included involvement in events such as the Festival of Social Science, National Science week, and events intended to broaden understanding of the university and its work or of particular disciplines.
- External media engagement
 - This included traditional print and broadcast media as well as social media.
- Collaborative working (pro-bono) with local business, community or charity organisations
 - This included working with social enterprises, businesses or local charities. The key point was that it was 'unpaid' involvement i.e. information-sharing and unpaid advice, not paid consultancy.

In total, an estimated 24,793 hours per year of voluntary knowledge exchange and service activity was reported by respondents. The broad categories of activity are shown below.

Figure 22: Broad Types of engagement reported



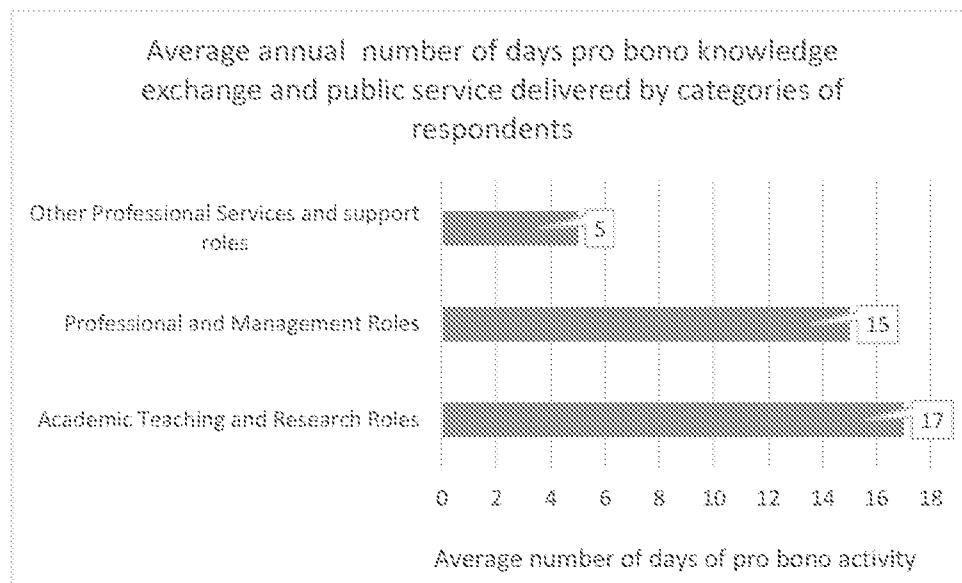
Source: Viewforth Analysis of staff survey

Of all the reported engagement, most time (22.9% representing 5,688 hours) was spent on giving public presentations to non-academic audiences. This included open public lectures and workshops, talks to school pupils, local community groups, business associations and charities. Other examples given included a range of cultural activities, including poetry readings, concerts, choral workshops and Dance masterclasses as well as talks to Church groups. Time spent (an estimated 4,519 hours, making up 18.2% of the total) on Public Service roles included staff involved in an extremely wide range of advisory positions. These included expert advisory activity for central and local government, for regional bodies (such as the Local Enterprise Partnership), charities, voluntary organisations and church groups. Extensive involvement with schools was also reported, with 28 respondents reporting serving on school boards both in West Sussex and other parts of the UK. Some staff were engaged at international level with advisory roles to international bodies such as the EU Commission or United Nations. 17.8% of time (4410 hours) was given over to media engagement, reflecting the significant role that university staff can play as sources of expert information for the wider public. This included contributing to articles for both local and national print media, giving broadcast interviews as well as using social media (such as open blogs on research and engaging in twitter for professional debate and knowledge dissemination.) 10.4% (2569 hours) of additional voluntary time was spent on responses to public inquiries and consultations – another facet of expert advice-giving. Public Understanding (of universities generally, of scientific or artistic disciplines, etc.) and Widening Participation Activity made up 15.9% of time (3938 hours) with 14.1 % of time spent on pro-bono business and social enterprise support, networking and developing links with local business organisations, social enterprises and charities. There were also additional public and community service activities not included elsewhere (an estimated 170 hours.) Examples of additional activities were working with youth and church groups and sports organisations as well as supporting students in volunteering activities.

Diverse levels of engagement

The levels of engagement varied according to different categories of staff. When the hours reported by each category of staff are averaged over all the respondents in each staff category, the comparative levels of engagement can be seen. Figure 23 shows the average number of days (assuming a 7-hour day) devoted to pro bono activity by different categories of staff.

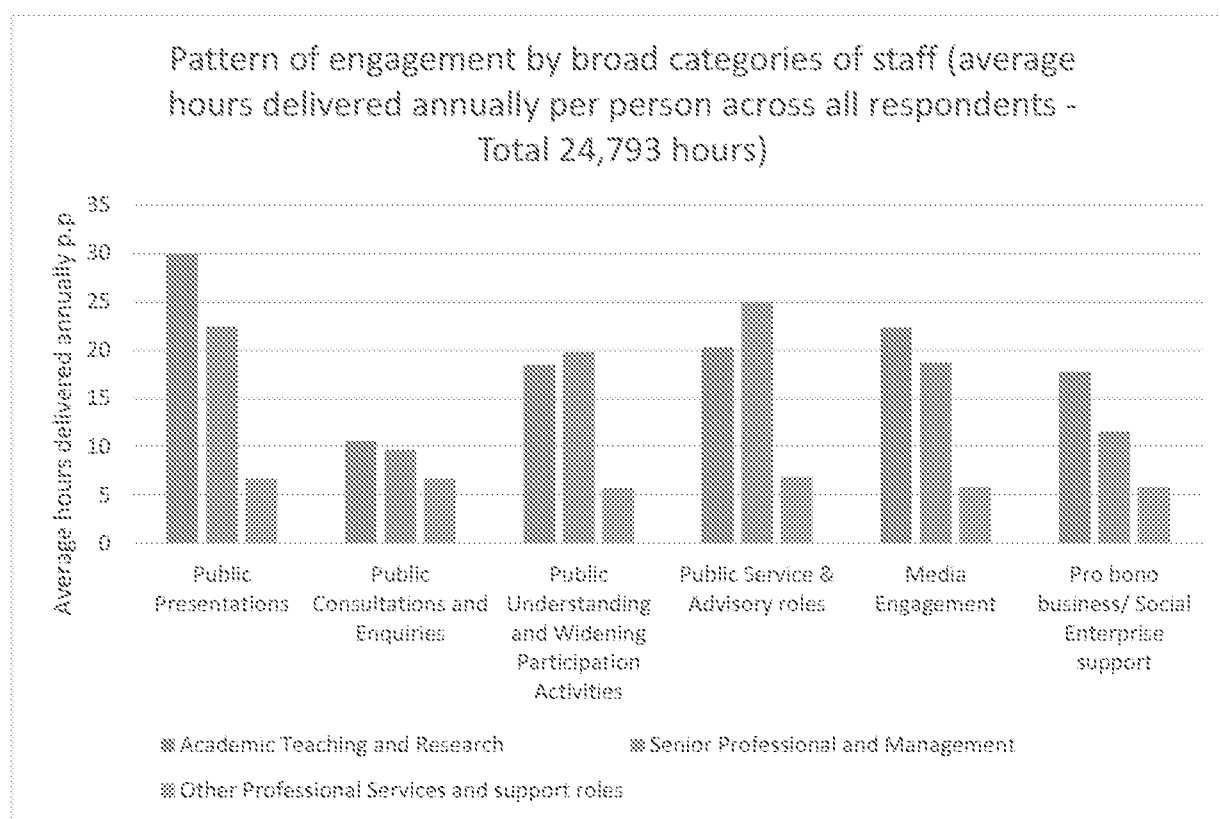
Figure 23: Average days of engagement by categories of respondents



Source: Viewforth Analysis of staff survey

The *pattern* of engagement also differed according to the different categories of staff. Academic staff contributed across all types with highest relative concentrations of time in making public presentations and media engagement. Professional and Management staff had highest relative concentrations in Public Service and Advisory roles as well as public presentations. Other professional services and support staff time was spread fairly evenly across all categories.

Figure 24: Pattern of staff engagement



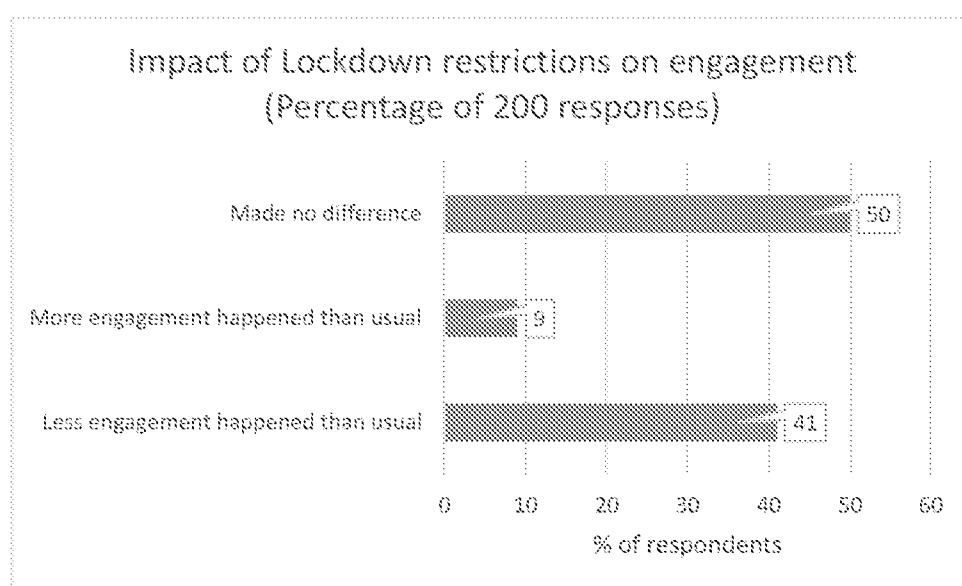
Source: Viewforth Analysis of staff survey

The 134 academic respondents reported 16,009 annual hours of external engagement and public service activities with all categories of academic staff active across the board. The 42 Professional and Management respondents reported 4,551 hours, with the 111 other Professional Services and support staff respondents reporting 4,233 hours.

Impact of the Covid Pandemic

The survey had asked for estimates of activity in a 'typical' year. However, we also wanted to explore views on the overall impact of the Pandemic (including periods of Lockdown) on staff pro bono knowledge exchange. Overall of the 200 responses to the question "Did Lockdown restrictions affect the engagement activities you would normally have taken in a typical year?", 50% said that it made no difference, 41% indicated that less was possible than usual and an interesting 9% reported that engagement increased.

Figure 25: Impact of Covid Lockdown restrictions on engagement



Source: Viewforth Analysis of staff survey

Of those reporting less engagement (80 responses) this ranged from around one third of respondents (32.5%) reporting up to 25% less, one third reporting up to 50% less, with the remaining third split between up to 75% less and more than 75% less. Of those reporting *more* engagement (18 responses) the majority (two thirds) indicated around up to 25% more with the remainder split between up to 50% more and 75% more.

In terms of a change in mode of interactions, the vast majority of respondents (64% of 194 responses) indicated that there was more online or virtual interaction. One respondent highlighted that the change in mode of interaction to online delivery meant that *more people were reached*, increasing the effectiveness of the activity in question.

30 % (of 193 responses) highlighted a change in the *content* of interaction — including widespread adaptation of content to online format , livestreaming and with a number reporting specific content being developed that was addressing Covid-related needs (e.g. training with an emphasis on safety, physical and mental wellbeing.)

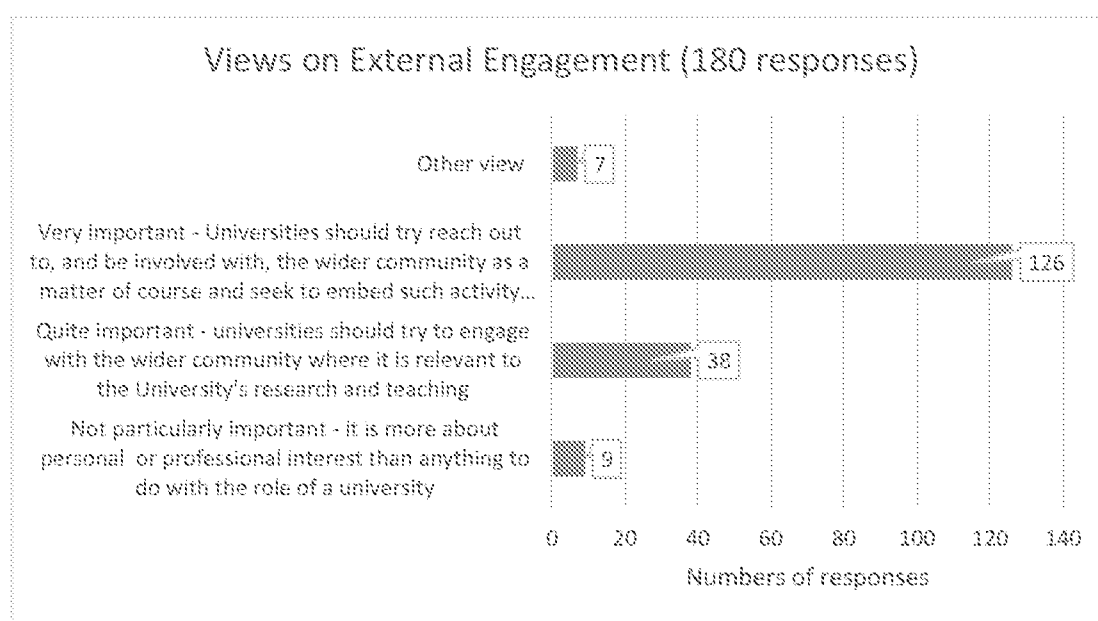
Attitudes towards external engagement

One question was included to gauge respondents' views on external engagement activity as part of the University's role in the community. There were 180 responses to the question, with a clear majority of respondents (70%) indicating that it was 'very important' and 21% viewing it as 'quite

important.’ Only 4% of respondents did not see it as being particularly important for the role of the University. Those expressing other views also considered it important but highlighted a need for university support for individuals to conduct external activity.

Figure 26: Respondent views on external engagement

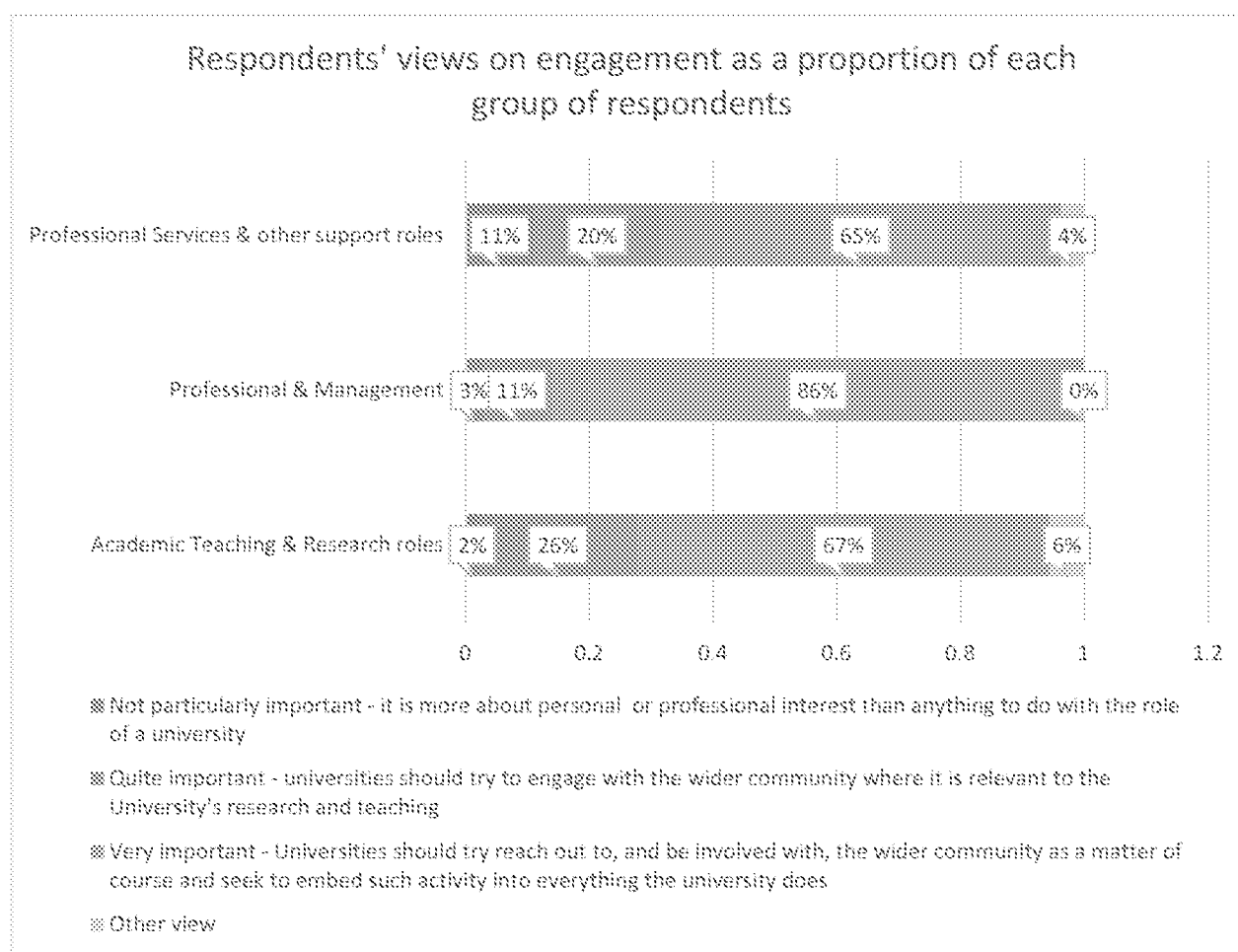
Do you feel external or public engagement of the type covered in this survey is an important aspect of a university's role in society?



Source: Viewforth Analysis of staff survey

There was not great divergence of opinion between the 3 broad groups of staff. The overwhelming majority (91%) regarded engagement as either a *quite important* or *very important* part of the role of a University in the community. Professional Services and Other Support staff were the most inclined to consider it as not particularly important (11% of respondents in that staff group) with only 2% of the Academic Teaching and Research staff group regarding it in that light.

Figure 27: Respondent views on engagement by broad staff group



Source: Viewforth Analysis of staff survey

Economic value of external engagement delivered

The survey had collected data on the hours delivered by staff on unpaid 'pro bono' activities undertaken on a voluntary basis. Because it is unpaid and therefore 'unpriced', this type of activity can tend to be less visible and risks being 'undervalued'. However, although there is no financial value associated with this work, there is still an economic value to society of the hours of additional service delivered.

To estimate the value generated by the hours of additional engagement, a process of 'shadow-pricing' was undertaken. This involves applying an 'economic' price to the output hours delivered. In this case, we chose the **market value of staff time** as reflecting the economic value delivered. To estimate the 'market value' of staff time we applied an 'economic price' equivalent to the estimated fees that University staff could plausibly command in an external consultancy market place. We did not have detailed information on the relative degree of seniority of a number of roles but relied

largely on the job title descriptors to impute a range of levels. This meant that some differentiation was possible among the Academic and Teaching staff roles as the relative seniority is in some case self-explanatory (e.g., Professor is clearly more senior than 'Research Assistant'). However it was not possible with all of the Professional Services and other support staff, for whom we needed to assume the same basic 'charge-out- rate' across the board.

Table 9: Assumed Shadow Price rates for University of Chichester staff time

Group One: Academic Teaching and Research roles	Assumed Per Diem 'market' rate £/day	Equivalent rate per hour £/hour
Professor	950	136
Reader	800	114
Senior Lecturer	700	100
Lecturer	550	79
Associate Lecturer/Link Tutor	500	71
Research Assistant	450	64
Group Two: Senior Professional and Management Staff		
Head of Director of Department/Institute	950	136
Academic Manager	700	100
Professional Services Manager	550	79
Group Three: Professional Services and other support roles	425	
Average across all respondent roles	425	61

Source: Viewforth Analysis

Market Prices

The assumed market prices were derived from tacit knowledge of the business consultancy market. Some highly specialised Professors could conceivably command considerably more than £950/day, however not all Professors would be able to do so. Non-academic Senior Management would be on a par to most Professors. Overall, staff holding an academic position would tend to command a higher rate than professional services staff due to their generally higher qualifications. In the absence of more precise role-grading information the above assumptions are broad brush but we are comfortable that overall they are plausible estimates of potential 'charge-out' rates.

Economic value generated by the sample activity

We then applied the shadow prices to the corresponding categories making up the broad staff groups. This enabled an overall 'average' shadow price for each staff group to be derived and applied to the total hours for that group.³³

Table 10: Economic value of hours delivered by the responding population: market rates

Staff Category	Number of staff	Annual hours of engagement delivered	Economic Value £
Academic teaching and Research Roles	134	16,009	1,552,873
Professional and Management Roles	42	4,551	455,874
Professional Services and Other support roles	111	4,233	258,213
Total	287	24,793	2,266,960

Source: Viewforth Analysis

As Table 10 shows, using market rates, the estimated economic value of the hours of external and public engagement delivered by the survey respondents over the course of one year came to **£2.27 million**. This is the **imputed economic value** to society of the additional unpaid (pro-bono) knowledge exchange and public service delivered by University of Chichester Staff respondents. Based on time alone this pro bono work is equivalent to 708 extra working weeks or c.16 Staff FTE per year.³⁴

As we have previously highlighted, the survey attracted an overall response rate of c.35%, which is very good for a voluntary survey. However, in surveys of this nature there is always a risk of 'response bias' where those responding may not be representative or typical. Grossing up to the whole staff population therefore from the survey respondents could easily lead to an 'over-stating' of the relevant activity, particularly if the survey has only attracted those who state they are actively engaged. With this survey, we sought to reduce the impact of response bias by stratified sampling of different staff categories as far as possible. We also explicitly encouraged staff to submit a return even if they did not think the survey would apply to them or if they did not think, they had anything to report. This is evident in the results where respondents felt comfortable clearly indicating where they did *not* engage in the activity concerned. Indeed, for every question a clear majority of staff gave a 'null' return i.e. stating they did *not* undertake this type of engagement. This is shown below. (As well as where no activity was reported, we assumed that where a question was skipped, it meant

³³ For reference, the 'group' shadow prices derived came to £97/hour for Academic Teaching and Research roles, £100/hour for senior Professional and Management and £61/hour for Professional Services.

³⁴ Based on a 222-day working year.

that respondents did not think it was relevant because they did not undertake that activity. Hence, every skipped question was also considered a 'null' return).

Table 11: Respondents indicating 'no activity'

	Total Responses to Question	No Activity Reported	Skipped question	Total 'non-active' responses (Null returns plus skipped Question)	'Non Active' responses as proportion of all 299 responses	'Active' responses as a proportion of all 299 responses
Giving public presentations to non-academic groups	248	131	51	182	61%	39%
Submitting expert evidence to external consultations	221	169	78	247	83%	17%
Contributing to Public engagement/public understanding/widening participation events	211	110	88	198	66%	34%
External policy or expert advisory activity/Board or Committee membership	204	127	95	222	74%	26%
External media engagement	203	113	96	209	70%	30%
Pro Bono working with local business, community or charity organisations	200	120	99	219	73%	27%
Other Public and community engagement (not included elsewhere)	40	26 (comments only, no time reported)	259	285	95%	5%

Source: Viewforth Analysis of Survey returns.

We made an experimental calculation of what the values might look like if we grossed up to the entire Headcount Staff population against the three broad staff groups (assuming the entire university staff population behaved in the same way as the respondents in each respective staff group.) This resulted in an estimated 71,458 hours, equivalent to 45 staff FTE and c. £6.7m in economic value. However, we do not feel the stratification of staff was sufficiently fine-grained for grossed up results to be entirely reliable. This is particularly true of the Professional Services staff category where those responding are likely to have been the more senior staff and the respondent patterns of engagement are unlikely to be uniform across all professional service occupations and grades.

What is beyond doubt, however, is that the survey has shown a significant amount of previously 'invisible' pro bono knowledge exchange and public service being delivered by university staff. **On the reported activity alone**, it shows that at least 14% of university staff are engaged in additional unpaid engagement (the 117 respondents reporting involvement in public presentations make up c. 14% of all Chichester staff) and that they effectively donate the equivalent of 3,542 working days to supporting the wider community every year.

◆ The economic value to the community and society of the University's programme of public and cultural events

All Universities, including Chichester, frequently host a wide range of events - lectures, workshops, and public performances that are often made available free of charge or with nominal or modest participation fees. Some are explicitly part of a public engagement programme, others are an integral part of University teaching and research – where making events open to the public (whether for the public generally or targeted at particular groups) – is an indication of the university embedding engagement into its core activities. Many such events (such as those in Performance Arts) involve students as well as staff.

However, this tends to be an aspect of university engagement that is 'underplayed' in discussions of knowledge exchange and community engagement. Where events have no – or minimal - financial flows attached, or are undertaken with a view to meeting broader social and economic aims rather than as financial 'income-generating' activities, there has to date - across the UK - been no specific need or requirement to collate comprehensive data on such activities. This means that the full economic and social value generated will not be apparent. However, where data exist on activities delivered and participant numbers, it is possible to estimate the additional value being delivered by the University through its public event and wider engagement activities, value which is *additional* to that associated with its 'core' teaching and research. In some cases, for example Performance Arts events which are

produced by students as part of their degree programme, involving the wider public audiences in the productions are an indication of the University leveraging maximum social and community value from its activities in the course of conducting its core business.

To illustrate this, we examined the data available on University of Chichester in the Higher Education Business and Community Engagement Survey (HEBCIS), which is the only UK-wide data source on any aspects of university knowledge exchange. The HEBCIS is a UK-wide survey of higher education institutions, it was originally a stand-alone survey conducted by the Funding Councils, but is now operated by HESA. It collects data on a limited range of so-called 'third stream'³⁵ activity at UK Universities, including financial flows from consultancy and continuing professional development activity. There is a short section relating to 'Social, Community and Cultural' interactions. It has to be acknowledged that HEBCIS is a fairly basic dataset, with significant limitations. Where it collects data linked to financial flows (such as on consultancy, contract research or IPR income) HEBCIS is more reliable as these are relatively easy-to-define activities and, given they have financial flows, University Finance Offices will keep track of these. However its section on 'Social, Community and Cultural interactions' has not been updated or amended since the survey's first introduction around 25 years ago and there are no clear definitions as to what interactions should be included or excluded. This 'freedom of interpretation' has led to a large degree of inconsistency across universities as to what is or is not included (this is particularly marked when it comes to how to categorise online interactions- which were not even imagined when the survey was first compiled.)³⁶ Therefore, HEBCIS data needs to be treated with some caution and its interpretation should preferably be supplemented by additional data. We were fortunate in this analysis in that the University of Chichester was able to make available to us a set of comprehensive Box Office Records from its Conservatoire, which provided detailed evidence in relation to Performance Arts. Discussions with Conservatoire staff also enabled us to develop a good picture of the extensive set of public performances that are part and parcel of the student programmes, assessed as part of degree courses. This added reassurance as to the robustness of the overall HEBCIS data set for Chichester, as Performance Arts figures made up a large part of the figures reported to HEBCIS.

Economic valuation of the University's public events programme

³⁵ 'Third Stream' is a term frequently used to describe 'external engagement' activities of universities, with both businesses and the wider community, on the assumption that external engagement is a 'third mission' of universities, sitting alongside – but somehow separate from – teaching and research. However where a university's external engagement becomes increasingly embedded within its core activities, as appears to be happening at the University of Chichester, the terminology 'Third stream' becomes less appropriate.

³⁶ The survey was first devised by researchers at the University of Newcastle CURDS unit. It was pioneering in its day, and the same researchers produced the excellent, seminal, report for CVCP *Universities and Communities* (Goddard, Charles et al, CVCP 1994). However, there is a clear case for HESA or Research England to invest in a comprehensive updating of the survey.

Firstly, it should be noted that with the onset of the Pandemic in 2019/20, the reported university programme of events was truncated, as face-to-face events could not take place in the last part of the academic year. To obtain a more representative picture of the University's open social, cultural and educational events, we therefore took average attendee figures for different events from the three years of data from the academic years immediately preceding the onset of the pandemic (i.e. 2016/17, 2017/18 and 2018/19) to make a 'composite year.'

There were two main sources of data that we drew upon in the following analysis:

- Box Office information from the Conservatoire. The Conservatoire keeps extensive box office records of the public performances that it hosts, not least in order to comply with PRS regulations.
- The data on social, cultural and community events that the University reports to HESA each year through the Higher Education Business and Community Interaction Survey (HEBCIS).

HEBCIS categorises 'Social, Community and Cultural' interaction data into four main groups:

- Public Lectures;
- Performance Arts
- Exhibitions/Galleries
- Museum education

There is also a general 'Other' section. Chichester reported a relatively modest amount of interaction associated with 'Museum Education'. Therefore, for our analysis any Museum Education activity was included within the 'Exhibition/Gallery' section.

In total, the data showed around 32,200 attendees at University events in the course of the 'composite' or average year. The majority of participants (around 59%) were involved in events to which access was free of charge. Where a charge was made, it was most often in relation to a Performing Arts Event (e.g. dance, theatre or film or some high profile public lectures.) The rates were relatively low, with a 'full rate' in 2020 typically being around £8-£12; the 'full rate' also sat alongside concessionary rates, indicating that entry prices were more in the way of a contribution to costs rather than being a 'market rate.' In order to make an estimate of economic value delivered therefore it is not possible to rely on the 'box office prices'. This is because, being largely 'non-market' prices, these do not reflect the full value of the programmes being delivered.

The value of audience time as an indication of economic value

Our approach was to use the 'time-cost' method to estimating the output value generated. This is based on the assumption that even where no formal entrance charge is required of event participants, there is

still a 'price' to participation in the event, as participants must find the event sufficiently valuable to be willing to spend their time.

Using the value of time in economic valuations is common in transport appraisals (time spent or time saved by different modes of transport) and is known as the Travel Cost Method (TCM).³⁷ A variant of this has also been applied in the Outdoor Recreation Value Tool (ORVAL)³⁸ to assess the value of visits to public green spaces in England.

It is an approach increasingly adopted in cultural valuations. The recently published DCMS Culture and Heritage Capital Evidence Bank³⁹ has identified and reviewed a number of alternative 'values' that have been used in a range of studies of Museums, historical sites, gardens etc. with examples of per visit values ranging from £7.29 (a Museum) to £16.12 (historic battlefield), to £22.12 (Botanical gardens.)

For the current analysis we have used a value of £13.60 for each hour of leisure time spent, based on research by Verbooy et al (2018). *Time Is Money: Investigating the Value of Leisure Time and Unpaid Work*.⁴⁰

For the purposes of valuation, we assumed that:

- All participants were using their leisure time rather than working time.
- Those attending public lectures spent around 2 hours in total (1 hour at the lecture and 1 hour travelling time.)
- Attendance at a Performance Arts event involved 3 hours (typically 2 hours at the event and 1 hour travelling Time.)
- Visiting an Exhibition took 1 hour (typically 20 minutes in the Exhibition, 40 minutes travelling time.)⁴¹
- The majority of attendees were adults. Audiences for some events, particularly performance events such as Musicals, will however almost certainly have included some under-18s.

Discussion with University staff involved in the Musical Theatre productions (in particular

³⁷ The Department for Transport has also published assessed values for use in Transport Construction projects (The DfT Transport Appraisal Guidance 2020 value of one-hour non-work time spent on travel is equivalent to £7.21.)

³⁸ <https://www.leep.exeter.ac.uk/orval/>

³⁹ <https://www.gov.uk/government/publications/rapid-evidence-assessment-culture-and-heritage-valuation-studies>

⁴⁰ Verbooy, Kaya & Hoefman, Renske & Exel, Job & Brouwer, Werner. (2018). *Time Is Money: Investigating the Value of Leisure Time and Unpaid Work*. Value in Health. 21. 10.1016/j.jval.2018.04.1828. Verbooy et al recommended a WTP figure of €16 per hour. We have converted this to GBP and updated in line with the CPI to arrive at a 2020 equivalent of £13.60.

⁴¹ 20 minutes was the average time noted for exhibition visitors (regardless of type or size of exhibition) in an overview study of exhibition visitor behaviour (Serrell, B: 1997.)

those held at the Alexandra Theatre in Bognor Regis) suggested that some productions were attractive to families.

- To make some allowance for this , therefore we assumed that for:
 - Public Lectures, Exhibitions and Museum Education events: 90% of the audience were adults with 10% young people between the ages of 14-18.
 - Performance Arts Events 80% Adults: 15% 14-18 year olds and 5% under 14s.
 - ‘Other’ events were assumed to be predominantly face-to-face seminars and workshops and were treated as for public lectures in both audience composition and time spent.
 - Time spent by those aged 14-18 was ‘equivalised’ to that of adults with the economic value of 1 hour of a young person’s time deemed to be equivalent to 0.3 of an adult’s time and one hour of time of those under 14 deemed to be equivalent to 0.2 of an adult’s time.⁴²

The outcome valuation is shown below:

Table 12: Estimated Value of University of Chichester centrally recorded social and cultural events open to the public

	Attendee Numbers	Estimated Attendee Hours	Total Value of Attendee Time Spent⁴³ £	Economic value generated £
Public lectures	2823	5646	71,411	71,411
Performance arts (Music, dance, drama etc.)	16166	48498	563,935	563,935
Exhibitions (including museum education events)	10719	12327	15,5910	155,910
Other activities (Predominantly workshops and seminars)	2511	2511	317,59	31,759
Total	32219	68982	823,014	823,014

Source: Viewforth Analysis 2021

⁴² Using the weightings suggested in the HM Treasury Green Book and used by the Department of Work and Pensions for equivalisation of household income levels to take account of households with children.

⁴³ If the entrance fee had been a full market rate, only the entrance fee would be used as it would be assumed that the participants had accounted for the cost of their own time in deciding that the market fee was ‘worth it’ to them. Where rates are ‘non-market’, however, this cannot be assumed. The value of time spent has been adjusted for the assumed participant/attendee age range.

This analysis resulted in an estimated economic value generation of over £823K. As no additional information was available on the socio-economic characteristics of the audiences involved, there was insufficient information to make a judgement on where additional social value might be generated. For instance, if an event was designed to attract audience members from socially disadvantaged groups, the numbers of audience members participating from those groups could legitimately attract a high social weighting, which in turn would give a higher value to the activity (through a socially modified economic valuation.) However, there was insufficient data to be able to do this with confidence.

Increased reach through online streaming

The Covid Pandemic has had an observable impact on many university activities – in particular a rapid move to online delivery of a considerable proportion of teaching. As we have seen from the earlier responses to the staff survey, it has also affected engagement. For the Conservatoire, where students are required to develop their skills to deliver public performances to a high standard, the inability during Lockdown periods to hold public performances was a challenge. To date, even when the theatres and other venues have reopened to the public, audience numbers are inevitably limited through the need for social distancing, together with a hesitancy on the part of potential audience members (particularly older people), to venture into a public venue again. This has been partly addressed by making performances public, where possible, through livestreaming on the internet. In this way, students are still required to prepare and deliver high standard performance, albeit in a slightly different way. The University was able to provide some initial data on the reach of livestreamed performances – recording of this data began in the academic year 2020/21.

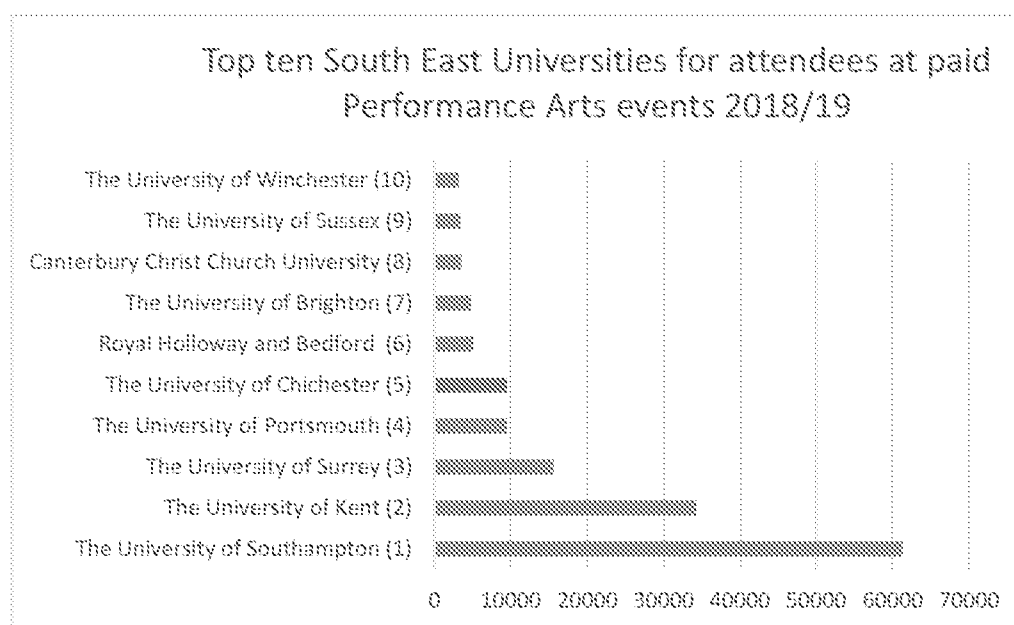
This indicated 27,850 views and downloads for 47 different Performance Arts Events – predominantly Concerts and Musical theatre Performances. This volume of engagement could potentially be valued along the same lines as the previous physical (face-to-face) engagement instances. However not all of these performances were totally open to the public (for example, where PRS permissions were not forthcoming – these are more complicated with livestream performances) and hence the online streaming figures do not currently lend themselves to evaluation of wider societal value. However, it is worth noting that one livestreamed show which had full permissions (*Guys and Dolls*) for free livestream attracted 9,388 viewers. This shows the potential for significantly increasing university engagement through the internet, which will be worth considering in the future.

Comparison with other Universities

As we have previously discussed, using HECIS data for general comparisons of social cultural and community interaction across Universities is problematic, as the lack of clear activity definitions in the dataset means we would not always be comparing like-with-like. However, the single element of the HECIS data which is amenable to inter-university comparison is that relating to chargeable Performance Arts events. This is because these are ticketed, with a money flow (however nominal) attached – hence the records are likely to be robust and the definition of a chargeable Performance Arts event is likely to

be interpreted in much the same way by all universities. It is interesting to note, therefore, that comparing Chichester to all of the other 16 South East Universities , it has the fifth largest number of paying attendees at its Performance Arts events (Bearing in mind, again , that the University of Chichester is the smallest university in the South East.) ⁴⁴ This can be taken to reflect a specialisation in cultural engagement. This may not be surprising, given the University's portfolio of academic disciplines, especially the work of the Conservatoire. However, it is evidence of the University's strength in engagement that may benefit from wider emphasis.

Figure 28: Top ten South East Universities for attendees at paid Performance Arts events



Source: HEBCIS 2018/19

- ◆ Investment in Human and Social Capital – supporting skills and innovation across West Sussex and beyond

A fundamental element of the University strategic plan *Open to Change* is the recognition that the university has a key place as an ‘anchor institution’ in West Sussex, helping to attract and retain investment in the county as well as forming a core element of the County’s economic, social and cultural infrastructure. As the only University in West Sussex, the University has a vital role to play in supporting skills development and innovation in the county and in the wider Coast to Capital area.

⁴⁴ The data for the year 2018/19 is used, as this is the last full year prior to the Covid Pandemic

The University's work is of importance to a number of the Coast to Capital economic priorities. These include the creation of skills for the future (supporting student and graduate employability and skills as tomorrow's professionals), pioneering innovation in core strengths (including, for example, the Universities work in the Creative industries and the establishment of the new Design and Engineering Park in Bognor Regis.)

The West Sussex County Council Economic Growth plan also acknowledges the importance of the university's role, particularly in rebuilding resilience after Covid and in helping to recover the potential 'lost generation' of young people whose education has been disrupted by Covid.⁴⁵

The University is represented on the board of the Coast to Capital LEP and was also consulted as a partner and stakeholder contributor to the West Sussex County Council Economic Growth plan.

A central theme of the University's strategic plan is to ensure its academic provision is aligned to regional needs – not only economic, but also social and cultural. We have already seen that there is evidence of the university 'punching above its weight' in provision of a wide range of services and support for business. University staff are using their expertise in a very wide range of ways to support the wider community and the university is actively engaged in supporting the cultural and creative vibrancy of the region.

All of these activities are consistent with the University's fundamental values and historical traditions of breaking down barriers to education in its host community. The following examples show the University as profoundly embedded within its host community and dynamically responsive to new and emerging needs.

o Initial Teacher Training and working with schools across the region

The University's heritage in teacher training is substantial, going back to the 19th century through its predecessor institutions and has become one of the foremost providers of teacher education in the South East. As a result its reach and influence across the region is significant. It has established partnerships with over 400 Schools across the South East, which offer placement experience and mentoring for university students.

Every year around 300 graduates of its initial teacher training programmes progress to schools across the region and its alumni can be found in every part of West Sussex and beyond. The University's rich legacy of teacher education experience led it to become the sponsor for the University of Chichester Academy

⁴⁵ <https://www.westsussex.gov.uk/about-the-council/how-the-council-works/partnership-work/economy-reset-plan/>

Trust. Established in 2012, the University works with 14 primary schools across West Sussex, Portsmouth and Hampshire as part of the Academy Trust, providing access to resources and subject expertise.

The Trust Central team is employed by the University and a number of University staff are active Trustees. The University provides ongoing practical and professional support

The ethos of the Trust is to promote aspiration and inclusivity, supporting Academy teachers in driving up pupil achievement and standards of education to transform life chances for pupils.

The Trust is building on the University of Chichester's reputation, experience and heritage of breaking down barriers to education and reflects the University's commitment to raising educational achievement and skills development at all levels across the region.

- Expanding opportunities through Lifelong Learning and Widening Participation initiatives

The University's commitment to breaking down barriers to education extends across the board, from primary school to mature students, particularly those who have missed out first time round. It is a core member of the Sussex Learning Network (SLN), which involves higher education institutions, FE Colleges and training providers together with local authorities and enterprise agencies. The Network coordinates a range of outreach and access initiatives intended to support lifelong learning. It has formal partnerships with Chichester and Crawley Colleges to promote joined-up approaches to a continuation and streamline paths to higher education. The University has developed formal 'Learner progression frameworks' with fifty schools and colleges across Sussex, Hampshire, Isle of Wight and Dorset, prioritising those with a legacy of pupils and students from areas of income and education deprivation. An example of the many ways in which the university seeks to bridge the gap into higher education for mature students from disadvantaged backgrounds has been the pioneering development of a 3 month 'Bridging Module' to support mature students with no or few prior qualifications to gain access to the university's degree programmes.

Developed by staff in the Department of Childhood Education and Social Work, the distinctive nature of the Bridging Course, which differentiates it from other general access and foundation courses, is that it is designed to be flexible and adaptive and can be tailored to the needs of specific disadvantaged groups. The 'co-creation' element of the course, enabling participants to draw on and use their own life experience to progress on their learning journey, helps build confidence and maximises the chances of ongoing engagement.

Those people successfully completing the course are eligible for entry to a number of the university's degree courses. Others engaging with the course, but not heading for higher education, are supported into a number of other positive choices including adult education courses, volunteering opportunities and employment. Students who have completed the bridging course have gone on to a range of degree courses at the university, including Fine Art, Outdoor and Adventure education, Mechanical Engineering, Creative Writing and Psychology.

The success of the course has been demonstrated through its application with groups of homeless people. Working with the local charities Stonepillow and Bognor Housing Trust, the bridging course was designed as a 12-week programme 'From Adversity to University'. To date over 23 Stonepillow residents have accessed the bridging module and the first former Stonepillow resident and alumnus of the Bridging course is due to graduate from the university in 2022.

Working with the charity *The Sanctuary* in Chichester, the module has also been adapted for refugees and asylum-seekers. There is ongoing work to develop the course for care-leavers and to support them into apprenticeships and social care.

In 2021, the University, as part of its role in the Civic University Network, sought to share its experience and lessons learned by releasing a toolkit for other universities who wish to explore or adapt the bridging course approach for other groups.⁴⁶

- Developing the Health and Care Workforce: The new school of Nursing and Allied Health

There has been an increasing shortage of Nursing and healthcare workers in the region for a number of years. Pre-pandemic, there were around 41,000 estimated Nursing Vacancies across the NHS in England.

⁴⁷ The South East of England had an estimated 11.3% of Nursing vacancies compared to the average of 10.7% in England as a whole.⁴⁸ There has consequently been a policy priority to increase the supply of trained nurses and health care workers. The pandemic has exacerbated this position. In West Sussex, the County Council has highlighted that the area is under increasing pressure not least because it has a higher proportion of over 65s than other areas, leading to greater health care demands. ⁴⁹

⁴⁶ <https://upp-foundation.org/adversity-to-university-pioneering-project-to-inspire-universities-to-create-opportunities-for-the-homeless/>

⁴⁷ https://www.health.org.uk/sites/default/files/upload/publications/2019/A%20Critical%20Moment_1.pdf
The Health Foundation E critical moment: NHS Staff Trends, retention and attrition (Buchan et al 2018)

⁴⁸ House of Commons Parliamentary Briefing CDP-2020/0037 (2020)

<https://researchbriefings.files.parliament.uk/documents/CDP-2020-0037/CDP-2020-0037.pdf>

⁴⁹ West Sussex Economy reset plan (2020)

As part of its strategic response to regional needs the University new School of Nursing and Allied Health care opened in 2021 with an immediate registration of 38 students and plans to rapidly scale up. It is based in a new purpose-designed training facility developed in collaboration with University Hospitals Sussex NHS Foundation trust and other healthcare providers. The Coast to Capital LEP supported the initial building infrastructure development – in recognition of healthcare being a critical component for a flourishing economy.

An important and distinctive feature of the new Nursing and Allied Health School is that it is focussed primarily on recruiting students from the immediate local area, including mature students, returners to the labour market and people seeking to retrain from other careers. Such students are more likely to be retained locally and this increases the chances of developing a regular flow of new qualified professionals into the local NHS and Care Homes around the county. Access pathways are being developed with the Chichester College Group and others and the course has been designed keeping in mind the need to remove barriers to progress, which can include the need, for example, to provide placement opportunities within reasonable distance of a student's home. 87% of the first year's intake are mature students, with around 70% from West Sussex.

Partnership working is key to success of the School, with a core need for practice placements within travelling reach, (Nursing students are required to complete 2300 hours in practice placements during their course) and the University has nurtured relationships with all of the NHS Trusts in Sussex and Hampshire as well as with Care Homes across the region.

Section Six: Reflections

This study report has highlighted some of the many ways in which the University of Chichester is making an impact on the wider community and generating economic value. It has shown that as a large organisation in itself, the university is of significant importance within the West Sussex economy, in particular having a positive impact in the areas immediately surrounding its two campuses in Bognor Regis and in Chichester. In the 2019/20 academic and financial year, 574 jobs in the Bognor Regis Area (Arun Council area) were dependent on the Universities activities, with 1217

jobs in Chichester generated by the university. 856 of these jobs were in the University itself but the other 937 jobs were created in other businesses and industries through the supply chain. Additional jobs were generated in other parts of West Sussex, the Coast to Capital LEP area and in the rest of the South East.

The University has made it part of its core strategy to continue to develop its role as an integral part of the West Sussex economic, social and cultural ecosystem, working with private, public and third sector partners to respond dynamically to the County and wider region's needs. It provides a wide range of services to support businesses, including SMEs and micro businesses, through its Business Hot House programme⁵⁰ and is engaged in region-wide initiatives to stimulate innovation. We have seen evidence from HEBCIS data that the University 'punches above its weight' in a number of services for business.

In line with its core educational mission and heritage, it continues to strengthen its engagement with, and support for, schools across the South East as well as developing outreach and access programmes to widen participation in higher education for disadvantaged groups. It is a source of cultural vibrancy, with over 32,200 attendees at University public cultural and educational events each year. To put this into context, 32,200 is the equivalent of 15% of the entire working age population in Chichester and Arun together.⁵¹

University staff deliver a substantial amount of additional pro bono knowledge exchange and public service in the community every year, with an estimated economic value of at least £2.27million.

Overall, while this report could only highlight some of the ways in which the university contributes to the economy and society (there are many more aspects of university activity that could not be covered here), it presents a solid baseline picture.

⁵⁰ <https://www.chi.ac.uk/collaborate/business-hothouse/>

⁵¹ Working age population of the two Council areas together is 209,500 (Nomis 2020). The overall number of attendees is likely to include 'repeat participants' so this does not necessarily mean 32,200 separate individuals attending. However, this comparison gives an impression of the scale of reach.

Appendix One: Data Sources and Methodology for Modelled Impact Analysis

Data used included information relating to the University's income and expenditure, staff and student numbers from Higher Education Statistics Agency (HESA) data for 2019/20, supplemented by more detailed information on finance, staffing and student numbers by domicile of origin provided by the University of Chichester itself. Other data sources included the Office of National Statistics labour market and economic data (including NOMIS⁵² and other official data such as the International Passenger survey, strategy documents from the Local Enterprise Partnership and the local Councils and a number of University of Chichester's own published documents such as the Annual Report and Financial Statements.

Impact on the UK and South East Region was modelled using the Viewforth Consulting input output model of the UK with a regional extension (using location quotients) for the South East. This model was purpose built for modelling higher education impact and has been used for many other university impact studies across the UK including those undertaken for major HE agencies and government departments as well as individual universities.⁵³ The model includes analysis of direct and secondary effects.⁵⁴

For sub-regional and more local analysis, a further extension was developed (also using location quotients) to identify the impact in the South East of England that would accrue to the overall Coast to Capital Local Enterprise area. The next step involved the construction of a University of Chichester-specific gravity model, using the Viewforth Consulting Gravity Modelling System (VGMS). This purpose-built Gravity Modelling System combines a range of mass and distance variables⁵⁵ to model flow of impact across a given geographical area. The University of Chichester Gravity Model analysed impact flow originating from the University of Chichester (with the two campus points of origin in Chichester and Bognor Regis) and spreading outwards across West Sussex and beyond.

Impact results are presented in terms of impact on output, headcount jobs and GVA. In relation to employment, the modelling process was based on using FTEs (Full Time Equivalent), and these were subsequently converted to headcount employment using the pattern prevailing in the South East

⁵² See: <https://www.nomisweb.co.uk/>

⁵³ This model was originally constructed as part of work for Universities UK in modelling UK higher education impact. The full mathematical specification of the model can be found in annexe B of the 2014 Universities UK report *The impact of universities on the UK economy* <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/impact-higher-education-institutions-uk-economy.aspx>

⁵⁴ Secondary effects incorporate **both** indirect and induced effects.

⁵⁵ (Labour Market data from *Nomis* <https://www.nomisweb.co.uk/> combined with travel time by road)

and the UK as a whole. Outcome multipliers were calculated for the University (i.e., for example, how many jobs are generated outside the University for every job inside the University) and these are included in Appendix Three. For the Multipliers, FTEs are used. It is important to note that this study involved detailed and bespoke analysis of the University of Chichester and its impact. It did not use or 'borrow' multipliers from any other study or modelling system – the outcome multipliers presented are University of Chichester-specific and are derived from the modelled results. This is only possible in studies which comprise original and bespoke modelling.

Appendix Two: Disaggregated results for impact of the University of Chichester, Chichester students and international visitors 2019/20.

Output Impact

Output Impact £m	University Direct	University Secondary	Students from West Sussex	Students from the rest of the South Est	Students from the rest of the UK	Domestic UK Students	EU students	Non EU Students	International Visitors	Total
Adur	0.00	1.26	0.39	0.57	0.37	1.34	0.02	0.03	0.01	2.65
Arun	15.26	13.71	5.07	7.33	4.80	17.20	0.31	0.45	0.15	47.07
Chichester	39.62	24.54	7.23	10.44	6.84	24.50	0.32	0.46	0.22	89.66
Crawley	0.00	3.71	1.17	1.68	1.10	3.95	0.06	0.08	0.03	7.84
Horsham	0.00	2.74	0.86	1.24	0.81	2.91	0.04	0.06	0.03	5.78
Mid Sussex	0.00	2.52	0.79	1.14	0.75	2.68	0.04	0.06	0.02	5.32
Worthing	0.00	3.45	1.09	1.57	1.03	3.69	0.05	0.08	0.03	7.31
All of West Sussex	54.88	51.92	16.60	23.97	15.70	56.27	0.85	1.22	0.49	165.63
<i>Rest of Coast to Capital LEP area</i>	<i>0.00</i>	<i>11.98</i>	<i>3.76</i>	<i>5.43</i>	<i>3.56</i>	<i>12.75</i>	<i>0.19</i>	<i>0.27</i>	<i>0.11</i>	<i>25.30</i>
All of Coast to Capital LEP area	54.88	63.90	20.36	29.40	19.26	69.02	1.04	1.49	0.60	190.93
<i>Rest of South East</i>	<i>0.00</i>	<i>3.31</i>	<i>1.01</i>	<i>1.46</i>	<i>0.96</i>	<i>3.43</i>	<i>0.05</i>	<i>0.07</i>	<i>0.03</i>	<i>6.90</i>
All of South East	54.88	67.21	21.37	30.87	20.22	72.46	1.09	1.57	0.63	197.83
<i>Rest of UK</i>	<i>0.00</i>	<i>10.22</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.16</i>	<i>0.23</i>	<i>0.09</i>	<i>10.71</i>
All of UK	54.88	77.43	21.37	30.87	20.22	72.46	1.25	1.80	0.73	208.54

Employment Impact (Headcount Jobs)⁵⁶

Geographical area	University Direct	University Secondary	Students from West Sussex	Students from the rest of the South Est	Students from the rest of the UK	Domestic UK Students	EU students	Non Eu Students	International Visitors	Total
Adur	0.0	15.6	4.1	6.0	3.9	14.0	0.2	0.3	0.1	30.3
Arun	213.0	170.7	53.4	77.1	50.5	180.9	3.3	4.8	1.6	574.2
Chichester	643.0	305.6	76.0	109.8	71.9	257.7	3.4	4.9	2.3	1216.9
Crawley	0.0	46.2	12.3	17.7	11.6	41.5	0.6	0.9	0.4	89.6
Horsham	0.0	34.1	9.0	13.0	8.5	30.6	0.4	0.6	0.3	66.1
Mid Sussex	0.0	31.4	8.3	12.0	7.9	28.2	0.4	0.6	0.2	60.9
Worthing	0.0	42.9	11.5	16.5	10.8	38.8	0.6	0.8	0.3	83.5
All of West Sussex	856.0	646.6	174.6	252.1	165.1	591.9	8.9	12.9	5.2	2121.4
<i>Rest of Coast to Capital LEP area</i>	<i>0.0</i>	<i>149.2</i>	<i>39.6</i>	<i>57.1</i>	<i>37.4</i>	<i>134.1</i>	<i>2.0</i>	<i>2.8</i>	<i>1.2</i>	<i>289.3</i>
All of Coast to Capital LEP area	856.0	795.8	214.2	309.3	202.6	726.0	10.9	15.7	6.4	2410.7
<i>Rest of South East</i>	<i>0.0</i>	<i>34.1</i>	<i>8.4</i>	<i>12.2</i>	<i>8.0</i>	<i>28.5</i>	<i>0.4</i>	<i>0.6</i>	<i>0.2</i>	<i>63.9</i>
All of South East	856.0	829.8	222.6	321.4	210.5	754.5	11.3	16.3	6.6	2474.6
<i>Rest of UK</i>	<i>0.0</i>	<i>96.4</i>	<i>0.0</i>	<i>0.0</i>	<i>0.0</i>		<i>1.3</i>	<i>1.9</i>	<i>0.8</i>	<i>100.4</i>
All of UK	856.0	926.3	222.6	321.4	210.5	754.5	12.7	18.2	7.4	2575.1

⁵⁶ The modelling process was based on FTE of Full Time Equivalent. The FTE results were converted to headcount jobs based on the prevailing patterns of full time to part-time employment in the South East and the UK. The use of 'jobs' rather than FTE in the results make the results more intuitive and a closer reflection of how many people may be affected. It is also consistent with the use of job count figures in NOMIS and other sources.

GVA Impact

GVA Impact £m	University Direct	University Secondary	Students from West Sussex	Students from the rest of the South East	Students from the rest of the UK	Domestic UK Students	Eu Students	Non Eu Students	International Visitors	Total
Adur	0.00	0.63	0.19	0.27	0.18	0.63	0.01	0.01	0.01	1.28
Arun	10.00	6.83	2.39	3.45	2.26	8.11	0.15	0.21	0.07	25.37
Chichester	28.37	12.24	3.41	4.92	3.22	11.55	0.15	0.22	0.10	52.63
Crawley	0.00	1.85	0.55	0.79	0.52	1.86	0.03	0.04	0.02	3.80
Horsham	0.00	1.36	0.40	0.58	0.38	1.37	0.02	0.03	0.01	2.80
Mid Sussex	0.00	1.26	0.37	0.54	0.35	1.27	0.02	0.03	0.01	2.58
Worthing	0.00	1.72	0.51	0.74	0.49	1.74	0.03	0.04	0.02	3.54
All of West Sussex	38.37	25.89	7.83	11.30	7.40	26.54	0.40	0.58	0.23	92.00
<i>Rest of Coast to Capital LEP area</i>	<i>0.00</i>	<i>5.97</i>	1.77	2.56	1.68	<i>6.01</i>	<i>0.09</i>	<i>0.13</i>	<i>0.05</i>	12.26
All of Coast to Capital LEP area	38.37	31.86	9.60	13.87	9.08	32.55	0.49	0.70	0.29	104.26
<i>Rest of South East</i>	<i>0.00</i>	<i>1.56</i>	0.46	0.67	0.44	<i>1.57</i>	<i>0.02</i>	<i>0.03</i>	<i>0.01</i>	3.20
All of South East	38.37	33.43	10.06	14.53	9.52	34.12	0.51	0.74	0.30	107.46
<i>Rest of UK</i>	<i>0.00</i>	<i>4.73</i>	0.00	0.00	0.00	<i>0.00</i>	<i>0.07</i>	<i>0.10</i>	<i>0.04</i>	4.93
All of UK	38.37	38.16	10.06	14.53	9.52	34.12	0.58	0.83	0.34	112.39

Appendix Three: University of Chichester Multipliers

The Modelling system used for this analysis enables multipliers to be derived for the University of Chichester (institutional impact only). They are *outcomes* from the analysis and it is only possible to calculate these because this is a bespoke and tailored study of the University of Chichester specifically. These multipliers are **unique** to the University of Chichester.

Output Multipliers

UK	2.41
South East	2.22
Coast to Capital	2.16
West Sussex	1.95

Employment Multipliers (FTE)

UK	2.26
South East	2.13
Coast to Capital	2.08
West Sussex	1.88

GVA multipliers

UK	1.99
South East	1.87
Coast to Capital	1.83
West Sussex	1.68

FTE Jobs per £1m of University output

UK	25.3	1.5 FTE in Rest of Uk (outside South East)
South East	23.8	0.5 FTE in Rest of SE (outside of C2C)
Coast to Capital	23.3	2.3 FTE in Rest of C2C (outside West Sussex)
West Sussex	21.0	11.2 FTE in University, 9.8 in rest of West Sussex

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