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Cover sheet of a Widening Access and Participation Plan for 2024/25 - 2026/27

The cover sheet is for internal Departmental use – it will not be published by the Department

Institution:	Ulster University
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WIDENING ACCESS AND PARTICIPATION PLAN 2024/25 – 2026/27**Part One**

- There is no requirement to develop a new part one of the plan. When initially developed these plans were written to cover a three-year period and we are intending that the latest plan will remain in place in the interim until a new approach has been agreed. This means that we will accept the details within the latest plan to cover the interim period and will only require information on any amendments to existing WP initiatives or any new programmes that are being implementing. Overall spend and targets have been set and approved for the same three-year period and we will accept these unless you wish to report any changes to the detail in place (DfE Covering Letter, 21 December 2023).
- Elements of last years submitted part one which have been updated follow. The full submission from last year is available online at:
<https://www.ulster.ac.uk/about/widening-access/plans/wap-plan-202324>

Institutions are required to submit information under each of the headings below. Please see the guidance notes for help in completing this return.

1.1 Please provide a high level outline of your institution's Widening Participation policy in Higher Education and how this fits in with the institution's strategic direction.

Ulster University is recognised internationally for academic quality and student experience as well as for its socio-economic contribution¹. It is Northern Ireland's largest university with over 27,000 students and 2,700 staff across all campuses which are well distributed across the region in Belfast/Jordanstown, Coleraine (North Coast) and Derry/Londonderry (Northwest).

Our core values are enhancing potential, inclusion, collaboration and integrity².

The University endeavours to further diversify widening participation opportunities for equality, diversity, and inclusion purposes.

The University's new People, Place and Partnership Strategy (2022) seeks to be transformative and unlock the potential of people, place and partnership to build sustainable futures for all³. As many widening participation students tend to commute, this brings HE access close to the point of need. As a university we are committed to taking proactive stances on equality, diversity, and inclusion as we recognise that togetherness and partnership enrich us and our work.

¹<https://www.ulster.ac.uk/people-place-and-partnership/strategy/foreword>

²<https://www.ulster.ac.uk/peopleandculture/values>

³<https://www.ulster.ac.uk/people-place-and-partnership/strategy>

Governance of the University's Widening Access and Participation (WAP) comes under the remit of the Senior Leadership Team via Academic Business Development and the WAP Policy and Research unit working with a dedicated management accountant.

Information on WAP at Ulster University, including strategy, WAP Plans, governance, financial support for students, research and analytics, interventions and projects and impact and dissemination is available online⁴.

The University also offers an extensive network of validated Foundation and Level 4/5 provision across the FE sector of Northern Ireland, thereby ensuring a wide range of progression pathways and alternative routes to higher education across the region.

1.2 What is your view of the success record of your institution in relation to recruitment, retention and progression for Widening Participation students?

Ulster University has a national and international reputation for excellence, innovation and regional engagement, making a major contribution to the economic, social and cultural development of Northern Ireland⁵. In 2021/22 it had the largest number of undergraduates in Northern Ireland⁶. A large proportion of students are from Widening Participation (WP) backgrounds.

WP data is used to make informed decisions that guide educational interventions to enhance: recruitment, student satisfaction, retention, attainment and/or learning gain for WP students.

Overall Ulster University makes a substantial contribution to widening participation in higher education and social mobility across Northern Ireland.

Key statistics for 2021/22 in this regard are as follows.

For Academic Year 2021/22 Ulster University:

- Had a large student population. Its inclusive and supportive learning environment welcomes learners from all backgrounds (<https://www.thecompleteuniversityguide.co.uk/ulster/>).
- Had **the largest share** of overall NI student enrolments (34,550 of 69,565). This equated to 49.7%. This was 0.2% less than 2020/21 (33,045 of 66,245, 49.9%) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).

⁴ <http://addl.ulster.ac.uk/wap>

⁵ <https://www.ulster.ac.uk/student/about/background>

⁶ <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t1>

1.2.1 ULSTER RECRUITMENT SUMMARIES

Published HESA data for 2021/22 shows that Ulster University had 34,550 enrolments overall. Ulster University had the largest number of such enrolments equating to 49.7% of NI total (34,550 of 69,565).

There were 1,505 more enrolments than 2020/21 (49.9%, 33,045 of 66,245) in relation to Ulster only⁷

UNDERGRADUATE ENROLMENTS AS PROPORTION OF ALL ENROLMENTS

There were 23,585 undergraduate enrolments (68.2%, 23,585 of 34,550 of all Ulster enrolments) for 2021/22. Ulster University had the largest number of such enrolments equating to 47.7% of the NI total (23,585 of 49,485). There were 410 less undergraduate enrolments than 2020/21 (23,995) in relation to NI overall.

UNDERGRADUATE FIRST DEGREE ENROLMENTS

There were 17,865 UG first degree enrolments (51.7%, 17,865 of 34,550 of all enrolments) for 2021/22. Ulster University had the largest number of such enrolments equating to 47.3% of the NI total (17,865 of 40,850). There were 220 less enrolments than 2020/21 at Ulster (18,085).

UNDERGRADUATE FIRST-YEAR FIRST-DEGREE ENROLMENTS

There were 6,355 first-year first-degree UG enrolments for 2021/22 (26.6%, 6,355 of 23,885 of all UG enrolments). Ulster University had the largest number of such enrolments equating to 46.8% of the NI total (6,355 of 13,575). There were more enrolments than 2020/21 (13,865) in relation to all of NI. There were 145 more enrolments than in 2020/21 (6,210) in relation to Ulster only.

HESA FT UG Student Enrolments by NIMDM for 2021/22

Figure 1 shows UK domiciled full-time HE undergraduate student enrolments by NIMDM for UK and NI (HESA for 2021/22)⁸.

As data to compare individual HEI's by NIMDM is not available, it also illustrates internal Ulster University data for comparison⁸

Figure 1 illustrates that 13.2% of NI students who enrolled in all UK HEI's (including NI) were from Quintile 1 (5,585 of 42,380) in 2021/22. 18.5% were from Quintile 2 (7,850 of 42,380) for 2021/22. If we look at those who enrolled in UK HEI's (excluding NI) for 2021/22 it illustrates that this percentage falls to 11.8% for Quintile 1 (1,530 of 12,995) and 16.9% for Quintile 2 (2,185 of 12,995).

If we look only at those who enrolled in NI HEI's, the percentage rises to 13.8% from Quintile 1 (4,055 of 29,425) and 19.3% from Quintile 2 (5,665 of 29,425) for 2021/22.

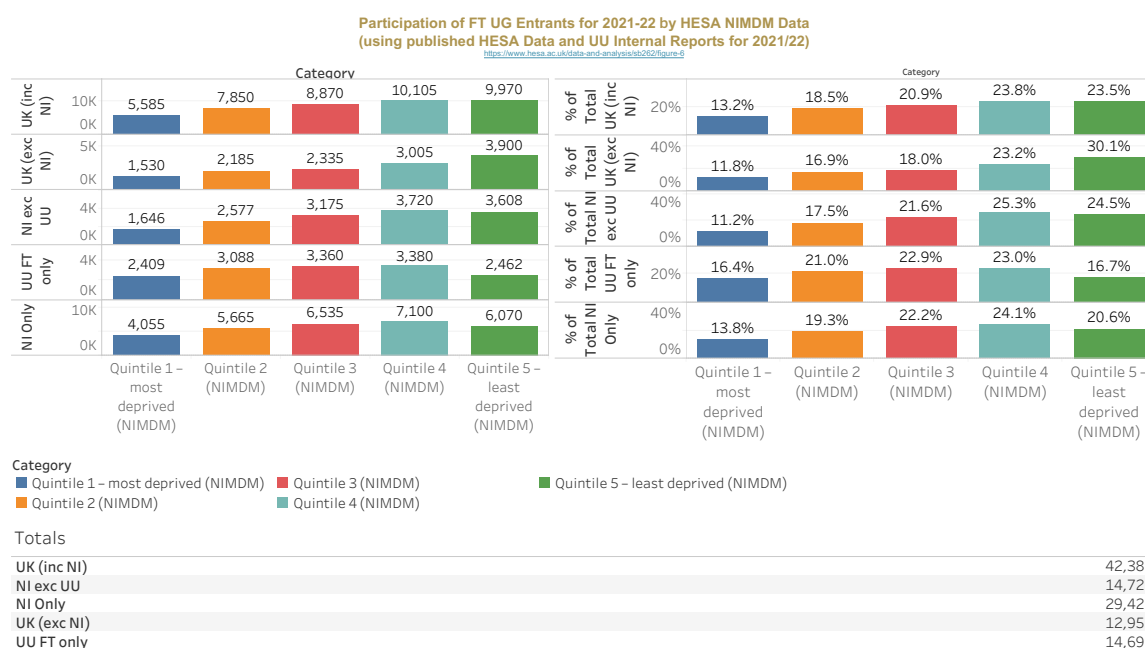
⁷ <https://www.hesa.ac.uk/data-and-analysis/students/table-1>

⁸ <https://www.hesa.ac.uk/data-and-analysis/sb265/figure-6>

The total number of FT&PT UG NI Domiciled registered student within the internal data report for 2020/21 is 17,013. This includes all modes but not dormant.

Figure 1 which follows look at FT UG Enrolments published by HESA alongside Ulster internal data.

Figure 1: HESA FT UG Student Enrolments by NIMDM for 2021/22



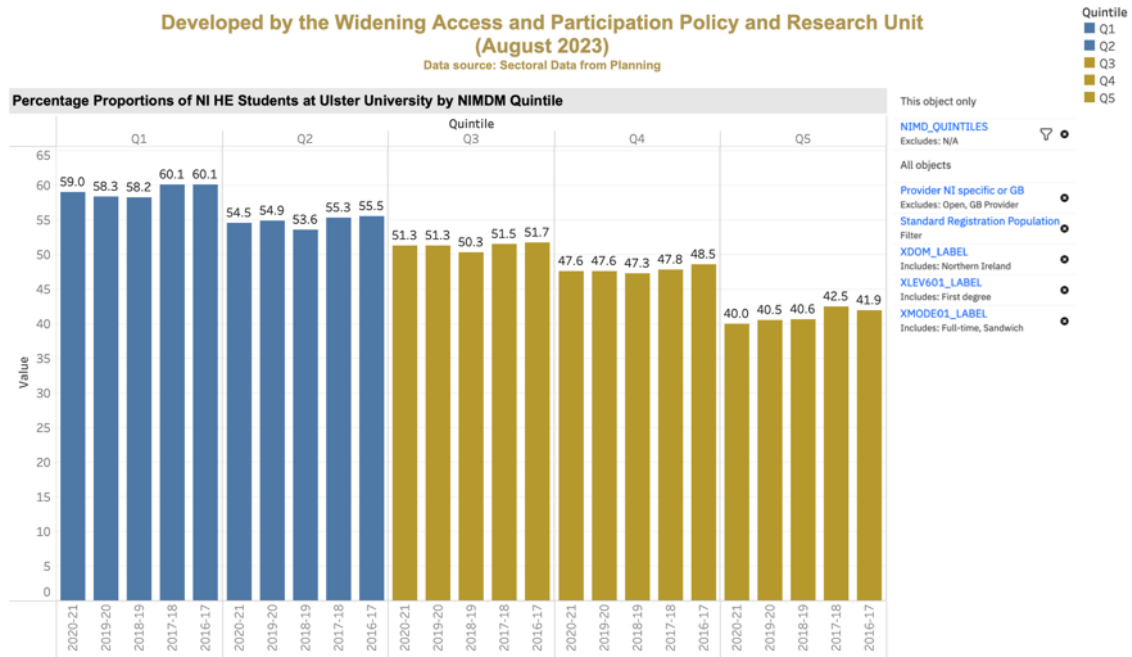
Illustrations produced using HESA data & internal Ulster University data, July 2023

It is not possible to look deeper at the Ulster University profile from the published HESA data. Internal Ulster University data for 2021/22 has however also been added to Figure 1 which reveals that 37.4% of all UG enrolments were from Quintiles 1 & 2 (excluding dormant students).

16.4% of these UG FT enrolments were from Quintile 1 (2,409 of 14,699) and 21.0% were from Quintile 2 (3,088 of 14,699).

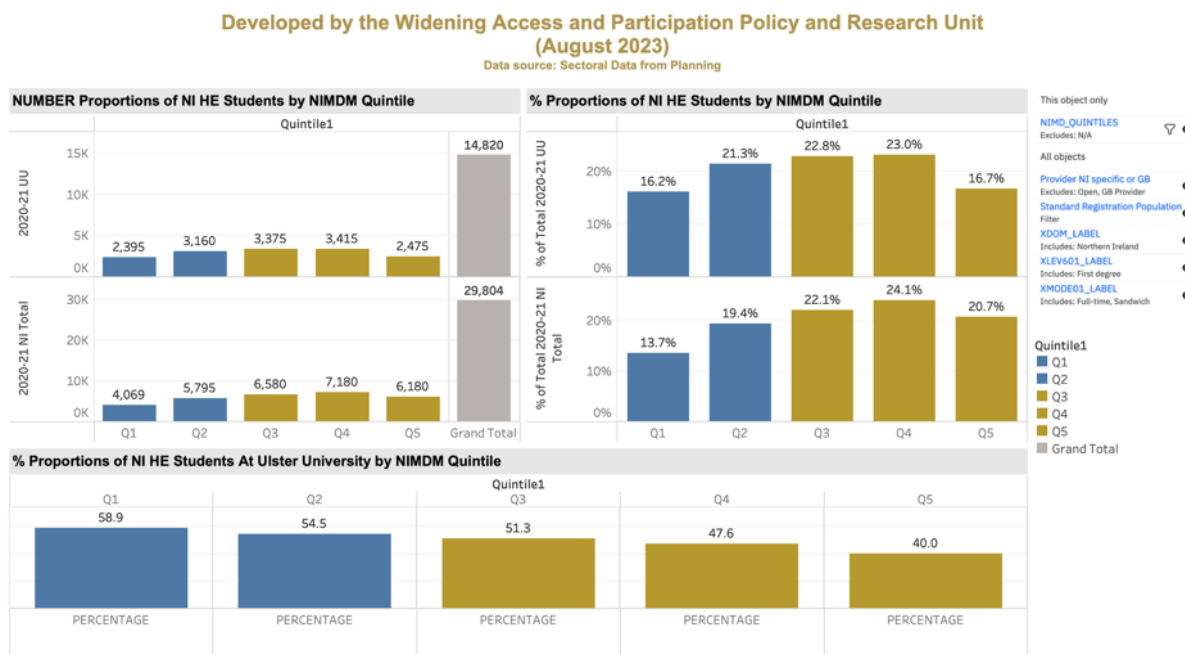
Quintile 1 (16.4%) was 3.2 percentage points higher than the UK total (13.2%) and 2.6 percentage points higher than the NI total (13.8%). Quintile 2 (21.4%) was 2.8 percentage.

Figure 2- Sectoral Analysis of the Proportion of NI HE Students at Ulster University by NIMDM Quintile



Illustrations produced internally using HESA Sectoral data, August 2023

Figure 3- Sectoral Analysis of the Proportion of NI HE Students at Ulster University by NIMDM Quintile for 2020/21



1.2.2 ULSTER UNIVERSITY STUDENT DEMOGRAPHICS

For this section Ulster University has analysed internal data mapped to the Northern Ireland Multiple Deprivation Measure (NIMDM) 2017 to understand student demographics.

This internal demographic and targets data are used to drive WAP decision-making and for WAP monitoring and reporting purposes. All modes including dormant have been counted for the dashboard illustrations. A dormant student is a student who is classified as having interrupted their studies or taken a break in their course.

WAP Policy in Northern Ireland uses the NIMDM as a key performance indicator. NIMDM is a statistical basis for ranking the 890 Super Output Areas (SOAs) in Northern Ireland from the most deprived (rank 1) to the least deprived (rank 890).

The measure ranks areas by seven domains of deprivation, including income, employment, health and disability, education, skills and training, access to services, living environment, and crime and disorder. Students are assigned to a decile and quintile based on their permanent home postcode/SOA.

Ulster University has used NIMDM 2017 as the official measure of deprivation in Northern Ireland for this report for data relating to 2016-17 onwards. The most updated Central Postcode Directory is used for this purpose.

Ulster University data illustrates consistent and sustained success in Widening Participation and Achievement rates for Under-Represented Groups and close to equitable participation in all NIMDM categories.

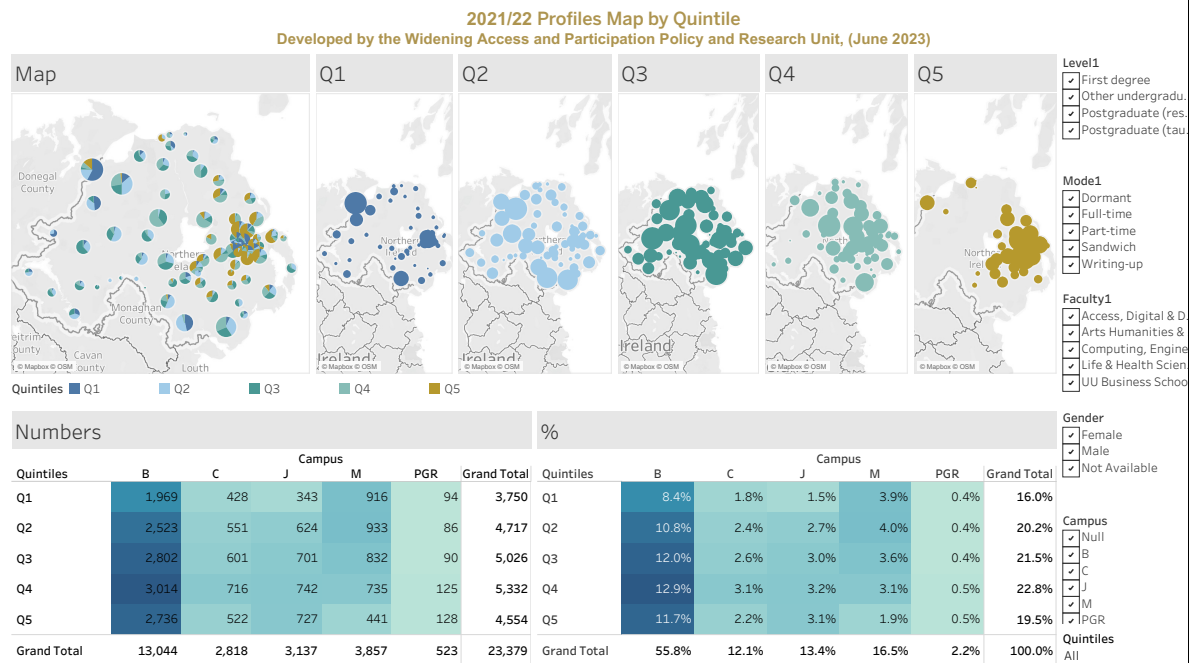
The demographical WAP Ulster University data which follows makes reference to the demographic findings from internal reports from business intelligence and/or student information systems.

Enrolment Profiles for All UG and PG Students

Ulster University WAP data extracted from internal reports in May 2023 (see Figure 3) reveals 23,379 of all student enrolments for 2021/22 were NI-domiciled.

Of these:

- 13,302 of 23,379 (56.9%) were female.
- 10,035 of 23,379 (42.9%) were male.
- 42 of 23,379 (0.2%) were gender unknown.
- 15,816 of 23,379 (67.6%) were full-time.
- 5,421 of 23,379 (23.2%) were part-time.
- 150 of 23,379 (0.6%) were writing up.
- 1,992 of 23,379 (8.5%) were dormant.

Figure 3: Ulster University Student Population Maps by Postcode for 2021/22**N=23,379****Illustrations produced using internal Ulster University data, July 2023****Student Enrolment Profile of UG students**

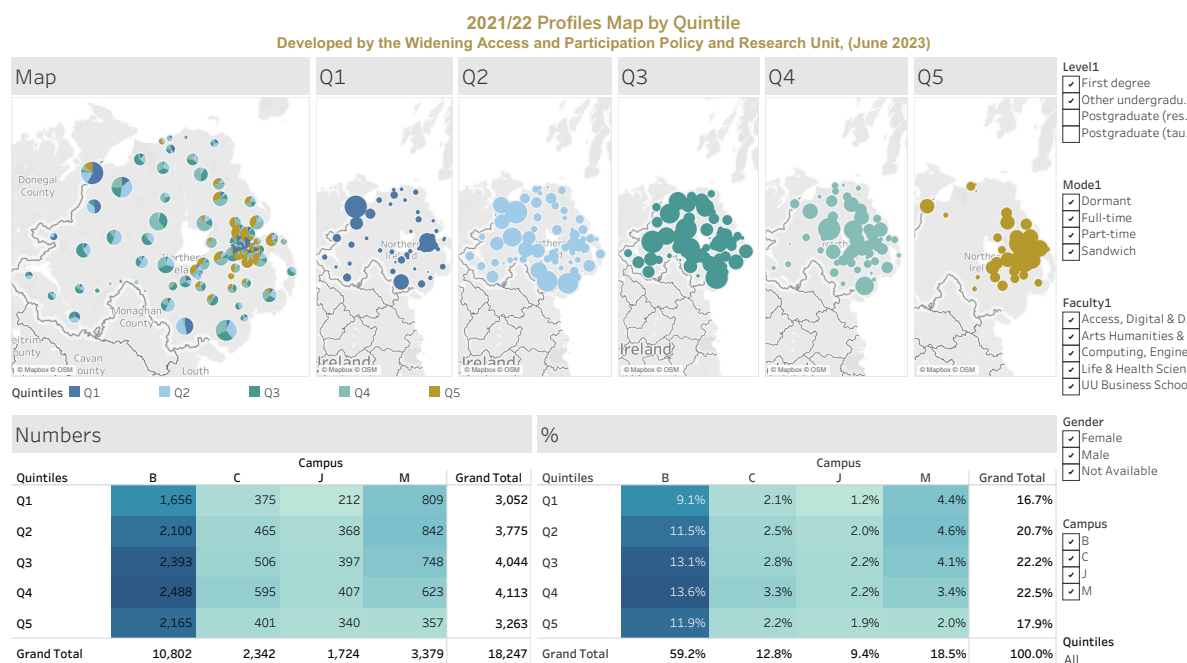
Ulster University WAP data extracted from Planning reports in June 2023 (see Figure 4) revealed 18,247 of UG student enrolments for 2021/22 were NI domiciled.

Of these:

- 9,797 of 18,247 (53.7%) were female.
- 8,413 of 18,247 (46.1%) were male.
- 37 of 18,247 (0.2%) were gender unknown.
- 14,699 of 18,247 (80.6%) were full-time.
- 2,314 of 18,247 (12.9%) were part-time.
- 1,234 of 18,247 (6.8%) were dormant.

Figure 4: Ulster University
Student Population Maps by Postcode for 2021/22

N=18,247

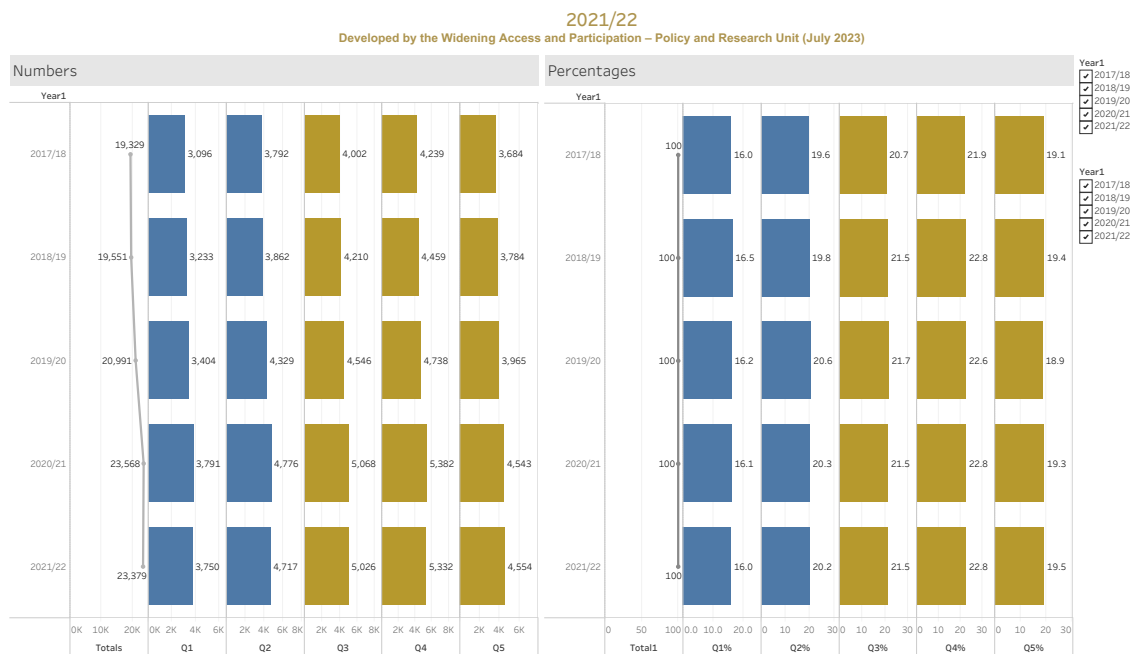


Illustrations produced using internal Ulster University data, July 2023

PROFILE SUMMARIES BY QUINTILE

Figures 5 and 6 which follow show a summary of Quintile Profiles for all UG and PG Students (Figure 5) and all UG Students (Figure 6) NI Domiciled students at Ulster University for academic years 2017/18, 2018/19, 2019/20, 2020/21 and 2021/22 by number, percentage and the total number of enrolments each year.

Ulster University seeks to provide equity. As illustrated by Figure 5, Quintile 1 enrolments for all UG and PG NI domiciled 2021/22 students equated to 3,791 or 16.1% using NIMDM. Quintile 2 had 4,776 or 20.3%. Therefore for 2021/22, 8,567 or 36.2% of the NI domiciled population are from Quintiles 1 and 2. Quintile 1 had the lowest number and percentage. All other Quintiles apart from Q5 (19.5%) were above 20%.

Figure 5: All UG and PG NI Domiciled 2021/22

Illustrations produced using internal Ulster University data, July 2023

Ulster University seeks to provide equity. As illustrated by Figure 6, Quintile 1 enrolments for all UG NI domiciled 2021/22 students equated to 3,052 or 16.7% using NIMDM. Quintile 2 had 3,775 or 20.7%. Therefore for 2021/22, 6,827 or 37.4% of the NI domiciled population are from Quintiles 1 and 2. Quintile 1 had the lowest number and percentage. All other Quintiles apart from Q5 (17.1%) were above 20%.

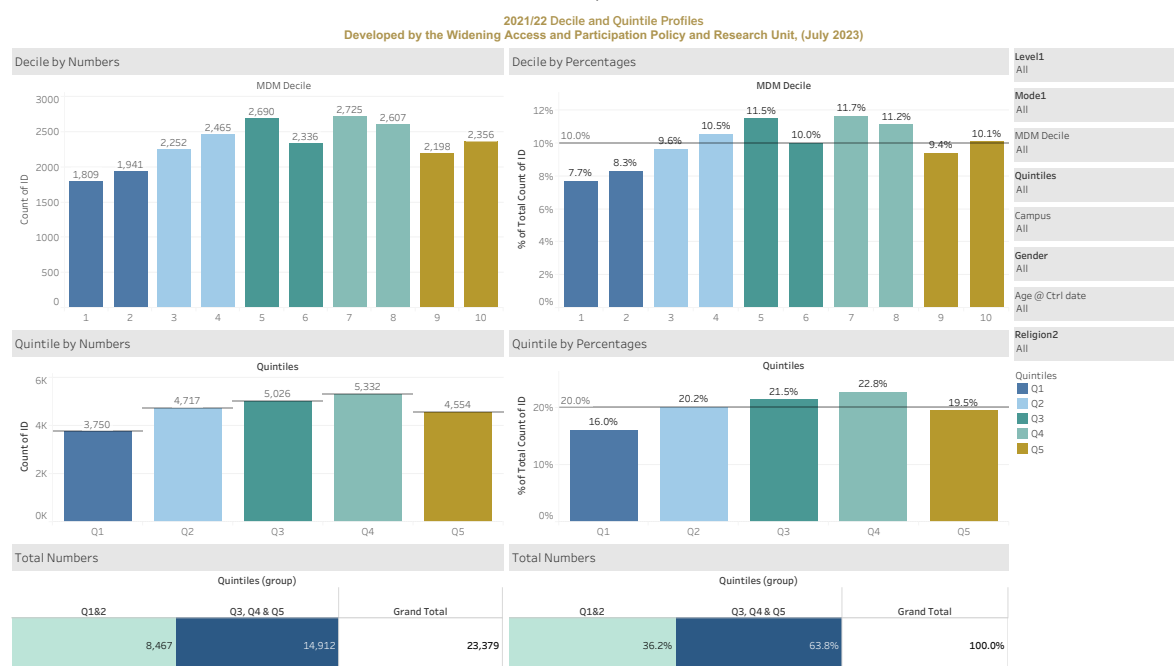
Figure 6: UG NI Domiciled Students 2021/22

Illustrations produced using internal Ulster University data, July 2023

PROFILE SUMMARIES BY QUINTILE and DECILE

Figure 7 which follows illustrates Quintile and Decile profiles at Ulster University for all UG and PG students in 2021/22 using the NI MDM 2017 measure. It also illustrates the proximity to 20% or 10% which is considered equitable for Quintile 1 and Quintile 2 retrospectively.

Figure 7: Quintile and Decile Profile Summaries at Ulster University for all UG and PG Students 2021/22
N=23,379



Illustrations produced using internal Ulster University data, July 2023

Figure 7 shows that 36.2% of students overall were from Quintile 1 and Quintile 2.

Quintile 1 had 3,750 students (16.0%). This is 4.0% below 20%. It also shows Quintile 2 had 4,717 students which equated to 20.2%. Quintile 3 and Quintile 4 are both above 20% and Quintile 5 (19.5%) is 0.5% below.

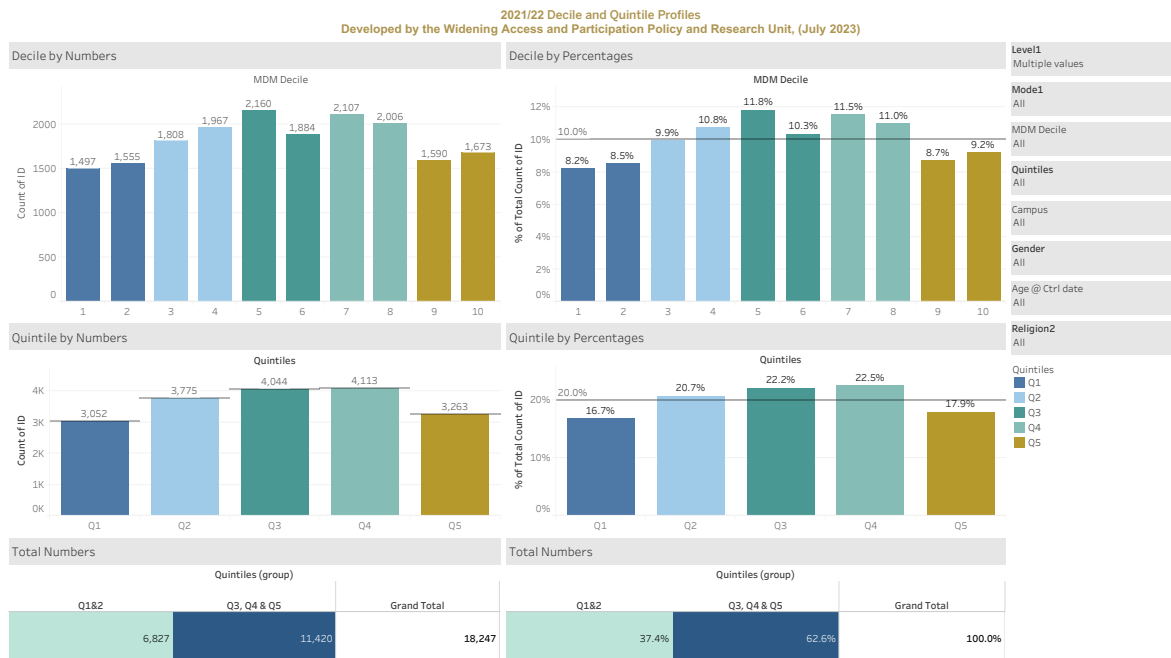
Looking more closely, Decile 1 had the lowest numbers (1,809) equating to 7.7%. Decile 2 had the next lowest numbers (1,941) and percentage (8.3%). Deciles 3 (9.6%) and Decile 9 (9.4%) were also below but close to 10% which is considered equitable for Deciles. Decile 4 (10.5%), Decile 5 (11.5%), Decile 6 (10.0%), Decile 7 (11.7%), Decile 8 (11.2%) and Decile 10 (10.1%) were all above 10%.

Figure 8 which follows illustrates UG Quintile and Decile profiles at Ulster University for 2021/22 and the proximity to 20% or 10% which is considered equitable for Quintile 1 and Quintile 2 retrospectively.

Figure 8 shows 37.4% of students were from Quintile 1 and Quintile 2 (6,827). There were 3,052 UG students (16.7%) in Quintile 1 which is 3.3% below 20%. It also shows Quintile 2 has 3,775 students which equates to 20.7%. Quintile 3 (22.3%) and Quintile

4 (22.5%) were both above 20%. Quintile 5 was 17.9% which was 2.1% below 20%.

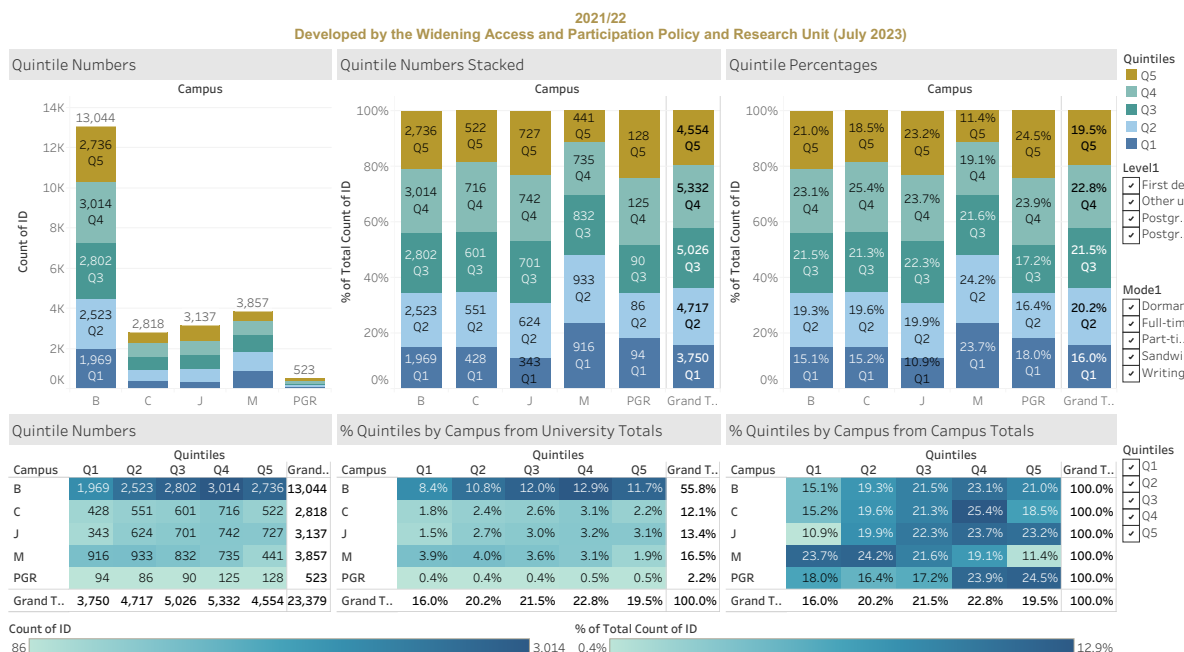
Figure 8: Quintile and Decile Profile Summaries at Ulster University for UG Students 2021/22
N=18,247



Illustrations produced using internal Ulster University data, July 2023

CAMPUS PROFILE SUMMARIES BY QUINTILE

Figure 9: Campus and Quintile Profiles by Number and Percentages for all UG and PG Students 2021/22
N=23,379



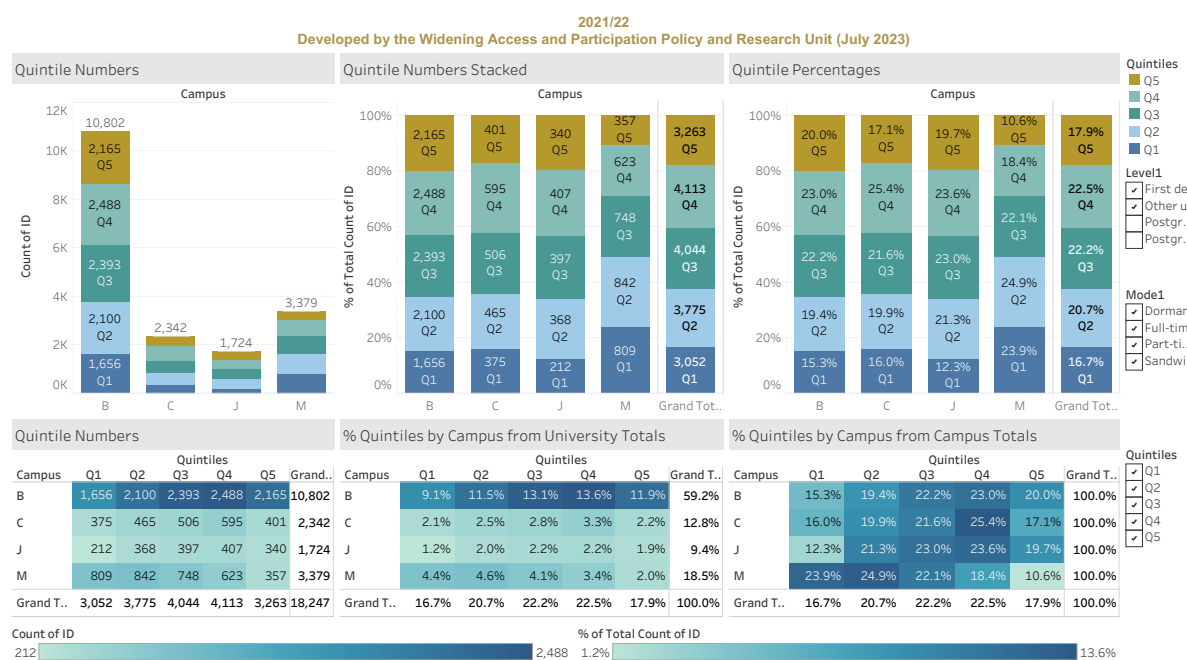
Illustrations produced using internal Ulster University data, July 2023

Figure 9 illustrates student numbers and percentages of students by Quintile for each Campus for 2021/22. As illustrated Belfast had the largest student population (13,044, 55.8%) followed by Magee (3,857, 16.9%), Jordanstown (3,137, 13.4%) and Coleraine (2,818, 12.1%). 523 (2.2%) were enrolled as PGR students with no campus specified.

As illustrated Belfast had the largest number of enrolments (1,969) from Quintile 1 which equated to 15.1% of enrolments at Belfast and the largest proportion of the University total, for Quintile 1, 8.4%. Belfast also had the largest number of enrolments (2,523) from Quintile 2 which equated to 19.3% of enrolments at Belfast and the largest proportion of the University total for Quintile 2, 10.8%.

Magee had the largest proportion of enrolments from Quintile 1 (23.7%) which equated to 916 enrolments at Magee and 3.9% of the University total. Magee also had the largest proportion of enrolments from Quintile 2 (24.2%) which equated to 933 enrolments and another 4.0% of the University total.

Figure 10: Campus and Quintile UG Profiles by Number and Percentages for 2021/22
N=18,247



Illustrations produced using internal Ulster University data, July 2023

Figure 10 illustrates student numbers and percentages of UG students by Quintile for each Campus for 2021/22. As illustrated Belfast had the largest student population (10,802, 59.2%) followed by Magee (3,379, 18.5%), Coleraine (2,342, 12.8%) and Jordanstown (1,724, 9.4%).

As illustrated Belfast had the largest number of enrolments (1,656) from Quintile 1 which equated to 15.3% of enrolments at Belfast and the largest proportion of the University total, for Quintile 1, 9.1%. Belfast also had the largest number of enrolments (2,100) from

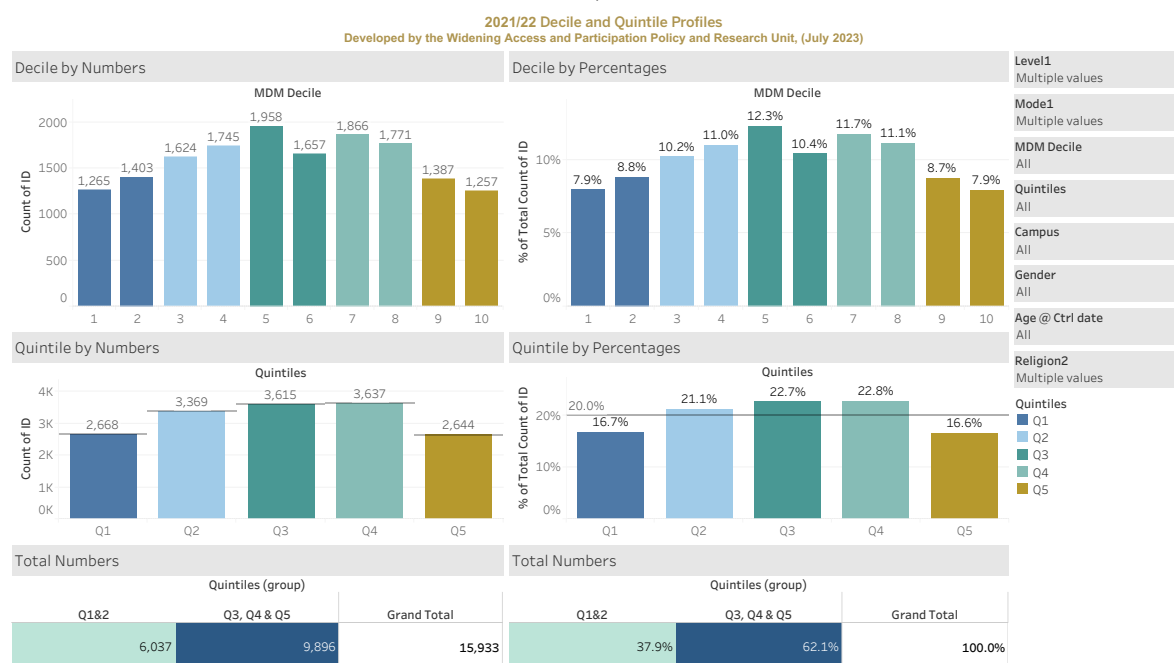
Quintile 2 which equated to 19.4% of enrolments at Belfast and the largest proportion of the University total for Quintile 2, 11.5%.

Magee had the largest proportion of enrolments from Quintile 1 (23.9%) which equated to 809 enrolments at Magee and 4.4% of the University total. Magee also had the largest proportion of enrolments from Quintile 2 (24.9%) which equated to 842 enrolments and another 4.6% of the University total.

FT UG Student Profiles

Figure 11 which follows illustrates that 37.8% of Ulster University UG FT students were from Quintile 1 and 2. 16.7% (2,668 of 15,933) were from Quintile 1 and 21.1% (3,369 of 15,933) were from Quintile 2.

Figure 11: FT UG Profile Summaries by Quintile and Decile at Ulster University for 2021/22
N=15,933



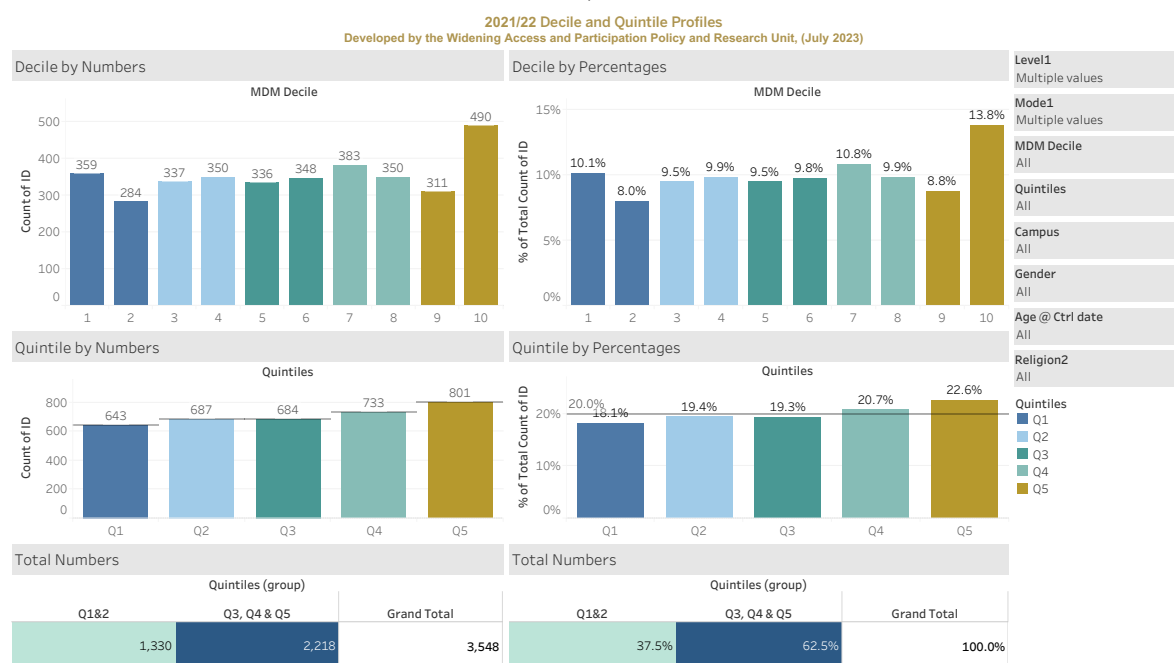
Illustrations produced using internal Ulster University data, July 2023

As noted previously HESA data shows 33.1% (9,720 of 29,425) of UG enrolments in NI HEIs were from Q1&2. 13.8% of these (4,055 of 29,425) were from Quintile 1 and 19.3% were from Quintile 2 (5,665 of 29,425) - see Figure 3.

Therefore it can be inferred that Ulster's 37.8% enrolments from the most deprived Quintile 1 (16.7%) and Quintile 2 (21.1%) could be 4.7% above the NI average - see Figure 3.

Figure 12 which follows shows UG PT Profile Summaries by Quintile and Decile at Ulster University for 2021/22.

Figure 12: PT UG Profile Summaries by Quintile and Decile at Ulster University for 2021/22
N=3,548



Illustrations produced using internal Ulster University data, July 2023

Figure 12 shows that 37.5% (1,330 of 3,548) of Ulster University UG PT students were from Quintile 1 and 2.

18.1 % (643 of 3,548) were from Quintile 1 and 19.4% (687 of 3,548) were from Quintile 2.

Quintile 3 was below also (684, 19.3%) whilst Quintiles 4 and 5 were achieving over 20%. Looking more closely at deciles reveals that Deciles 2, 3, 4, 5, 8 and 9 were all below 10%.

PARTICIPATION BY UNDER-REPRESENTED GROUPS – 2019/20 WP PROFILES IN RELATION TO WP OBJECTIVES

For the academic year 2021/22 the following targets were agreed.

- To maintain participation of MDM Quintile 1.
- To maintain participation of Students who declare a Disability.
- To maintain participation of Students with a Disability.
- To maintain participation of Young Males from Quintile 1.
- To maintain participation of Adult Learners – FT UG NI Domiciled.
- To maintain participation of Number of Care Experienced enrolments.
- To monitor ethnicity profiles of non-white Ethnic Groups.

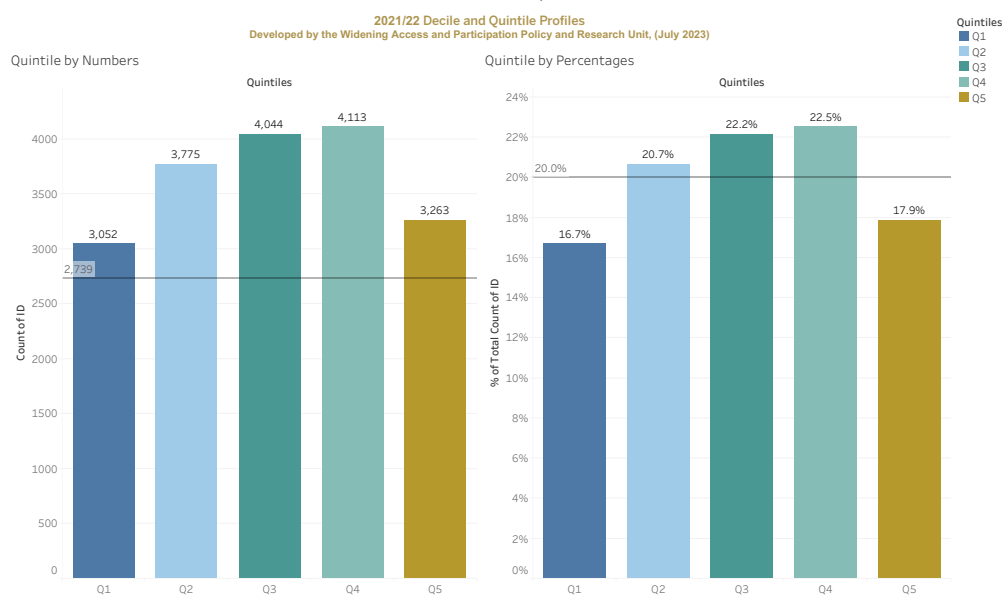
Each of these alongside some other relevant WP data are discussed as follows.

NI MDM QUINTILE 1 (UG, FT & PT)

The NIMDM Quintile 1 target for 2021/22 which was set in 2020 was 2,739. This was approved by DfE in 2020⁹.

As illustrated in Figure 13 below and indicated in part 3.10(i), University data reveals that Ulster (3,052) is 313 above the target (2,739). 16.7% of 18,247 UG students were from Quintile 1. When dormant students were excluded 2,793 of 17,013 or 16.4% were from Quintile 1.

**Figure 13: UG Quintile Profiles by Number and Percentages for 2021/22.
N=18,247**



Illustrations produced using internal Ulster University data, July 2023

A DfE widening participation performance indicators report (received November 2023) stated that Ulster (7.8%) is 0.8 percentage points above the sector (7.0%).

STUDENTS WHO SELF DECLARE A DISABILITY

The UG self-declared disability target for 2021/22 which was set in 2020 was 2,127. This was approved by DfE in 2020⁹.

A DfE widening participation performance indicators report (received November 2023) stated the HE sector average as 15.3% and Ulster (17.9%) as 2.6% percentage points above sector.

As indicated in part 3.10(ii) and as illustrated by Figure 14a below, University data reveals that 3,090 or 16.9% of 18,247 UG students self-declared having a disability. 3,090 is 963 higher than the 2,127 target. If dormant students are excluded it could alternatively be viewed as 3,089 of 17,013, 18.1% (UG).

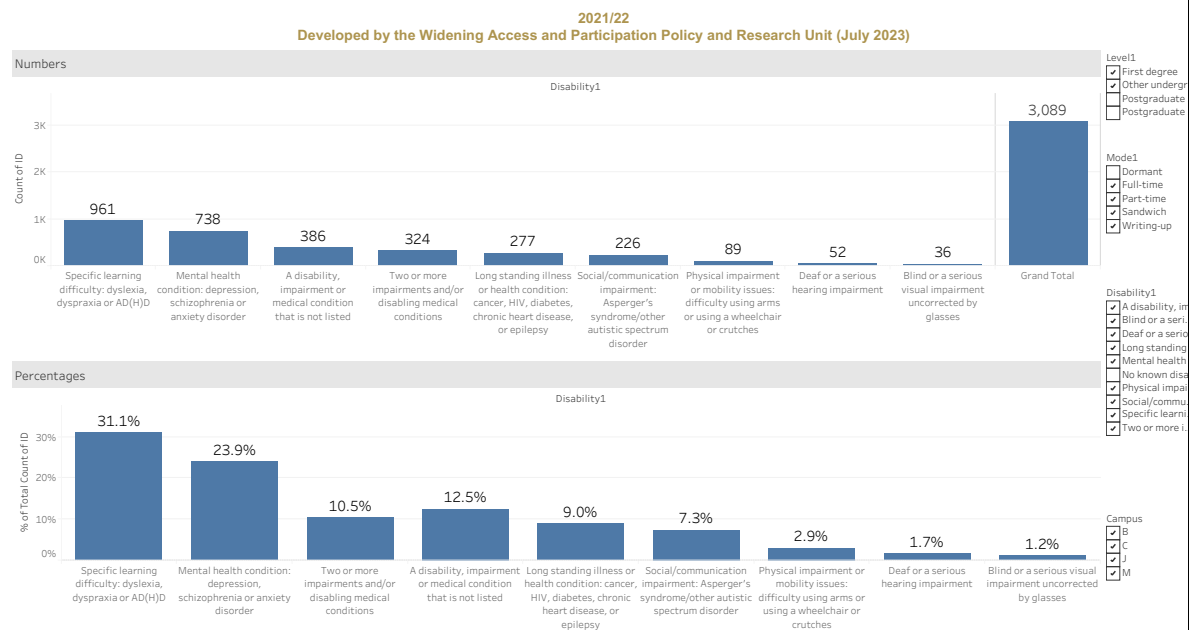
Figure 14a also illustrates that 962 or 31.1% of self-declared disabilities relate to a specific learning difficulty. The next highest percentage and number self-declared having a mental health condition, 738 or 23.9%.

⁹ <https://www.ulster.ac.uk/about/widening-access/plans/202122>

Figure 14b shows that 1,853 of those who self-declared disabilities are not in receipt of DSA. (10.2%, 1,853 of 18,247).

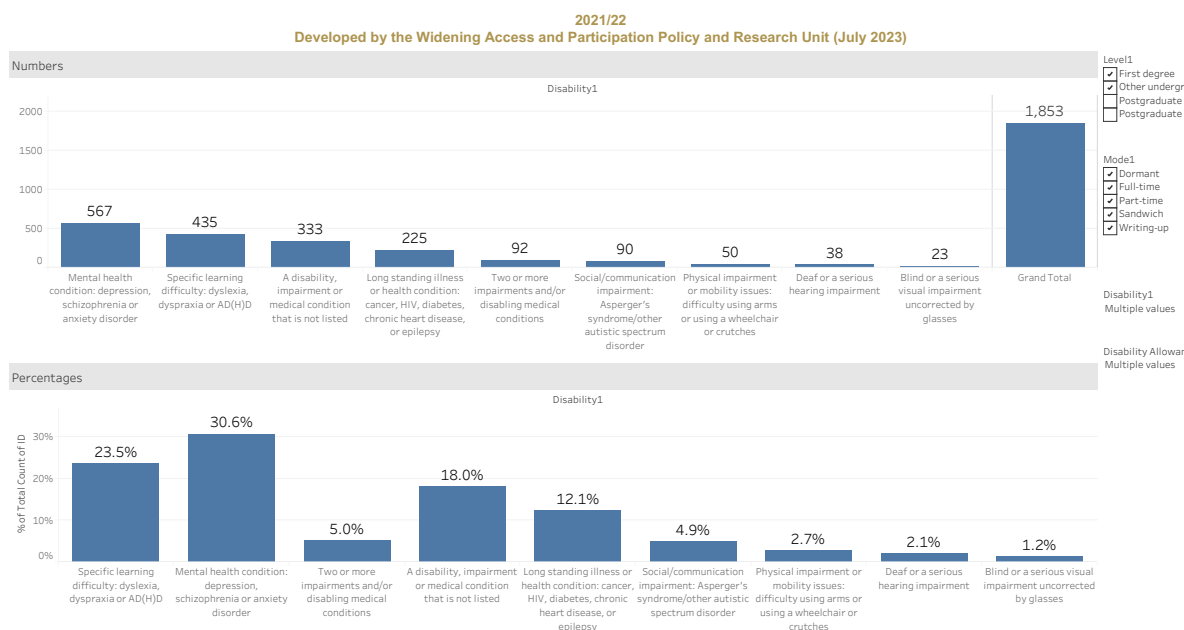
Figure 14b also illustrates that the highest proportion declare having a mental health condition, 435 or 30.6%.

**Figure 14a: UG Students who Self-Declared a Disability and/or receive DSA at Ulster University Profiles for 2021/22
N=18,247**



Illustrations produced using internal Ulster University data, July 2023

Figure 14b: UG Students who Self-Declared a Disability but do not receive DSA at Ulster University Profiles for 2021/22
N=18,247

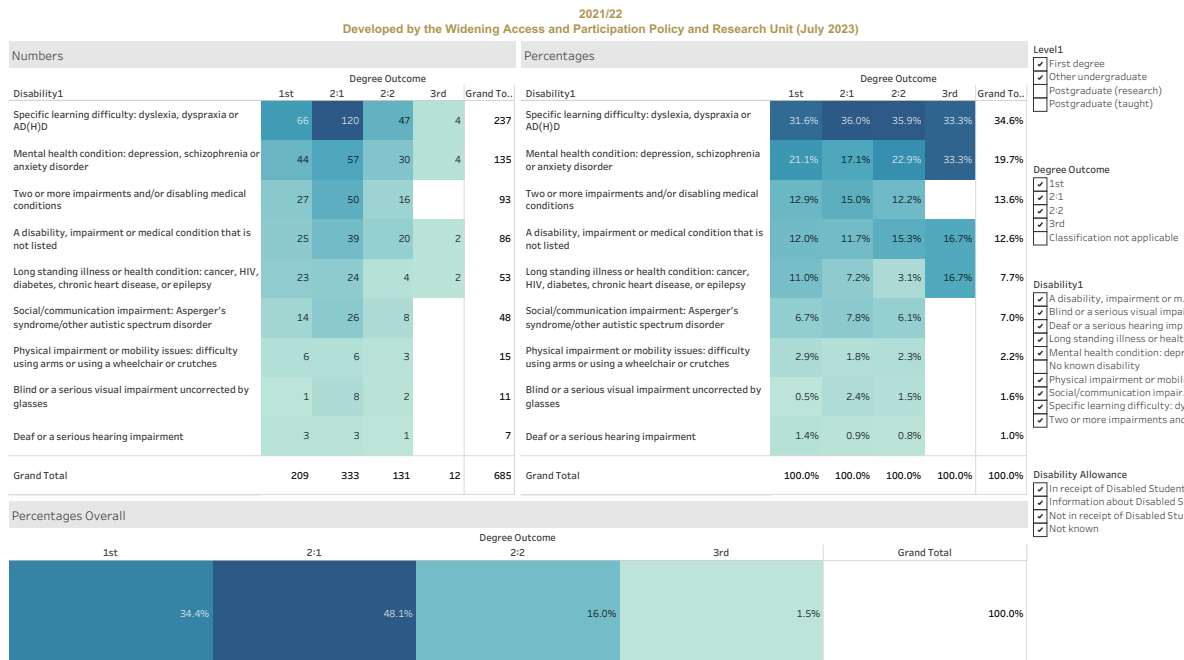


Illustrations produced using internal Ulster University data, July 2023

Figure 15a which follows shows degree outcome profiles for students who have declared a disability and/or DSA. This illustrates that overall 209 students or 34.4% achieved a first class honours degree and that 98.6% overall achieved a first or second class honours classification.

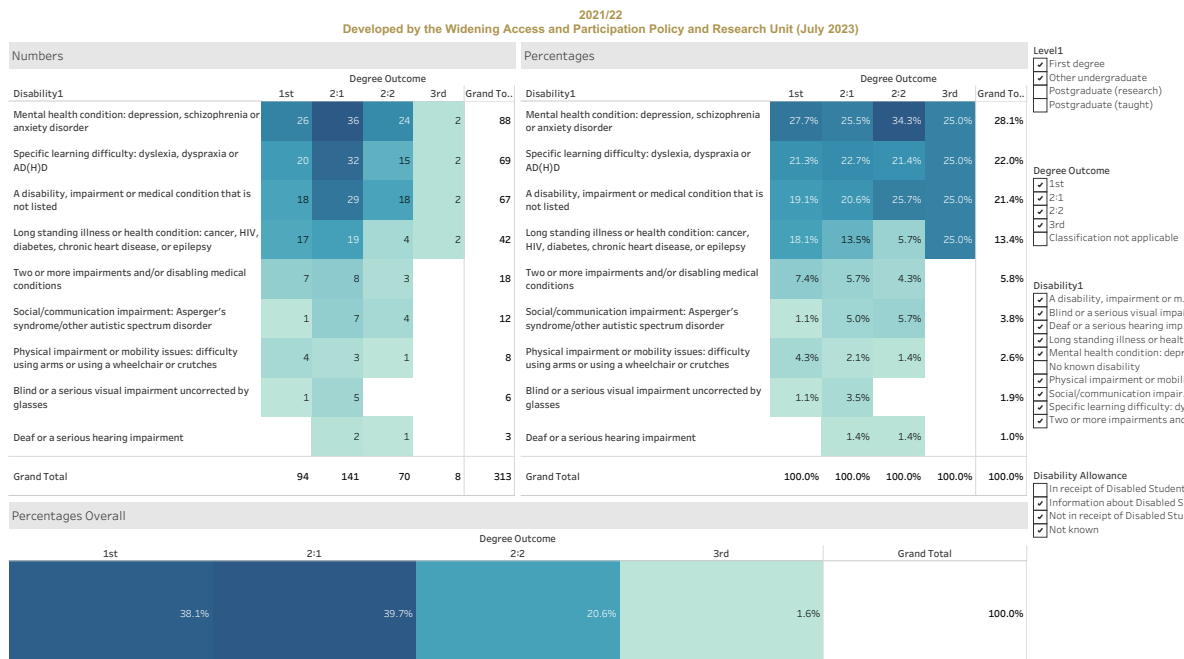
Figure 15b shows degree outcome profiles for students who have declared a disability and do not receive DSA. This illustrates that overall 94 students or 38.1% achieved a first class honours degree and that 98.4% overall achieved a first or second class honours classification.

Figure 15a: 2021/21
Degree Outcome Profiles for UG Students who Self-Declare having a Disability and/or receive DSA.
N=18,247



Illustrations produced using internal Ulster University data, July 2023

Figure 15b: 2021/21
Degree Outcome Profiles for UG Students who have Self-Declared a Disability but do not receive DSA.
N=18,247



Illustrations produced using internal Ulster University data, July 2023

Updated Figures 16 and 17 which cover Graduate Outcomes of 2020/21 Leavers by Disability Status and Graduate Outcomes of 2020/21 Leavers Salary Analysis by Disability have not been included.

STUDENTS IN RECEIPT OF DSA

The 2020/21 target for students in receipt of DSA was set in 2020 at 912 (This was approved by DfE in 2020)⁹.

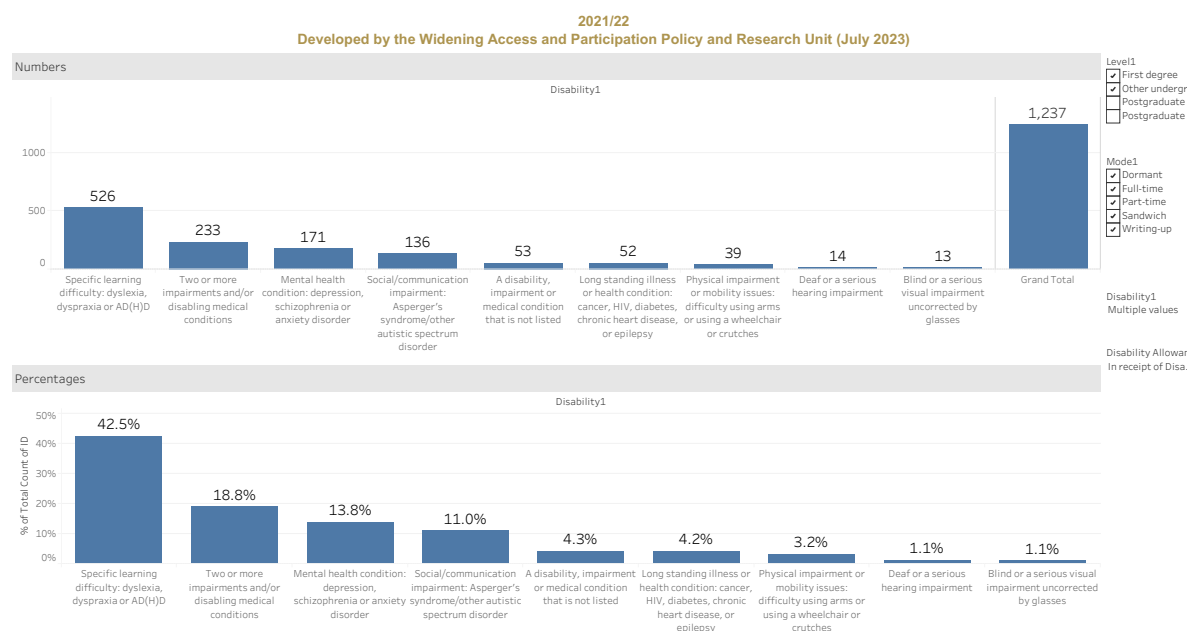
A DfE widening participation performance indicators report received November 2023 did not have HE sector average.

As indicated in part 3.10(iii), Ulster data revealed that 1,237 FT&PT UG students were in receipt of DSA during 2021/22. This is 325 more than the target (912).

1,237 of 18,247 equates to 6.8% of the FT and PT UG student total. If dormant students are excluded it could alternatively be viewed as 1,237 of 17,013, 97.3% (UG).

Figure 18 shows the DSA profiles by declared disability type. 526 or 42.5% of students who receive DSA have declared a specific learning difficulty.

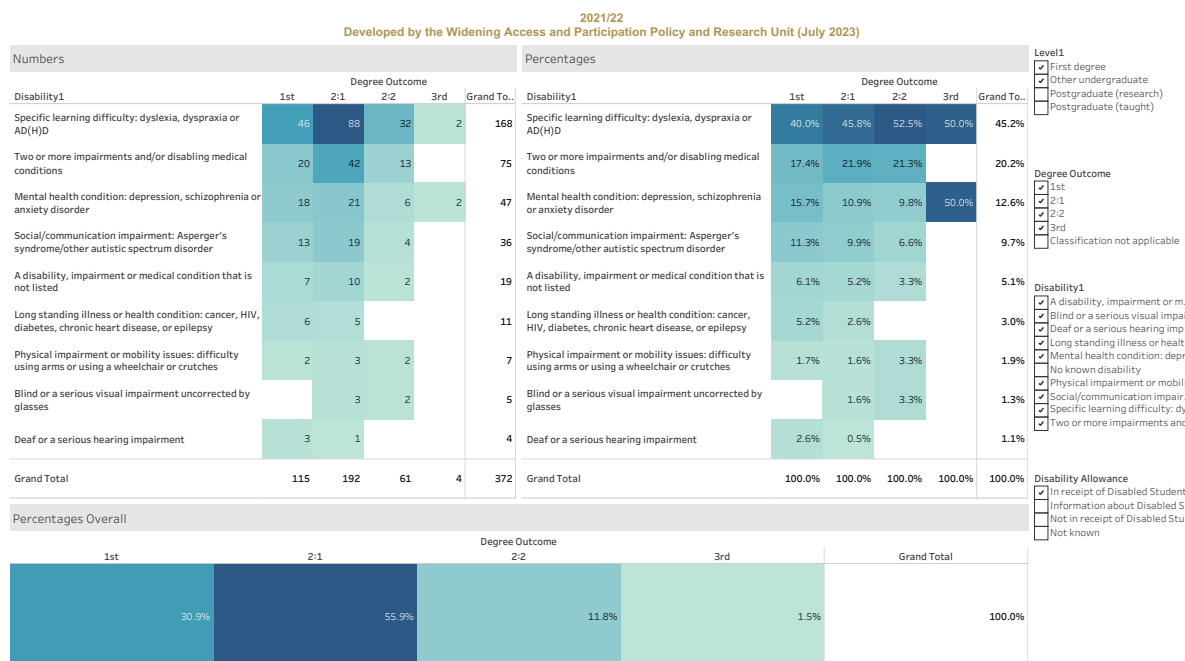
**Figure 18: 2021/21
UG Students receive DSA at Ulster University for 2021/22
N=18,247**



Illustrations produced using internal Ulster University data, July 2023

Figure 19 illustrates the degree outcomes for students receiving DSA.

Figure 19: 2021/21
Degree Outcome Profiles for UG Students who receive DSA.
N=18,247



Illustrations produced using internal Ulster University data, July 2023

This illustrates that overall 115 students or 30.9% of UG DSA students achieved a first class honours degree and that 98.5% overall achieved a first or second class honours classification.

YOUNG MALES FROM QUINTILE 1 (UG, FT, PT)

As indicated in part 3.10(iv) 600 FT and PT UG young males were from Quintile 1 during 2021/22.

A DfE widening participation performance indicators report (received in November 2023) stated that Ulster (2.3%) is 0.5 percentage points above the sector (1.7%).

600 is 102 above the 498 target. This target was set in 2020. 600 of 18,247 equated to 3.3% of the UG student total. Alternatively it could be viewed as 569 of 17,013, 3.3.% (UG excluding dormant students).

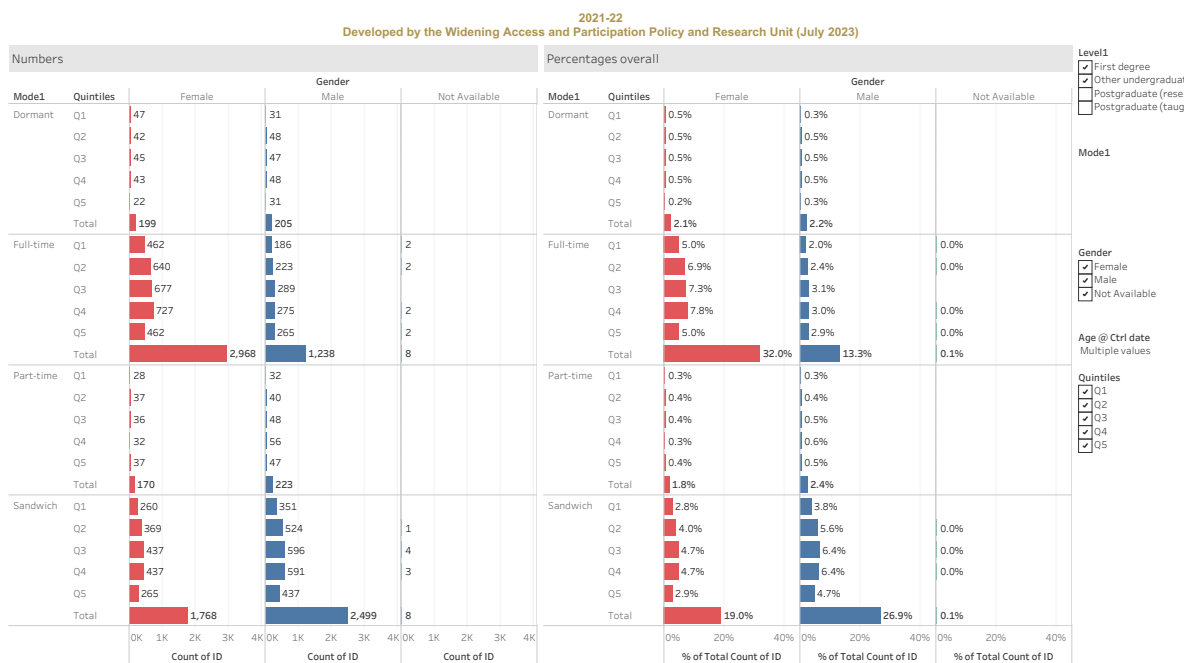
DfE define UG students as young when aged 20 and under on 31/8/2021.

Figure 20: UG Young Profiles by Quintile and Gender.

Illustrations produced using Ulster University data, July 2023

Figure 20 illustrates the smallest number (600) and percentage (6.5%) of young UG students overall are males from Quintile 1 (6.5%, 600 of 9,286). 42.9% of young UG students from Quintile 1 are males (600 of 1,399).

A small number (223) and percentage (2.4%) of young males are part-time. 32 or 0.3% are from Quintile 1.

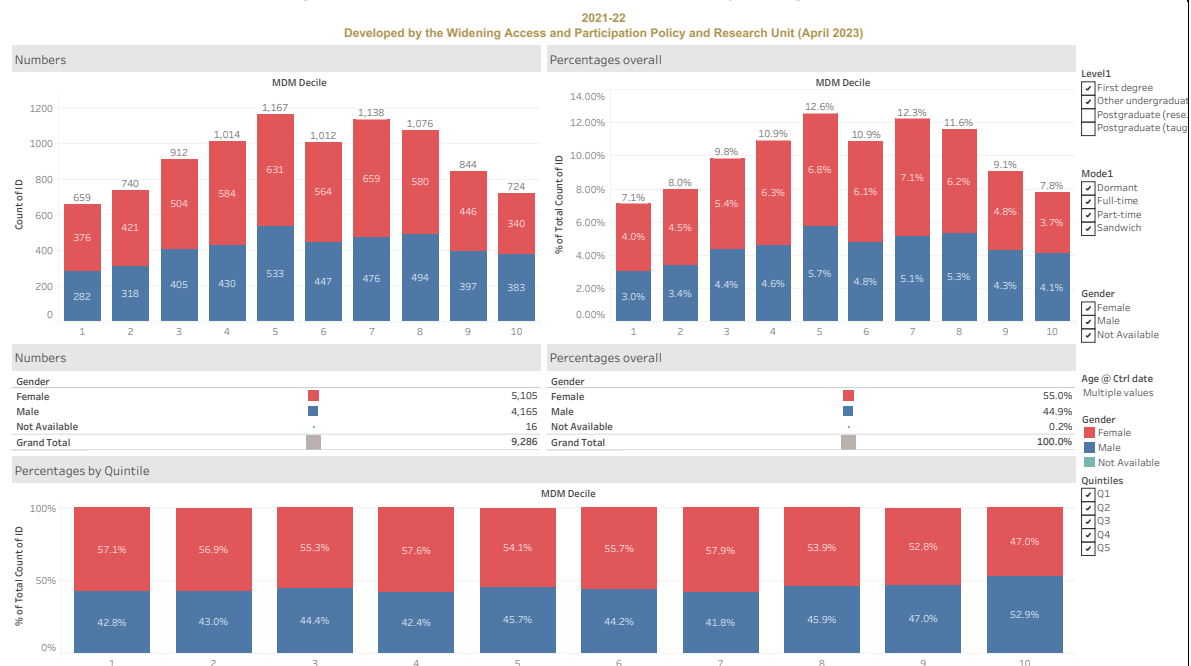
Figure 21: UG Young Profiles by Quintile, Gender and Mode.

Illustrations produced using Ulster University data, July 2023

Under-participation by males is a long-standing issue for Higher Education generally. The 'Understanding Widening Participation in Northern Ireland' report by CFE¹⁰ suggests targeting young males from quintile one should remain a focus of any future approach. It also highlights "Prevailing barriers to HE include attainment gaps (particularly among Protestant males from lower socio-economic groups), the cost of HE, and 'cold spots' in provision (including a lack of courses in some subjects, and campuses that are inaccessible to students living in rural areas)."

YOUNG MALE PARTICIPATION RATES BY DECILE

Figure 22 shows decile profiles for young males.



Illustrations produced using Ulster University data, July 2023

Looking at Decile profiles for young males reveals 282 or 3.0% of young male UG entrants were from Decile 1. Of these (not illustrated), 5.9% (245 of 4,165) were young FT UG. A small percentage 5.4% (223 of 4,165) were PT UG. 0.6% were from Quintile 1 (23 of 4,165).

Gender Profiles for Department of Health Commissioned Programmes

It is interesting to note that more females choose to undertake Department of Health Commissioned Programmes at Ulster University.

Figure 23 illustrates when we included the following programmes in a DOH group

- BSc Hons Diagnostic Radiography & Imaging,
- BSc Hons Dietetics,
- BSc Hons Nursing Mental Health,
- BSc Hons Nursing Adult,
- BSc Hons Physiotherapy 3yr,
- BSc Hons Podiatry,

¹⁰ <https://www.economy-ni.gov.uk/publications/understanding-widening-participation-northern-ireland>

- BSc Hons Radiotherapy & Oncology,
- BSc Hons Social Work (and 3 year) and
- BSc Hons Speech Therapy.

it revealed that 87.5% of students who undertake these programmes are female. A smaller percentage (12.5%) are male.

Gender profiles are more similar overall across programmes at Ulster University when DOH programmes are excluded, 49.1% (female) and 50.6% (male).

**Figure 23: Gender Profiles for Department of Health Commissioned Programmes
2021/22
N=2,096 DOH**



Illustrations produced using Ulster University data, July 2023

PART-TIME LEARNERS

Part-time provision is key to participation by work-based adult learners. HESA data shows a significant proportion, 33.4% of all enrolments for 2021/22 at Ulster were part-time (11,530 of 34,550). 50.9% (7,615 of 14,970) of these were undergraduate part-time enrolments. Overall for 2021/22 Ulster University had the largest number of part-time enrolments in NI equating to 49.2% of the NI total (11,530 of 23,405)¹¹

Figure 24 which follows shows Quintile and Deciles are more polarised for PT learners than FT learners. Quintiles 1 (14.1%), 2 (17.6%) and 3 (18.8%), were below 20%. Quintile 1 had 764 students which equated to 14.1%. It also shows Quintile 2 had 954 students which equated to 17.6%. Quintile 3 had 1,018 or 18.8%.

¹¹ <https://www.hesa.ac.uk/data-and-analysis/students/table-1>

Quintile 4 and Quintile 5 were both well above 20%. Deciles 1 to 6 were all below 10% which is considered equitable for Deciles.

Figure 24: 2020/21 PT Learner Profiles for all Ulster University Enrolments Profiles. N=5,421



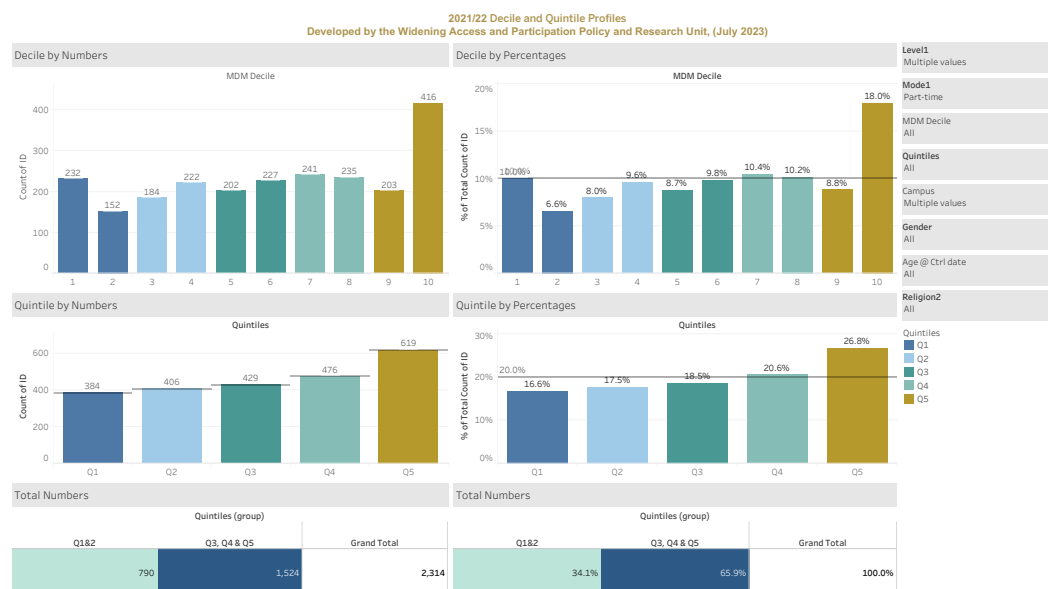
Illustrations produced using Ulster University data, July 2023

Figure 25 shows PT UG learners only.

16.6% or of part-time learners on UG programmes were from Quintile 1. There were 384 of such learners for 2021/22. Quintile 2 had 17.5% or 406. Quintiles 3 (462) was 19.5 % also below 20%.

Quintiles 4 and 5 were above 20%.

Figure 25: 2020/21 PT UG Learner Profiles for all Ulster University Enrolments Profiles. N=2,314



Illustrations produced using Ulster University data, July 2023

ADULT LEARNERS

HE IN FE – Validated Collaborative Provision

The extent of collaborative validated provision demonstrates in a major way that Ulster University is committed to widening access and participation beyond the immediate scope of its own degree-level provision and is enabling other parts of the education sector to provide alternative routes of access to the University.

Ulster University validates intermediate higher level qualifications, including Access to HE Diplomas and Foundation Degrees that provide a direct pathway to further higher level study.

Progression and Direct Entry

In total 676 students progressed from collaborative and validated provision within FE into Ulster University in 2021/22.

Of these, 162 students progressed from Access Diplomas.

Figure 26 which follows illustrates progression from the most popular Access Diploma courses (high to low). The top three programmes with the largest numbers are based in Belfast (MIL), Coleraine (COL) and Derry (DER).

Figure 26: Access Diploma Enrolments in 2021/22

Progression from 2018/19 & 2019/20 FE Programmes to Ulster University Programmes During 2021/22
Developed by the Widening Access and Participation Policy and Research Unit (August 2023)

Numbers			Percentages			Previous Prog Desc (group)	Enrol Stat
Previous FE Prog Desc	Previous FE Prog Code		Previous FE Prog Desc	Previous FE Prog Code		Access	Multiple values
Grand Total		162	Grand Total		100.0%		
CertHE Com Soc Beha Sci MIL PT	2323	19	CertHE Com Soc Beha Sci MIL PT	2323	11.7%		
AccDip Social Sciences COL PT	6846	14	AccDip Social Sciences COL PT	6846	8.6%		
AccDip Combined Studies DER FT	5240	13	AccDip Combined Studies DER FT	5240	8.0%		
AccDip Social Sciences BNA PT	5000	10	AccDip Social Sciences BNA PT	5000	6.2%		
Acc Dip Ad Learn Sc NEW FT	6760	9	Acc Dip Ad Learn Sc NEW FT	6760	5.6%		
AccDip Social Sciences COL FT	6845	9	AccDip Social Sciences COL FT	6845	5.6%		
AccDip Comp Bus&Multmed MIL FT	7256	8	AccDip Comp Bus&Multmed MIL FT	7256	4.5%		
AccDip Social Sciences NBY PT	6850	8	AccDip Social Sciences NBY PT	6850	4.3%		
AccDip Combined Studies DER PT	5241	7	AccDip Combined Studies DER PT	5241	4.3%		
AccDip Science DER FT	4542	7	AccDip Science DER FT	4542	4.3%		
Acc Dip Ad Learn Sc POR FT	6958	5	Acc Dip Ad Learn Sc POR FT	6958	3.1%		
AccDip Comp Bus&Multmed MIL PT	7257	5	AccDip Comp Bus&Multmed MIL PT	7257	3.1%		
AccDip Science DER PT	4543	5	AccDip Science DER PT	4543	3.1%		
AccDip Ad Learn Soc Sc HumNEWFT	6733	4	AccDip Ad Learn Soc Sc HumNEWFT	6733	2.5%		
AccDip Combined Studies LIM PT	6835	4	AccDip Combined Studies LIM PT	6835	2.5%		
AccDip Social Sciences MAG PT	6848	4	AccDip Social Sciences MAG PT	6848	2.5%		
Acc Dip Ad Learn Sc ARM FT	6959	3	Acc Dip Ad Learn Sc ARM FT	6959	1.9%		
AccDip Social Science BNA FT	7621	3	AccDip Social Science BNA FT	7621	1.9%		
AccDip Social Science MAG FT	7622	3	AccDip Social Science MAG FT	7622	1.9%		
AccDip Social Sciences DUN PT	5442	3	AccDip Social Sciences DUN PT	5442	1.9%		
AccDip Ad Learn Sc NEW PT	6737	2	AccDip Ad Learn Sc NEW PT	6737	1.2%		
AccDip Social Science NBY FT	7623	2	AccDip Social Science NBY FT	7623	1.2%		
Access Dip in Computing DUN PT	7572	2	Access Dip in Computing DUN PT	7572	1.2%		
Cert Counsell Stds MIL PT	2471	2	Cert Counsell Stds MIL PT	2471	1.2%		
Acc Dip Ad Learn Sc POR PT	6995	1	Acc Dip Ad Learn Sc POR PT	6995	0.6%		
AccDip Ad Learn Soc Sc HumNEWPT	6727	1	AccDip Ad Learn Soc Sc HumNEWPT	6727	0.6%		
AccDip Combined Studies POR PT	7523	1	AccDip Combined Studies POR PT	7523	0.6%		
AccDip Science COL PT	7613	1	AccDip Science COL PT	7613	0.6%		
AccDip Soc Sci Humanit ENN FT	7581	1	AccDip Soc Sci Humanit ENN FT	7581	0.6%		
AccDip Soc Sci Humanit ENN PT	4900	1	AccDip Soc Sci Humanit ENN PT	4900	0.6%		
Cert Adult Learn Sci DER FT	5350	1	Cert Adult Learn Sci DER FT	5350	0.6%		
Cert Adult Learning CS DER FT	5347	1	Cert Adult Learning CS DER FT	5347	0.6%		
Cert Counsell Stds ANT Prop PT	2475	1	Cert Counsell Stds ANT Prop PT	2475	0.6%		
Cert Counsell Stds OMA PT	6476	1	Cert Counsell Stds OMA PT	6476	0.6%		
Cert Counselling Stds BNA PT	6763	1	Cert Counselling Stds BNA PT	6763	0.6%		

Illustrations produced using Ulster University data, August 2023

Of these 676 students, 514 progressed from Foundation Degrees in 2021/22. Figure 27 which follows illustrates progression from the most popular Foundation Degree courses (high to low). The top three locations were in Belfast (MIL).

Figure 27: Foundation Degree Courses in 2021/2

Progression from 2018/19 & 2019/20 FE Programmes to Ulster University Programmes During 2021/22
Developed by the Widening Access and Participation Policy and Research Unit (August 2023)

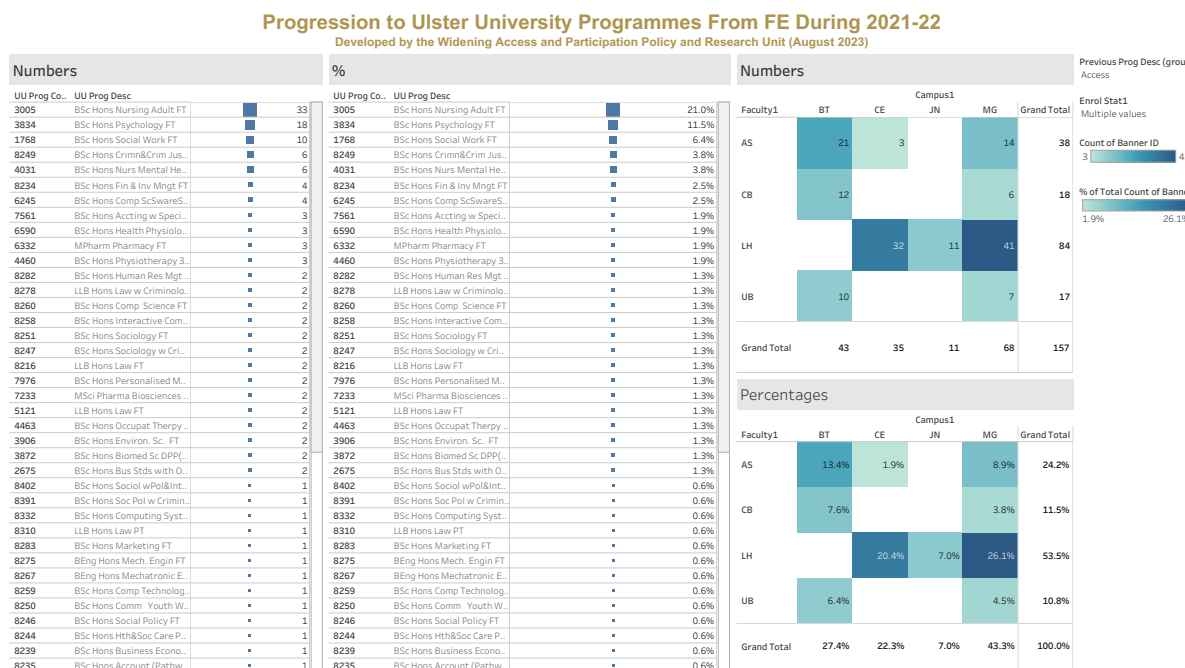
Numbers			Percentages			Previous Prog Desc (group)	Enrol Stat
Previous FE Prog Desc	Previous FE Prog Code		Previous FE Prog Desc	Previous FE Prog Code		Multiple values	Multiple values
Grand Total		676	Grand Total		100.0%		
FdEng Software Eng MIL FT	7633	26	FdEng Software Eng MIL FT	7633	3.8%		
CertHE Com Soc Beha Sci MIL PT	2323	19	CertHE Com Soc Beha Sci MIL PT	2323	2.8%		
FdSc ConstrEngin w Surv MIL FT	7756	16	FdSc ConstrEngin w Surv MIL FT	7756	2.4%		
FdSc Health & Soc Care DER FT	7657	15	FdSc Health & Soc Care DER FT	7657	2.2%		
FdSc in Computing DUN FT	6469	15	FdSc in Computing DUN FT	6469	2.2%		
AccDip Social Sciences COL PT	6846	14	AccDip Social Sciences COL PT	6846	2.1%		
AccDip Combined Studies DER FT	5240	13	AccDip Combined Studies DER FT	5240	1.9%		
FdEng Mechatronic Eng LIS FT	7414	13	FdEng Mechatronic Eng LIS FT	7414	1.9%		
FdSc Busin Servs Mngmt DUN FT	7052	12	FdSc Busin Servs Mngmt DUN FT	7052	1.8%		
FdSc in Computing POR FT	5759	12	FdSc in Computing POR FT	5759	1.8%		
FdSc Architect Technol MIL FT	7750	11	FdSc Architect Technol MIL FT	7750	1.6%		
FdSc Event Management TQR FT	7667	11	FdSc Event Management TQR FT	7667	1.6%		
FdSc Marketing TQR FT	7175	11	FdSc Marketing TQR FT	7175	1.6%		
AccDip Social Sciences BNA PT	5000	10	AccDip Social Sciences BNA PT	5000	1.5%		
FdSc Accounting TQR FT	7177	10	FdSc Accounting TQR FT	7177	1.5%		
FdSc Computing NBY FT	7163	10	FdSc Computing NBY FT	7163	1.5%		
FdSc Int Trav Tour Mgmt TQR FT	7665	10	FdSc Int Trav Tour Mgmt TQR FT	7665	1.5%		
FdSc Interact Multimedia NEW FT	4259	10	FdSc Interact Multimedia NEW FT	4259	1.5%		
FdSc Software Dev DER FT	7308	10	FdSc Software Dev DER FT	7308	1.5%		
Acc Dip Ad Learn Sc NEW FT	6760	9	Acc Dip Ad Learn Sc NEW FT	6760	1.3%		
AccDip Social Sciences COL FT	6845	9	AccDip Social Sciences COL FT	6845	1.3%		
FdSc Appl & Medic Scie NBY FT	7336	9	FdSc Appl & Medic Scie NBY FT	7336	1.3%		
FdSc ConstrEngin w Surv POR FT	7759	9	FdSc ConstrEngin w Surv POR FT	7759	1.3%		
FdSc Health & Soc Care ENN FT	7670	9	FdSc Health & Soc Care ENN FT	7670	1.3%		
FdSc I Media TQR FT	7707	9	FdSc I Media TQR FT	7707	1.3%		
FdSc in Computing NEW FT	7424	9	FdSc in Computing NEW FT	7424	1.3%		
FdSc in Computing OMA FT	6869	9	FdSc in Computing OMA FT	6869	1.3%		
AccDip Comp Bus&Multmed MIL FT	7256	8	AccDip Comp Bus&Multmed MIL FT	7256	1.2%		
AccDip Social Sciences NBY PT	6850	8	AccDip Social Sciences NBY PT	6850	1.2%		
FdSc Applied & Medi Sci DER FT	5859	8	FdSc Applied & Medi Sci DER FT	5859	1.2%		
FdSc Health & Soc Care NBY FT	7655	8	FdSc Health & Soc Care NBY FT	7655	1.2%		
FdSc Int Hosp Mgmt TQR FT	7663	8	FdSc Int Hosp Mgmt TQR FT	7663	1.2%		
FdSc Prop. Plan&Hous MIL FT	6799	8	FdSc Prop. Plan&Hous MIL FT	6799	1.2%		
AccDip Combined Studies DER PT	5241	7	AccDip Combined Studies DER PT	5241	1.0%		
AccDip Science DER FT	4542	7	AccDip Science DER FT	4542	1.0%		
FdEng Mechatronic Eng NEW FT	7627	7	FdEng Mechatronic Eng NEW FT	7627	1.0%		

Illustrations produced using Ulster University data, August 2023

9 others were enrolled as undergraduate or other level 4.

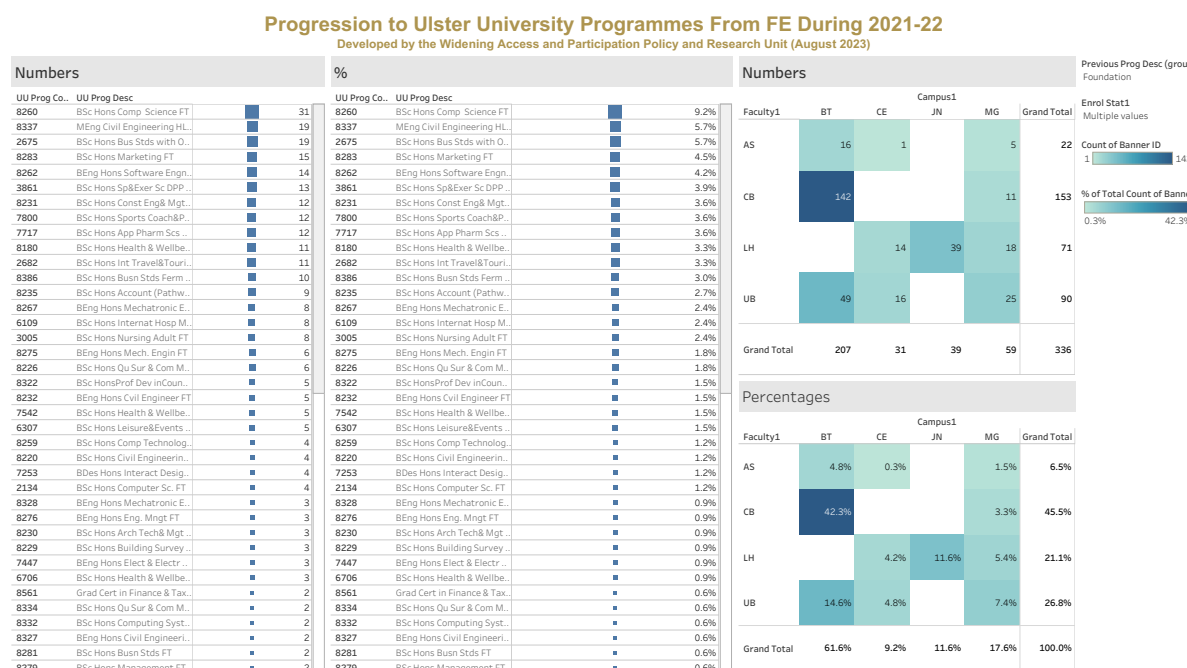
Figure 28 which follows shows the most popular programmes that students from Access Diplomas progressed onto in 2021/22 (highest to lowest). It also shows enrolment summaries by Faculty and Campus.

Figure 28: Progression From Access Programmes to Ulster University During 2021/22



Illustrations produced using Ulster University data, August 2023

Figure 29: shows progression from Foundation Degree Programmes to Ulster University in 2021/22.

Figure 29: Progression From Foundation Programmes to Ulster University During 2021/22**ACHIEVEMENT RATES FOR UNDER-REPRESENTED GROUPS.**

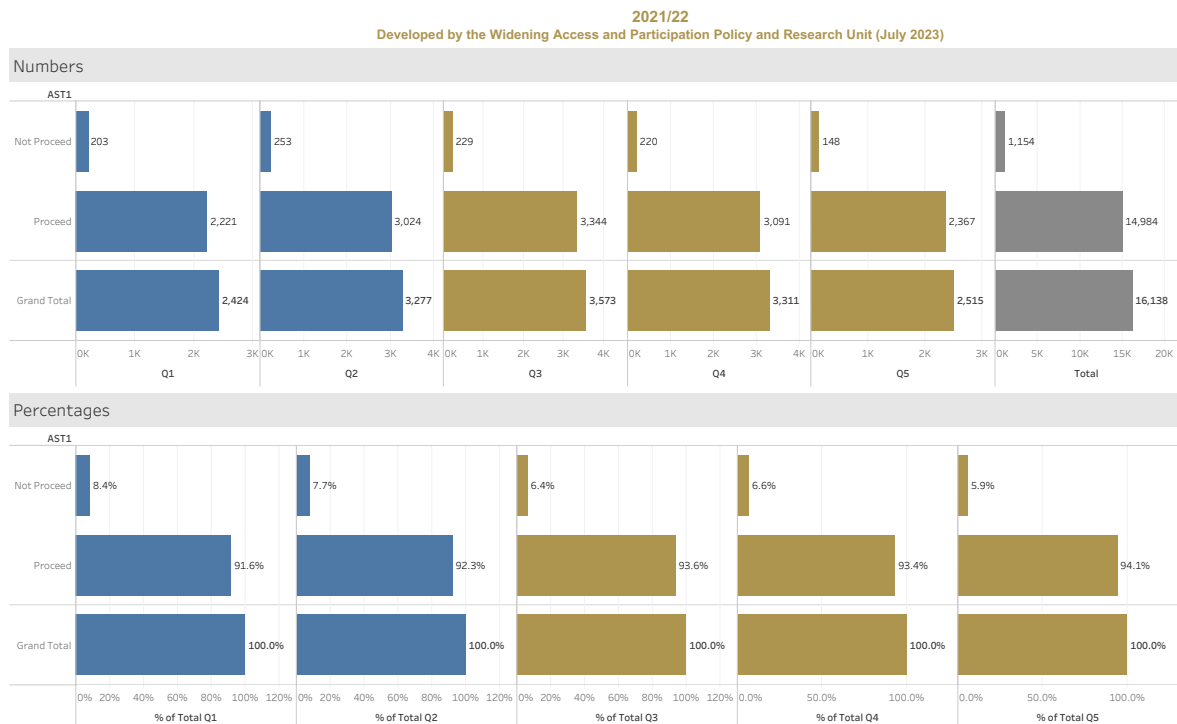
Ulster University achieves outstanding educational outcomes for those most able but least likely to participate in higher education.

Analysis of progression profiles reveals close to equitable progression and non-progression across Quintiles 1 to 5.

All Quintiles achieved within the range of 91.6% to 94.1% for progression. Figure 30 illustrates that a small but nonetheless consistently greater proportion from Quintile 1 and 2 did not proceed, than any other Quintile.

8.4% from Quintile 1 and 7.7% from Quintile 2 as opposed to 6.4% (Quintile 3), 6.6% (Quintile 4) and 5.9% (Quintile 5).

Figure 30: 2021/22 UG Progression by Quintile

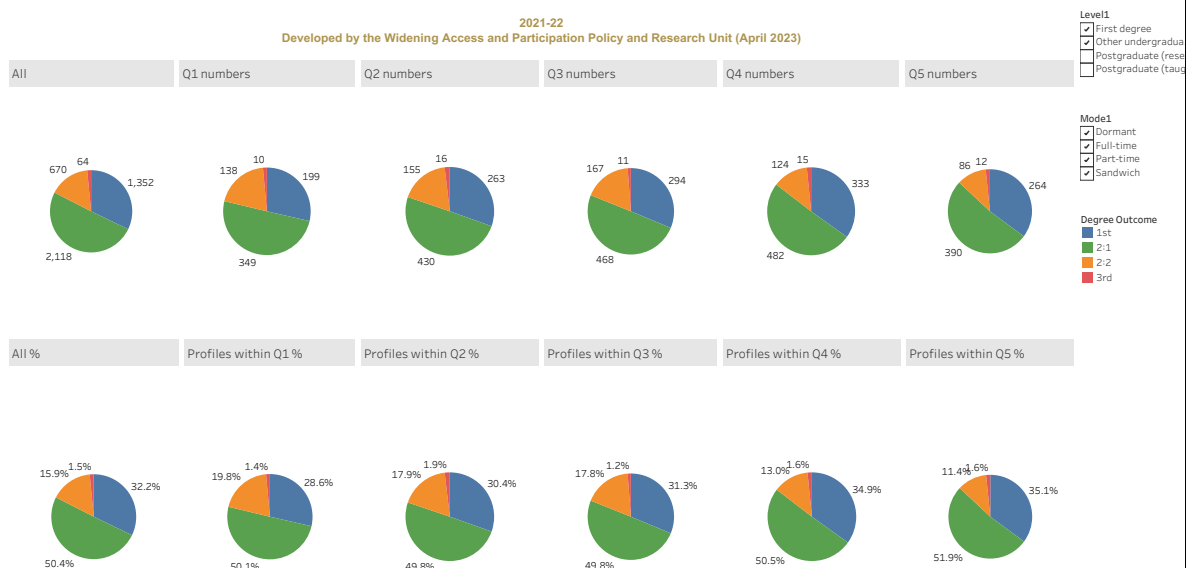


Classifications

Ulster University achieves outstanding educational outcomes for those most able but least likely to participate in higher education.

Although the outcomes are good Figures 31 and 32 which follow show some differences between the quintiles.

Figure 31: 2021/22 UG Degree Outcomes for All and Quintiles 1 to 5



Illustrations produced using Ulster University data, July 2023

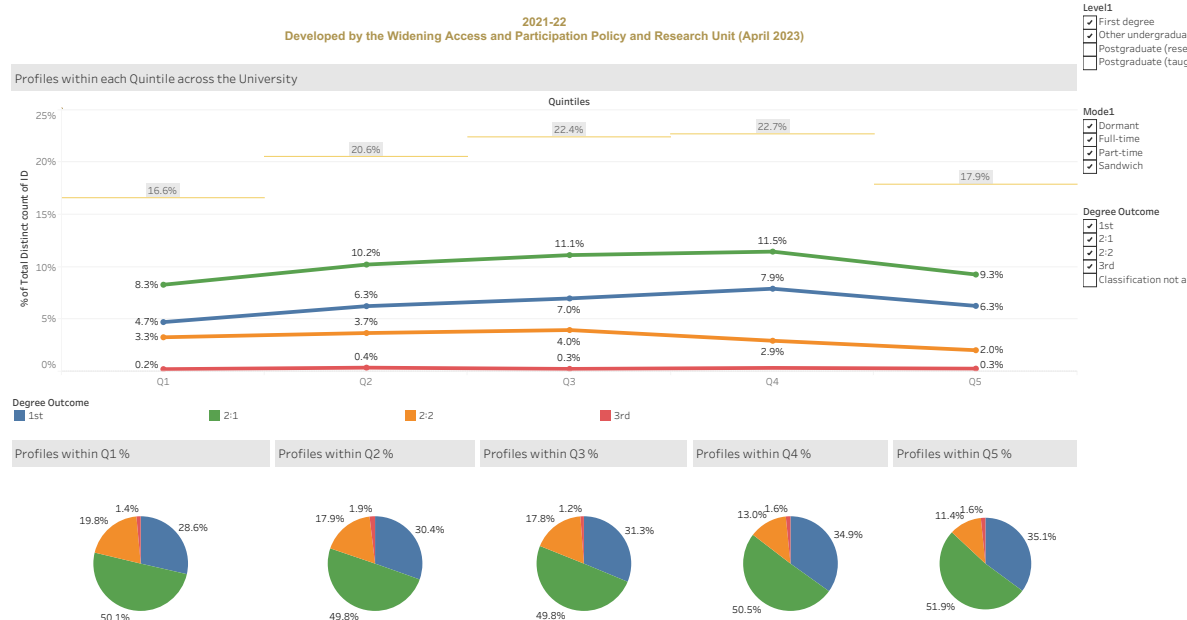
Figure 31 also shows the degree outcome numbers and percentages overall and within each quintile grouping.

Overall in 2021/22, the pie charts illustrate a similar proportion of Honours degrees with 1st or 2nd classifications were awarded to students of least advantage (Quintile 1, 98.6%) as to students of most advantage (Quintile 5, 98.4%). 98.5% is the percentage overall.

- Overall 82.6% obtained the higher classifications (1st and 2.i).
 - 78.7% of Quintile 1 obtained the higher classifications (1st and 2.i).
 - 87.0% of Quintile 5 obtained the higher classifications (1st and 2.i).
- Overall 15.9% obtained middle classification Honours (2.ii).
 - 19.8% of Quintile 1 obtained middle classification Honours (2.ii).
 - 11.4% of Quintile 5 obtained the higher classifications middle classification Honours (2.ii).
- Overall A similar proportion of third degree classifications were awarded to students of least advantage
 - Overall 1.5% obtained middle third degree classifications
 - 1.4% of Quintile 1 obtained middle third degree classifications
 - 1.6% of Quintile 5 obtained middle third degree classifications

Figure 31 also shows that if a student is in Quintile 1 (28.6%) or 2 (30.4%) that they are less likely to achieve a first class honours than other quintiles. Quintile 5 is most likely to achieve a first (35.1%).

Figure 32: 2020/21 UG Degree Outcomes for All and Quintiles 1 to 5



RETENTION AND PROGRESSION

Retention initiatives are key to supporting the diverse WAP population of the University. Small group teaching, attendance monitoring, student support, the personal tutor system and Peer Assisted Study Sessions (PASS) are just some examples of good practice employed by the University.

With a high proportion of WP student enrolments, the University does not segregate its retention and progression support activities for students and treats all students in need inclusively. Ulster's new People, Place and Partnership strategy¹² has an ongoing focus on equality, diversity and inclusion. Individual departments engage with supported WP interventions based on their local assessment of need and the evidence of their WP student profile at course level.

Studiosity Student Connect Peer Mentoring

A Studiosity Student Connect Peer Mentoring Pilot Service was offered to all first during 2021/22.

This enabled first year students to request mentoring within their discipline on demand from trained final years students.

As this service was not utilised to the level as it was funded some of the funds from it and from the Technology fund were reinvested during 2022/23 in WAP Student & Graduate Success workstreams including Enterprise Bursary, Belfast Trust Mental Health Project, Student Success Guide and Promoting Positive Student Engagement: mentoring and coaching of WAP students; purchasing of noise cancelling headphones and development of quiet study spaces for neurodivergent students.

PASS

PASS has been offered at Ulster University since 2010 for some disciplines. During 2017 it was extended for widening access objectives. PASS stands for Peer Assisted Study Sessions and it is an internationally renowned and quality assured academic support and mentoring scheme with recognised National and International networks (<https://www.sipass.lu.se>).

PASS has 21 guiding principles. It involves trained student mentors facilitating weekly study sessions with groups of younger year student mentees face-to-face, for the most part.

Some part-time programmes used blended methods to offer flexibility of pace, place and mode. Mentees are encouraged to set the session agenda with their mentors and during sessions they learn collaboratively in groups. Mentors facilitate discussions and lead group work. Mentors meet weekly with academic leads for debrief sessions to provide staff with regular and ongoing feedback within agreed confidentiality parameters. The digital pivot from face-to-face to online learning in response to Covid-19 pandemic posed significant new challenges for the effective delivery of PASS from 2020 to date. Student PASS Leader Mentors required bespoke new support and training to effectively use a range of synchronous and asynchronous technologies as they pivoted to support mentees digitally.

Technology Enhanced Retention

During 2021/22 the University supported initiatives that identify and support student retention. These included: Qwickly (attendance monitoring) and Studiosity (grammar/academic writing support).

¹² <https://www.ulster.ac.uk/people-place-and-partnership/strategy>

Qwickly attendance monitoring has been operational through Blackboard Learn since February 2018 and Ulster has developed online dashboards to identify students with poor attendance patterns.

Studiosity is an on demand personalised service to provide one-to-one help or feedback on academic writing. Ulster is currently in the final year of a 5 year contract and has made additional investment in credits to allow students to receive academic writing support.

Ulster also uses the Performance Dashboard and Retention Centre in Blackboard as part of engagement monitoring and has invested in a 5 year contract with Blackboard.

WAP Strategy, Research and Analytics

Key data objectives for WAP Strategy, Research and Analytics at Ulster University are to:

- Gain greater understanding of the demographics of participation by range of metrics including protected characteristics (gender, age, belief, age), disability and measurement of relative rates of performance (gap analysis) within student cohort and longitudinal study.
- Enable more effective and focused targeting, as well reporting evidence of impact and dissemination of good practice.

Taking Boys Seriously (TBS) Project

Linked to several of the key findings from the original TSB 1 research, TBS 2 research has found that boys who experience compounded educational disadvantage, thrive in an educational ecosystem that adopts 'relational' principles, pedagogies, and practices. The research identifies these boys as 'Relational Learners'.

1.3 Please outline the Widening Participation aims, objectives and targets for the next 3 years for your institution.

You will need to provide details on key target groups within Access to Success, anticipated expenditure and the measures of success – your response should include a description of your approach to targeting, as well as the areas targeted for improvement over the next 3 years. You may wish to add to the projection tables below to report on your own institution's specified target groups if not already included in Access to Success.

Priorities going forward are:

- i) Ensure that WAP is explicitly embedded under the University's strategic vision and within the new People, Place and Partnership Strategy.
- ii) Improved retention and support of enrolled WP students including: Investments to better identify at-risk students such as Qwickly, an electronic attendance monitoring system, Data analytics and interactive dashboards; Peer mentoring.
- iii) Post COVID-19, the WAP team will work closely with the Quality Assurance and Enhancement team to support special measures put in place to facilitate retention and success.
- iv) Enhanced WP research capacity and capability leading to a better tracking of participation, retention, progression, success and learning gain as well as evaluation of the impact and effectiveness of measures.

- v) Major refresh and scale of educational outreach to schools and communities including new externally funded Community Scholarships.
- vi) Targeted development of intervention on young male participation, including social science research on the effectiveness of WAP measures.
- vii) Sustained progress on flexibility and access for non-traditional learners, including fee waivers.

1.3 (a) TARGETS

As indicated in DfE's covering letter, the targets set and approved previously in section 1.3 apply.

- 1.4** List below the key programmes/projects financed from additional student fees that will contribute towards your institution's performance.
(Please refer to the appropriate section of the guidance notes before completing.)

- 1. WP Research and Analytics** – capacity and capability leading to a better tracking of participation, retention, progression, success and learning gain as well as evaluation of the impact and effectiveness of measures. Aims to provide departmental scorecard relative to the student cohort to allow needs based intervention at the local level.
- 2. Taking Boys Seriously** – action research and development. Aims to identify key intervention points and actions to improve participation rates of young males from the lowest deciles of socioeconomic classifications.
- 3. Retention and Success**
 - 3.1 Technologies**– Automated attendance monitoring, support in grammar and academic writing, technology enabled peer support and small group teaching coupled to research data from project 1 to better target resources for retention and success. Aims to achieve equable retention and success for WP cohorts relative to the wider cohort.
 - 3.2 Peer Assisted Study Sessions** – Trained PASS Leader Mentors support new entrant WP students and other risk points on the student journey. Aims to achieve improved success, self-esteem and achievement for WP students.
 - 3.3 Studiosity Services** – To aid student retention as part of the University's Widening Access and Participation Plan.
 - 3.4 Faculty Academic Development Projects**

4. **Accredited Flexible Learning** – The Certificate of Personal and Professional Development (CPPD) is a flexible, modular, undergraduate framework. Aims to provide flexible pathways to HE for individuals and organisations. Fee waivers are available for individuals who meet the WP criteria.
5. **Schools and Community Outreach** – Sustainable transition and expansion of WA outreach to schools, low participation groups, communities and high deprivation neighbourhoods. Includes project expenditure across several established and successful programmes
 - Schools Outreach, for example, numeracy, literacy, STEM, health and well-being, mindfulness and resilience.
 - Community Outreach, for example, Staff Civic Ambassador Programme and Civic and community fellowship schemes etc.
 - Funded Faculty Outreach Projects.
 - Fostering Aspirations.
 - Externally funded Community Scholarships.
6. **Higher Level Apprenticeships and Upskilling the Workforce** – Enhancing the diversity of routes into higher education is important, not only for widening access and increasing social mobility of adult learners but in meeting the skills needs of the region. Recognising the importance of this Ulster established an Apprenticeship and Skills Hub in 2020 to support a sustainable institutional approach to the development of new routes to entry reflecting the needs of the region, the employers and the individuals. The hub has been instrumental in coordinating Ulster's response to the DfE Covid short term skills fund offering hundreds of reskilling opportunities for those economically impacted by covid.
7. **Mature and Adult Learners** – Adult learning short courses are made available across faculties to meet learning and workforce needs in the areas of STEM, creativity and innovation, hospitality, computing, leadership and teaching, with modules ranging from 5-20 credits

1.5 Please provide a short summary of how your activities link to the key actions within Access to Success.

1. **WP Research and Analytics** – Links to Key Actions 1, 2, 3, 4
2. **Retention and Success**
 - 2.1 **Technologies** – Links to Key Actions 8 & 9
 - 2.2 **Peer Assisted Study Sessions** – Links to Key Actions 8 & 9
 - 2.3 **Studiosity Services** – Links to Key Actions 8 & 9

3. **Taking Boys Seriously** – Links to Key Action 1, 2, 3, 4 & 9
4. **Accredited Flexible Learning** – Links to Key Actions 4, 5 & 9
5. **Schools and Community Outreach** – Links to Key Actions 3, 4, 5 & 7
6. **Higher Level Apprenticeships and Upskilling the Workforce** – Links to Key Actions 4, 5 & 6
7. **Mature and Adult Learners** – Links to Key Actions 4, 5 & 6

1.6 How do you plan to communicate information on the availability of financial and other assistance to students?

Direct financial support targeted for WAP students includes:

- Widening Access Bursary;
- Care-Leaver Bursary;
- Fee Waivers for participation in the Accredited Flexible Learning;
- Technology fund;
- Travel bursary
- Accommodation vouchers;
- Externally Funded Scholarships.

Specific information on the bursaries/support funds is communicated to students as follows:

- The online Student Guide at: <http://www.ulster.ac.uk/guide/how-to-register/fees-loans-and-bursaries/bursaries-and-scholarships/>
- The Widening Access and Participation website at: <http://addl.ulster.ac.uk/wap/wa>

1.7 How do you plan to monitor progress against the targets and the achievement of outcomes?

Monitoring of progress against targets are reviewed and outcomes evaluated by the Senior Leadership Team, Learning and Teaching Committee, Academic Planning Advisory Group, Distributed Education Board where appropriate.

The research and analytics outputs enable cascade of targets and KPIs to University, Campus, Faculty, School and programme level so that WAP becomes an embedded, contextualised and targeted priority across the University.

1.8 Evaluation

Evaluation documents for Schools and Community Outreach follows as appendices.

APPENDICES

EVALUATION OF SCHOOLS AND COMMUNITY OUTREACH WORKSTREAMS DURING 2021-22

PART TWO

WIDENING ACCESS AND PARTICIPATION PLAN

Forward Plan 2024-2025

Part 2 is the forward plan for the institution in the academic year 2024/25. Institutions are required to submit information under each of the headings below. Please see Section 2 of the Guidance notes for help with completing this return

2 Estimated Fee Income

2.1 Level of Fees

Please provide details of the fees to be charged in relation to each of the course types you identify in the table below:

a) Fees charged at the maximum higher fee

Courses with a fee of £4,750		Additional fee income per student (*£4,750 max fee minus *£1,870 standard fee)	Estimated Number of students in 2024/25	Estimated additional fee income
Course Type	Fee (£)			
FTUG	£4,750.00	£2,880.00	12,391	£35,686,080.00
Placement	£2,375.00	£1,440.00	1,328	£1,912,320.00
	£4,750.00	£2,880.00		£0.00
	£4,750.00	£2,880.00		£0.00
	£4,750.00	£2,880.00		£0.00
Total Students			13719	£37,598,400.00
Estimated Total additional fee income from students charged the maximum higher fees				

b) Fees charged above standard but below the maximum higher fee

Courses with a standard fee of at least *£1,870 but less than *£4,750		Additional fee income per student	Estimated Number of students in 2024/25	Estimated additional fee income
Course Type	Fee (£)			
		-£1,870.00		£0.00
		-£1,870.00		£0.00
		-£1,870.00		£0.00
		-£1,870.00		£0.00
		-£1,870.00		£0.00
Total Students			0	£0.00
Estimated Total additional fee income from students charged the maximum higher fees				

**2.2 Summary – Total Estimated Additional Fee Income for all students in 2024/25
i.e total at 2.1(a) plus total at 2.1(b)**

Total Estimated Additional fee income:	£37,598,400.00
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2.3 Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2024/25
[See Guidance notes for 2.3 before completing] Add additional groups as necessary

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203	FTUG	4000	£475.00	£1,900,000.00
				£0.00
				£0.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/</i>				£0.00
<i>different fee levels), please</i>				£0.00
Other low income groups				£0.00
				£0.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/</i>				£0.00
<i>different fee levels), please</i>				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Care Leavers		99	£1,000.00	£99,000.00
Accommodation Vouchers		125	£1,000.00	£125,000.00
Total Bursary Spend (£)		4224		£2,124,000.00

(b) Scholarships

Target Groups	Course Type	No of Students	Scholarship Amount per student (£)	Total Scholarship Amount (£)
Students with household income up to £22,403	At Ulster University, we understand that lack of finance may be the only reason that many young people with potential do not progress to university. In order to address this inequality, we have been working to raise funds to provide financial scholarships to a number of students entering their first year at Ulster University. Funding from Ulster Garden Villages, The SHS Group, Aflac, Garfield Weston Foundation, Northern Ireland Office & Allen and Overy			£0.00
Other low income groups including pupils in receipt of FSM or EMA		25	£3,000.00	£75,000.00
Permanently reside in an area of		5	£1,000.00	£5,000.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Care Experienced				£0.00
Other - Young Carers				£0.00
Total Scholarship Spend (£)		30	Funded by Donors so not included in expenditure totals	£0.00

(c) Other Direct Financial Support
(e.g fee waivers, discounts, accomodation, etc)

Target Groups (insert below)	Nature of Support	No of Students	Other Amount per student (£)	Total Other Amount (£)
Fee Waivers for Adult Learners	Fee Waivers		Up to 500	£85,000.00
Other low income groups				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other - eg Care Leavers				£0.00
Other - please insert				£0.00
Total 'Other' Direct Financial Spend (£)		0		£85,000.00

2.4 Estimated Direct Expenditure on Outreach Activities in 2024/25 aimed at Widening Participation students

(i)

Name of Programme/Project	Schools Outreach		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Portfolio of pre-entry aspiration and attainment raising programmes designed for young people across Northern Ireland to enrich the UU student pipeline.		
Target Groups	Key Stage 3-5 WA Target Schools $\geq 40\%$ FSME. Students with household income up to £22,403 or other low income groups including pupils in receipt of FSM or EMA We support the University WAP aspirations through providing opportunities for all young people who meet WAP indicators. One way we do this is by discreetly focusing on Schools that have $< 40\%$ on the Free School Meal Index (FSM). We use eligibility for FSM and while we acknowledge this is a good available proxy measure of economic disadvantage/social mobility within a school cohort, it is not perfect. This measure is a 'targeted school approach' rather than a 'targeted pupil approach.' On recognition of this, the team supports additional widening access criteria which we adapt and design programmes/initiatives around •First in family to undertake an undergraduate degree •In receipt of FSM or EMA Main carer for a family member/dependent •Care experienced •Receipt of disability living allowance/personal independence payments. •Reside in an area of high deprivation/low participation.		
Estimated Expenditure (£)	£526,024.89	See Appendix:	Appendix 1

Brief description of activity

***If not already included in
Section 1.4***

Ulster University Schools' Outreach Unit offers an extensive portfolio of aspiration and attainment raising courses and activities designed for young people across Northern Ireland to recognise their full learning potential, combating against the lost learning from the pandemic. The new Ulster University Outreach Academy www.ulster.ac.uk/schoolsacademy is rooted in the desire to give young people the opportunity to see themselves at university and to believe they are capable of studying at a Higher Education Institution, regardless of background. The Academy is designed so young people can investigate and explore a variety of courses (70+ courses) linked to current school curricula therefore aiding their decisions from GCSE, A' Level to FE/HE. Alongside our new Outreach Academy, dedicated workshops and campus tours to explore pathways to Computing & Engineering Faculty/Life & Health Sciences Faculty/Ulster Business School/Arts, Humanities & Social Sciences Faculty. Expansion of our North-West school and college reach through the extensive delivery within our Manchester United partnership, now delivering within all schools and college across Foyle Learning Community. A further range of partnerships enable our outreach to benefit from industry sectors to raise awareness of career choices and degree alignment to Year 12-14. Expansion of UU Coders, in particular around females in STEM to support gender balance. Expansion of outreach to support under represented groups including Refugee and Traveller community.

Target Outcomes (Should be quantifiable)	-Engagement with at least 20% schools with $\geq 40\%$ FSME; -90% post-primary: 10% primary engagement ratio; -At least 200 primary school pupil engagements; -At least 1800 post primary school pupil engagements; -Enhanced use of technology to support teaching & learning - Educational partnerships to scale outreach; -Increased aspiration to progress to university, Year 13 & 14 progression pathways; -Increased interest in the engaging with education in under represented subjects; -Lower barriers to experiencing a university campus within a virtual capacity (Due to Covid-19); -Direct access to subject experts and specialist equipment at university; Blended approach via online learning. -Enhanced teacher-academic contact; -Enhancement of central educational themes of Key Stages 3-5. Internal collaboration with DARO to scale WA Community Scholarships to enable financial support to entry of HE			
Activity: New or Ongoing i.e undertaken last year				
	Ongoing			
Other Activity Type				
Name of any collaborative partner	Our teams' partnerships infrastructure is key to our role of influence to our young people to give knowledge around potential professions and industry sector employment. We with an extensive network of partners, who share our values to support UU student success, including Manchester United Foundation, UNESCO Learning Cities, Engineers Ireland, Royal Academy of Engineering, Business in the Community, Accountancy Ireland, Micro:Bit Foundation, Belfast Giants, Carrulicos Foundation, Speakers for Schools, NI Councils, Barclays Bank, Riverside Theatre, Volunteer Now, Sport NI, Royal Meteorological Society, Woodland Trust, NI Science Festival, Maths Week Ireland.			

(ii)

Name of Programme/Project	Community Engagement and Pathway to Success		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-entry aspiration and attainment raising		
Target Groups	•Young people and Adult Learners through Community Engagement including community and voluntary sector. •Young People and Adults Pre-entry Aspiration and Attainment Raising. •Young people from a background of care, NEETs and adult returners in target. neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region. •Non-traditional entrants, mature students and adult learners		
Estimated Expenditure (£)	£421,841.15	See Appendix:	Appendix 2
Brief description of activity <i>If not already included in Section 1.4</i>	The Community Engagement Team actively seeks to build and engage in sustainable community partnerships with the primary aim of positively influencing individuals and communities across the region. The Community Engagement team supports The Science Shop, Access Ambassadors, Care Experienced Students, Community Learning and in partnership with the School of Law, the Social Justice Hub. Engaging directly with community partners we provide access to support for care experienced young people considering HE, action research for community partners through our students and sharing knowledge and expertise through our staff Access Ambassador programme, raising aspiration and developing pathways to Ulster. In partnership with the School of Law through the Social Justice Hub we provide law training opportunities to community partners.		
Target Outcomes (Should be quantifiable)	•Increase the number of participants to 20 for Ulster care experienced summer school •Increase the number of care experienced students receiving Ulster bursary •Develop specific discipline based mentoring support for care experienced students •Grow the reach of the staff Access Ambassador programme in the community •Increase real world connected learning opportunities for students with community partners •In partnership with Flexible Education academic programme lead increase the uptake of Pathways to Success funding for adult learners •In partnership with Ulster FE Collaborative Forum explore new pathways for Young people from a background of care, NEETs and adult returners •Enhance the training opportunities for community partners through the Social Justice Hub		
Activity: New or Ongoing i.e undertaken last year	Ongoing		Please insert an 'X' as appropriate in either the NEW
Other Activity type			
Name of any collaborative partner	Working with Colleagues across the University we will continue to support community engagement activities that have regional impact and align with Ulster's People, Place and Partnership strategy developing sustainable future for all.		

(iii)

Name of Programme/Project	Open Days and Prospective Participation for WAP (Years 13 and 14)		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Aspiration Raising		
Target Groups	The Team will directly target 94% of schools and colleges regardless of FSME as we are very aware that many pupils at grammar schools and colleges come from financially disadvantaged backgrounds.		
Estimated Expenditure (£)	£179,550.00	See Appendix:	Appendix 3
Brief description of activity <i>If not already included in Section 1.4</i>	The Schools Engagement Team deliver school presentations, exhibitions and careers evenings. At these events, advice is delivered to both families and students as well as to heads of careers.		
Target Outcomes (Should be quantifiable)	The Team will directly target 94% of schools and colleges regardless of FSME and will highlight the benefits of progressing to HE and advising on how to apply to Ulster University.		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity type			
Name of any collaborative partner	Schools across the province.		

2.5 Estimated 'Direct Expenditure' on Post Entry Retention Activities aimed at Widening Participation students in 2024/25

(i)	Name of Programme/Project	PASS (£49,994), Studiosity support initiatives (£250,000), Qwickly (£10,000), WAP Learning Enhancement Projects (£250,000), Carers' Crisis Fund (£25,000), WAP Travel Bursaries (£130,000)		
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Post-entry retention and success		
	Target Groups	Students at risk of non-progression		
	Estimated Expenditure (£)	£714,994.00	See Appendix:	Appendix 4
	Brief description of activity <i>If not already included in Section 1.4</i>	•Peer-assisted Study Skills (PASS); •Technology-driven academic support and attendance monitoring (Studiosity/Qwickly); •Specific WAP Learning Enhancement Projects aimed at Retention and Success; •Carers' Crisis Fund; •WAP Travel Bursaries.		
	Target Outcomes (Should be quantifiable)	Improvement in retention/non-progression statistics.		
	Activity: New or Ongoing i.e undertaken last year	New Ongoing	X X	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Other Activity type	Targetted interventions to support students at risk of non-progression.		
Name of any collaborative partner	Studiosity/cross-University faculties and departments.			

2.6 Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2024/25

(i)	Title of Research Activity	Research and Analytics and Taking Boys Seriously		
	Research Target Group	WP under-participating groups: • Participation, retention and success by Q1 MDM ug students;		
	Estimated Expenditure (£)	£243,791.00	See Appendix:	Appendix 5
	Description Brief description of research programme	1. Research capacity to support WAP analytics, reporting and research. Outputs that guide interventions and help evaluate impact. 2. Action research on gender-based pedagogies and factors affecting educational attainment of disadvantaged young boys (Taking Boys Seriously (TBS)).		
	Expected Research Outcomes	WP Analytics *WP collection, monitoring and review of the characteristics of the student body to guide interventions and help evaluate impact. *Develop customisable dashboards of equity in access and success of student profile by University, Campus, Region, Faculty, School, Programme. Seek and improve the collection of new data to enhance upstanding. Undertake horizon scanning analysis to understand the WP landscape externally and explore the range of internal data and external data sources that are available to UlsterUniversity for WAP purposes. *Identify and take advantage of opportunities for dissemination of outcomes. Taking Boys Seriously Over the next 2 years the TBS research team will work closely with stakeholders represented through the Steering Group and wider community networks to lay the foundations of extending the research and maximising impact. The objectives can be characterised under 4 strands: *Strand 1: Formal education Build partnership agreement with 6 schools who will commit to embedding the TBS project intentionally using relational approaches as a whole school approach. Begin tracking a cohort of boys in each of these schools using measures for attendance, attainment, achievement, aspiration. Deliver training with schools around embedding the principles. *Strand 2: Use of principles in the primary sector Work with the School of Education in Ulster University to explore developing TBS Participatory Action Research approach in primary sector. Host a regional TBS collaborative inquiry session with leaders and educators in primary education. *Strand 3: Youth Services Develop a pilot project with youth services in the North West to develop indicators for measuring how youth work builds social and cultural capital of young men facing compounded educational disadvantage. *Strand 4: Higher Education Develop appropriate methodology for examining how Higher Education can best develop a relational education ecosystem for young men from disadvantage communities. Engage 30 young men from across all 5 faculties in at least 2 focus groups / individual interviews.		

2.7 Estimated 'Direct' Expenditure on Staffing and Administration in 2024/25

Staffing and Administration costs should be attributed to an individual programme/project and included in the relevant tables above. However where costs cannot be attributed to an individual programme/project they should be included in the table below. Such costs should be kept to a minimum and should not exceed 10% of the total

Estimated Direct Expenditure	£
Estimated apportionment of Administration costs not already attributed to an activity	£321,981.09
Estimated 'other' costs please specify below	
Total:	£321,981.09

2.8 Summary of all Estimated Direct Financial Expenditure in 2024/25

Estimated Direct Expenditure	£
Estimated amount of additional fee income to be spent on bursaries <i>i.e this will be a total that detailed at 2.3(a)</i>	£2,124,000.00
Estimated amount of additional fee income to be spent on scholarships <i>i.e this will be a total of that detailed at 2.3(b)</i>	£0.00
Estimated amount of additional fee income to be spent on 'other financial support' to students <i>i.e this will be a total of that detailed at 2.3(c)</i>	£85,000.00
Estimated amount of additional fee income to be spent on outreach <i>i.e this will be a total of that detailed at 2.4</i>	£1,127,416.04
Estimated amount of additional fee income to be spent on post entry retention activities <i>i.e this will be a total of that detailed at 2.5</i>	£714,994.00
Estimated amount of additional fee income to be spent on research activity <i>i.e this will be a total of that detailed at 2.6</i>	£243,791.00
Estimated amount of additional fee income to be spent on Staffing and Administration <i>i.e this will be a total of that detailed at 2.7</i>	£321,981.09
Total estimated direct expenditure(£)	£4,617,182.13
Total estimated direct expenditure as a proportion of additional fee income %	12.28%

PART THREE

WIDENING ACCESS AND PARTICIPATION PLAN

Monitoring Report for 2021/22 Widening Access and Participation Plan

Part 3 is the monitoring report for academic year 2021/22 and will be the actual spend incurred – you will wish to refer to your WAPP for 2021/22 to complete this section of the form

3 Additional Fee Income

3.1 Total Additional Fee Income in 2021/22 (please detail in the table below)

Total Actual additional fee income (£)	£34,135,992.00
Estimated additional fee income (£)	£33,124,749.00
Variance	£1,011,243.00

Please provide a written explanation of the variance in the table below (only required where variance is +/-10%):

--

3.2 Level of fees

Please provide details of the fees charged for 2021/22 in relation to each of the course types you identify in the table below.

(a) Fees charged at the maximum higher fee

Please include Sandwich year and 1st-3rd year students - fees will therefore vary

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2021/22	Total additional fee income 2021/22
FTUG YR0/1	£4,530.00	£2,745.00	4,323	£11,866,635.00
FTUG YR2	£4,530.00	£2,745.00	3853	£10,576,485.00
FTUG PLACEMENT	£2,265.00	£1,373.00	1315	£1,805,495.00
FTUG YR3	£4,530.00	£2,745.00	3537	£9,709,065.00
Additional fee income from students charged the maximum higher fee (£)				£33,957,680.00

(b) Fees charged above standard but below the maximum higher fee*Please include Sandwich year and 1st-3rd year students - fees will therefore vary*

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2021/22	Total additional fee income 2021/22
FTUG	£2,265.00	£480.00	113	£54,240.00
FTUG	£2,313.00	£528.00	8	£4,224.00
FTUG	£2,642.00	£857.00	10	£8,570.00
FTUG	£3,020.00	£1,235.00	40	£49,400.00
FTUG	£3,397.00	£1,612.00	2	£3,224.00
FTUG	£3,775.00	£1,990.00	25	£49,750.00
FTUG	£3,964.00	£2,179.00	3	£6,537.00
FTUG	£4,152.00	£2,367.00	1	£2,367.00
Additional fee income from students charged the maximum higher fee (£)			202	£178,312.00

3.3 Actual 'Direct Expenditure' on bursaries and other direct financial support targeted at Widening Participation Students in 2021/22

In the following sections you are required to provide a comparison summary of the activity and actual expenditure in 2021/2022 against that profiled in your institution's WAPP. You will need to explain any 'variances' identified in the tables 3.3 to 3.6

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203 <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in</i>		9	£439.00	£3,951.00
		3382	£453.00	£1,532,093.00
				£0.00
				£0.00
				£0.00
				£0.00
Other low income groups <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in</i>				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Care Leavers		94	£1,000.00	£94,000.00
Accommodation Vouchers		100 offered, some left early		£87,626.25
Total		3485		£1,717,670.25
Estimated bursary expenditure as detailed in your 2021/22 WAPP (£)				£1,881,400.00
Actual bursary expenditure for 2021/22 (£)				£1,717,670.00
Variance between estimated and actual bursary spend				(£163,730.00)
				-8.70%

Please provide an explanation of any Variance between your Estimated and Actual Spend if
All eligible students were awarded a bursary.

(b) Scholarships

Target Groups (insert below)	Number of students	Scholarship Amount per student(£)	expenditure 2021/22 (£)
Students with household income up to £19,203			£0.00
Other low income groups			£0.00
Care Leavers			£0.00
Adult Learners			£0.00
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
Total	0		£0.00

Estimated Scholarship expenditure as detailed in your 2021/22 WAPP (£)	£0.00
Actual Scholarship expenditure for 2021/22 (£)	£0.00
Variance between estimated and actual Scholarship spend	£0.00
	#DIV/0!

Please provide an explanation of any Variance between your Estimated and Actual Spend if less than/greater than 10% in the box below:

--

(c) Other Actual Direct Financial Support in 2021/22

(e.g. Fee waivers, discounts, accommodation etc)

Target Groups (insert below)	Number of students	Other Amount per student(£)	Total Other expenditure
Fee Waivers for Adult Learners Flexible		Up to £500	£101,895.03
[insert group]			£0.00
Total	0		£101,895.03

Estimated Other expenditure as detailed in your 2021/22 WAPP (£)	£85,000.00
Actual Other expenditure for 2021/22 (£)	£101,895.03
Variance between estimated and actual Other spend	£16,895.03
	19.88%

Please provide an explanation of any Variance between your Estimated and Actual Spend if less than/greater than 10% in the box below:

The budget put in place is nominal and actual spend varies according to demand.

3.4 'Actual' Direct Expenditure on Outreach Activities in 2021/22 aimed at Widening Participation students

Note 1: Institutions are not required to exhaustively list each and every activity and where possible activity should be grouped together e.g. by theme

Note 2: Relevant administration costs should be included in the expenditure against that activity

Note 3: The Actual expenditure should be an overall total of the activities you have grouped together however a detailed breakdown of this expenditure should be provided as an

Outreach Activities

(i)

Name of Programme/ Project	Schools Outreach		
Activity type/s: Pre-Entry e.g. Aspiration	Pre-entry aspiration and attainment raising		
Target Groups	Pupils in primary, post-primary and special needs schools on the Centre's schools priority index.		
Estimated Expenditure (£)	£470,853.18	Actual Expenditure (£)	£456,731.63
Target Outcomes (Should be quantifiable)	•Engagement with at least 20% schools with >=40% FSME; : 90% post-primary: 10% primary engagement ratio; •At least 200 primary school pupil engagements; •At least 1800 post primary school pupil engagements; •Educational partnerships to scale outreach; eg Man Utd Foundation, BBC •Progression Unit: To support and increase aspiration to progress to university, Year 13 & 14 progression pathways via a mentoring initiative •YoUUr Classroom: Enabling schools disadvantaged with lack of computer suites. •Increased interest in the engaging with education in under represented subjects; •Lower barriers to experiencing a university campus via a blended approach; Schools Outreach Academy alongside campus visits, workshops and lectures. •Direct access to subject experts and specialist equipment at university; Blended approach via online learning; Schools Outreach Academy. •Enhanced teacher-academic contact. •Enhancement of central educational themes of Key Stages 3-5.		

Actual Outcomes (Should be quantifiable)	Engagement with at least 20% schools with >=40% FSME; 90% post-primary: 10% primary engagement ratio; • At least 200 primary school pupil engagements; • At least 1800 post primary school pupil engagements; See attached Annual Review and Schools Outreach doc attached 2021/22 UU Discovery Academy 60+ courses with 5000+ pupil enrolments. 142 Post Primary Schools activity engaged in the Academy, which 73% of all schools in NI. Pupils from 55% of the Widening Access Target Schools1 (FSM 40+%)have enrolled in the Academy Engagement with FSM 40%+ Post Primary Other institutions enrolments 37 English schools enrolled 4 Regional College enrolled 2 Irish Schools, 1 Indian School 3 Community Associations enrolled 400+ pupils from primary schools engage across UU Code Club and Literacy Programme • Educational partnerships to scale outreach; eg Man Utd Foundation, See attached MUF review 10 schools engaged across Foyle Learning Community Derry/Londonderry 105 sessions delivered 420 Pupils engaged • Progression Unit: To support and increase aspiration to progress to university, See attached Annual Review and Schools Outreach doc attached Year 13 & 14 progression pathways via a mentoring initiative 'Embracing Talent' programme 1000+ Pupils awarded Ulster University Academy Scholars YoUUr Classroom: Enabling schools disadvantaged with lack of computer suites. See attached Annual Review and Schools Outreach doc attached Welcome Hub technology, supporting asylum seeker and refugee pupils with technology STEM hub schools in primary education to support STEM in Microbit, Makey Makey and Coding
	Variance (€14,121.55)
Explanation of any variance identified (if less than/greater than 10%):	

(ii)

Name of Programme/ Project	Community Engagement and Fostering Aspirations		
Activity type/s: Pre-Entry e.g. Aspiration Raising,	Pre-Entry Aspiration and Attainment Raising.		
Target Groups	Young people and Adult Learners through Community Engagement including community and voluntary sector.		
Estimated Expenditure (£)	£344,671.51	Actual Expenditure (£)	£258,882.86
Target Outcomes (Should be quantifiable)	20 Staff Civic Ambassadors working with young people and adult learners undertaking educational workshops / modules with community and school partners; Appoint 13 new Community Fellows to engage in widening access outreach activities with local communities to encourage attendance at Ulster University; Engage 50 community partners identifying needs-based projects effectively matched with Ulster students and academic staff to increase access and engagement with HE; Assist Ulster Associate students in FE to transition to HE. Recognise and Reward an Associate student at each of our seven collaborative partners in FE Institutions with Endeavor Shield. Increase the participation rate of care experienced young people and those living with disabilities through innovation projects and bursary allocation;		
Actual Outcomes (Should be quantifiable)	4 Academic Staff, from Optometry, Architecture, Ceramics and Physiotherapy engaged in the Civic Ambassador programme working with widening access community partners, promoting fair access and progression and success at Ulster University. The numbers of engagements were impacted by Covid 19.		
Variance			(£85,788.65)
Explanation of any variance identified (if less than/greater than 10%):			
Covid continued to impact on direct engagement with relevant community partners, and the Fostering Aspiration engagement with young people from care, was unable to take place at all.			

(iii)

Name of Programme/ Project	Pathway to Success		
Activity type/s: Pre-Entry e.g. Aspiration Raising,	Pre-entry Access Pathways		
Target Groups	Non-traditional entrants and mature students ☐		
Estimated Expenditure (£)	£113,752.00	Actual Expenditure (£)	£80,106.83
Target Outcomes (Should be quantifiable)	700 direct entrants via FE pathways; 6,500 students enrolled across NI with FE sector; 400 enrolments on Flexible Framework. ☐		
Actual Outcomes (Should be quantifiable)			
Variance			(£33,645.17)
Explanation of any variance identified (if less than/greater than 10%):			
Still effected by Covid. Greater emphasis will be put on building partnerships going forward.			

(iv)

Name of Programme/ Project	Open Days and Prospective Participation for WAP (Years 13 and 14)		
Activity type/s: Pre-Entry e.g. Aspiration Raising,	Aspiration Raising		
Target Groups	The Team will directly target 94% of schools and colleges regardless of FSME as we are very aware that many pupils at grammar schools and		
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£118,193.14
Target Outcomes (Should be	The Team will directly target 94% of schools and colleges regardless of FSME and will highlight the benefits of progressing to HE and advising on how to apply to Ulster University.		
Actual Outcomes (Should be quantifiable)	100% of FE colleges engaged (Presentations delivered including event exhibitions) 95% of schools engaged (School visits, presentations, careers evenings and family events) 80% of schools represented at on-campus events (Open Days and Applicant Days)		
Variance			£118,193.14
Explanation of any variance identified (if less than/greater than 10%):			
This activity was not included within the 2021-22 WAP Plan. This department was formed in recent years, and has now come under the Dean of the Director of Academic Business Development and has taken up the task of targetting widening access individuals in non-widening access institutions.			

3.5 'Actual' Direct Expenditure on Post Entry Retention Activities aimed at Widening Participation students in 2020/21

Retention Activities

(i)

Name of Programme/ Project	Post Entry Retention and Success		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Group of interventions: 1. Peer-Assisted Study Sessions, PASS - a supported WP mentoring scheme (£20,000 staff time; student intern) and resources). 2. Technologies that support academic writing skills, learning analytics and attendance monitoring in support of WP engagement and success (£260,000). 3. Technology Fund to support most disadvantaged students (£200,000). 4. Studiosity Student Connect Peer Mentoring Service (£100,000).		
Target Groups	Students at risk of non-progression		
Estimated Expenditure (£)	£580,000.00	Actual Expenditure (£)	£384,855.34
Target Outcomes			
Actual Outcomes (Should be quantifiable)	1.PASS pivoted to fully online delivery. Training and support was provided to mentors online which reduced the cost of offering the programme while not effecting impact on students supported, both mentors and mentees, however it had a greater cost in terms of staff time. 2.Digital Technologies that supported academic writing skills, learning analytics and attendance monitoring in support of WP engagement and success were particularly valuable during the pandemic when face to face contact was not possible and during the return to campus. 3.The Technology Fund was invaluable and we were able to support our most disadvantaged students. 4.This was the second year of the Studiosity Student Connect Peer Mentoring Service where first year students were able to seek advice/support from final year students. Engagement was slower than expected despite extensive communication.		
Variance			(£195,144.66)
Explanation of any variance identified (if less than/greater than 10%):			
We had sufficient stock of laptops available to satisfy the demand so did not need to purchase any additional devices.			

3.6

‘Actual’ Direct Expenditure on Research Activities aimed at Widening Participation students in 2021/22

Title of Research Activity	Research and Analytics and Taking Boys Seriously		
Research Target Group	Retention and success support targeted for WP students enrolled with the University.		
Estimated Expenditure (£)	£207,519.00	Actual Expenditure (£)	£202,845.41
Target Research Outcomes	1. WP collection, monitoring and review of the characteristics of the student body. Customised dashboards of equity in access and success of student profile by University, Campus, Region, Faculty, School, Programme. Identify and take advantage of opportunities for dissemination of outcomes. 2.Examples of successful pedagogic practice and measures of success for schools operating in difficult areas; recommendations for teacher training; guide for education policy development; recommendations for gender-based pedagogies; evaluation of the efficacy of youth work methodologies in improving the educational attainment of boys from disadvantaged homes and districts. 3. TBS: Continue to interpret the data collected from the 6 current case study sites in Belfast. Test out newly developed 'Relational Education' Principles which have emerged from 2019-2020 data collection with wide stakeholder groups (Parents; Teachers, Boys and Young men; University Students; Key Educational Policy Statutory Level Stakeholders). Publish positioning paper. Build the quantitative data from a range of sources to compliment the qualitative data. In partnership with key stakeholders in the steering group determine the direction of travel for the participative action research (PAR) for 1. Schools (formal education); Youth and community projects and families (informal and community education); Universities (higher education) Quarterly Steering groups will continue to be held with key educational stakeholder group.		

Actual Research Outcomes	WP Analytics • WP collection, monitoring and review of the characteristics of the student body to guide interventions and help evaluate impact. • Develop customisable dashboards of equity in access and success of student profile by University, Campus, Region, Faculty, School, Programme. Seek and improve the collection of new data to enhance upstanding. Undertake horizon scanning analysis to understand the WP landscape externally and explore the range of internal data and external data sources that are available to Ulster University for WAP purposes. • Identify and take advantage of opportunities for dissemination of outcomes. Taking Boys Seriously Launch of UU TBS Principles of Relational Education at conference with over 450 educators across formal and informal education and key inputs from Chair of Pearson UK Dr Mary Curnock Cook, Education Minister Michelle McIlveen MLA, and Chair of Education Authority Barry Mulholland. Series of vignettes created with adolescent boys used in educator training. 22 Schools, 4 EOTAS centres, and 10 youth organisation across the 6 district council areas in NI participated in trial of TBS principles. Initial findings of TBS disseminated through Equality Commission NI podcast series on tackling educational underachievement, presentation at Westminster Education Forum policy conference, and presentation at Integrated Education Fund conference. Educator conference report launched setting out context and future direction of TBS - https://pure.ulster.ac.uk/en/publications/taking-boys-seriously-conference-report-2021 Quarterly Steering groups continued with representatives from UU, Controlled Schools' Support Council, Council for Catholic Maintained Schools, Education Authority, YouthAction NI, schools and youth organisations.
	Variance (£4,673.59)
Explanation of any variance identified (if less than/greater than 10%):	

3.7 'Actual' Direct Expenditure on Staffing and Administration in 2021/22

Staffing and Administration costs should be attributed to an individual programme/project

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual apportionment of Administration costs	£134,280.00	£181,198.00
Total Actual Direct expenditure (£)	£134,280.00	£181,198.00

3.8 Summary of 'Actual' Financial Expenditure in 2021/22

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual spend on bursary support to students (£) <i>this will be a total of that detailed at table 3.3(a)</i>	£1,881,400.00	£1,717,670.00
Actual amount of additional fee income spent on scholarships (£) <i>this will be a total of that detailed at 3.3(b)</i>	£0.00	£0.00
Actual amount of additional fee income spent on other direct support (£) <i>this will be a total of that detailed at table 3.3(c)</i>	£85,000.00	£101,895.03
Actual amount of additional fee income spent on outreach (£) <i>this will be a total of that detailed at table 3.4</i>	£929,277.00	£913,914.46
Actual amount of additional fee income spent on retention and success (£) <i>see table 3.5</i>	£580,000.00	£384,855.34
Actual amount of additional fee income spent on research (£) <i>see table 3.6</i>	£207,519.00	£202,845.41
Actual amount of additional fee income spent on Staffing and Administration (£) <i>see table 3.7</i>	£134,280.00	£181,198.00
Total Direct expenditure committed in 2021/22 (£)	£3,817,476.00	£3,502,378.24
Total Direct expenditure committed in	11.52%	10.26%
Total Underspend in 2021/22 (£) (if appropriate)	#REF!	
Total Underspend carried forward from 2021/22 (£) (if appropriate)	£0.00	
Total Underspend to be reallocated in 2021/22 (£)	#REF!	

What were your institution's target outcomes and milestones as identified in your WAPP for 2020/21 and have these been achieved?

Group: **Quintile 1 (FT & PT)**
 Target/Milestone: **To increase enrolments**

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	Participation target achieved. A DfE KPI report (received November 2023) stated that Ulster (7.8%) is 0.8 percentage points above the sector (7.0%).
2739	3,050 of 18,247 (16.7%) inc dormant	
	2,993 of 17,013 (16.4%) exc dormant	

Group: **Disability: Self Declared (FT & PT)**
 Target/Milestone: **To increase enrolments**

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	Participation target achieved. DfE report (received November 2023) stated the HE sector average as 15.3% and Ulster (17.9%) as 2.6% percentage points above sector.
2,127	3,090 of 18,247 inc dormant	
	3,089 of 17,013 ex dormant	

Group: **Disability: in receipt of DSA (FT & PT)**
 Target/Milestone: **To increase enrolments**

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	Participation target achieved. No sector data available.
912	1, 237 of 18,247 inc dormant	
	1,237 of 17,013 ex dormant	

Group: Young Males from Quintile 1 (FT & PT)

Target/Milestone: To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	Participation target achieved. A DfE KPI report (received November 2023) stated that Ulster (2.3%) is 0.5 percentage points above the sector (1.7%).
498	600 of 18,247 (3.3%)	
	569 of 17,013 (3.3%) exc dormant	

Group: Adult Learners (FT & PT)

Target/Milestone: To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	Participation target achieved including dormant. A HEIDI data reveals Ulster is the second largest
2,572	2,888 of 18,247 inc dormant	
	2,536 of 17,013 -14.90% ex dormant	

Group:

Care Experienced

Target/Milestone:

To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	
	94 of 23,379 All -0.40% inc dormant	
	86 of 21,387 All -0.40% ex dormant	
	82 of 18,247 UG -0.40% inc dormant	
	75 of 17,013 UG -0.40% ex dormant	
	9 of 5,132 PG -0.20% inc dormant	
	8 of 4,374 PG -0.20% ex dormant	

PART FOUR

WIDENING ACCESS AND PARTICIPATION PLAN

Validation

In submitting this Widening Access and Participation Plan the Department expects:

- a. Comment from the Student Union Body; and
- b. Confirmation from the institution that all the information has been compiled in accordance with our guidance, that it has been subject to an independent internal validation process.

4.1 Comment by the Student Union Body

This part of the form must be completed by the student body with a signature included from the Student President

Ulster University Students' Union (UUSU) welcomes Ulster University's (UU) continued commitment to making Higher Education more accessible to those from widening access backgrounds. The plan highlights the level to which UU understand the challenges faced by students from widening access backgrounds and demonstrates their commitment to removing as many access barriers as possible.

UUSU welcome the emphasis that has been placed by UU on their effort to onboard, support and retain those who have come from a range of backgrounds. UUSU note that tailored approaches have been outlined within the plan, demonstrating how the University endeavour to provide the most meaningful, tangible support to students, depending on the level and type of support that would be required. Bursaries, fee waivers and other forms of financial assistance are outlined clearly within the plan and UUSU really welcome these, noting how much these mean to the students from widening access backgrounds who receive them.

Further, UUSU welcomes the continued investments into non-financial supportive measures, such as PASS, Sudiosity and Quickly. While these measures have a positive impact on the broader student cohort, schemes such as PASS provide essential peer to peer support which can be invaluable to those from widening access backgrounds; helping to tackle loneliness, isolation and ultimately foster a sense of community on their course of study. While the work being done to support this initiative is welcomed, UUSU would like to see the PASS scheme extended into a greater range of courses. The benefits of the scheme are evident but further expansion may require a tailored approach on a course by course basis.

Moreover, UUSU is pleased to note the approaches that have been outlined to encourage male students from widening access backgrounds to progress through UU and the commitment to research, as outlined in the plan. This further demonstrates UU's awareness of the different methods of support needed across different demographics and emphasises their commitment to supporting and retaining students through to completion.

In conclusion, UUSU are pleased to see the continued commitment by UU to encourage access to Higher Education for those from all backgrounds. The plan displays a detailed account of UU's ambition to retain and support students to ultimately see them through to completion.

Name:	Rebecca Allen
Position:	President UUSU
Signed:	
Date:	17/01/2024

4.2 Validation

In signing this form you are confirming that all of the information you have compiled in accordance with our guidance, has been subject to an independent internal validation process and has been signed off and approved as correct prior to any submission to DfE.

Name:	Professor Ruth Fee
Position:	Interim Dean: Academic Business Development
Signed:	
Date:	

4.3 WIDENING ACCESS AND PARTICIPATION PLAN 2024/25 - 2026/27

Institution:	Ulster University
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Sign-off (*to be completed on paper copy only, by head of institution, or appropriate deputy*)

I enclose the Widening Access and Participation plan for the above named institution.

Name:	Professor Paul Bartholomew
Position:	Vice-Chancellor
Signed:	
Date:	

