



**Equality Impact Assessment
on the
Student Recruitment and
Admissions Policy
Consultation Report**

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GLOSSARY

BME	Black and Minority Ethnic Groups
DEL	Department for Employment and Learning
DSA	Disabled Students' Allowance
EO	Equal Opportunities
EU	European Union
EQIA	Equality Impact Assessment
FE	Further Education
HEEC	Higher Education Equality Consortium
LGB	Lesbian, Gay and Bisexual
MaSN	Maximum Student Number
NI	Northern Ireland
QAA	Quality Assurance Agency
ROI	Republic of Ireland
UCAS	The Universities and Colleges Admissions Service
UK	United Kingdom
UU	University of Ulster

Executive Summary

This Equality Impact Assessment (EQIA) has been carried out as a result of the University's policy screening exercise. The University established an EQIA Sub-group to conduct this exercise.

This consultation report has been made available as part of the formal consultation stage of the Equality Impact Assessment (EQIA). The University welcomes any comments which you may have in terms of this EQIA, including the preliminary findings with regard to assessment of impacts and our preliminary recommendations to mitigate differential negative impacts.

In carrying out this EQIA the Sub-group has used the definition of differential and adverse impact which is included at paragraph 3.6 of the Equality Commission's **Practical Guidance on Equality Impact Assessment:**

“Differential impact suggests that a particular group has been affected differently by the policy (either favourably or unfavourably), while adverse impact is an indication that the effect is less favourable (i.e. negative) and is potentially unlawful”.

The University believes that the profile of student entrants reflects the general Northern Ireland demographics. However, some under-representations were identified with regard to gender, religion, and racial group. However, these are considered to be differential rather than adverse impacts.

If you have any queries about this document, and its availability in alternative formats please contact: The Equality Policy and Practice Unit on
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The consultation period ends on **Friday 5 May 2006.**

Section 1 - University of Ulster

- 1 The University of Ulster (UU) was established by Royal Charter in 1984 and operates across four campuses: Coleraine (including the Portrush Site), Jordanstown, Belfast and Magee in Londonderry.
- 2 The governing body of the University is the Council. The Council is responsible for the strategic direction of the University. The Senate is responsible for the academic affairs of the University.
- 3 The Vice-Chancellor is the Chief Accounting Officer of the University. (Professor Richard Barnett is currently the Acting Vice-Chancellor.) The Vice-Chancellor is supported by four Pro-Vice Chancellors who are appointed by Council. The Pro-Vice-Chancellors are responsible for Teaching and Learning, Research and Innovation, Academic Development and Student Services, and Communication and Institutional Development. Seven Directors are responsible for the administrative functions of the University covering: Development and Alumni Relations; Finance; Human Resources; Information Services; Physical Resources; Corporate Planning and Governance and Public Affairs. In addition, there are three Provosts, one with responsibility for Coleraine campus, one for Magee campus and one for Jordanstown and Belfast campuses. The University is academically organised within five faculties and each faculty is headed by a Dean. The above staff make up the Senior Officers of the University.
- 4 The five faculties in the University of Ulster are:
 - Arts;
 - Business & Management;
 - Engineering;
 - Life & Health Sciences; and
 - Social Sciences.

5 The scale of academic provision makes UU the largest of the universities on the island of Ireland. The University currently provides a range of courses from sub-degree to doctoral level and provides study opportunities in a range of modes of attendance¹. The introduction of modular course structures, the design of a single credit framework and the trimester year, to include a summer semester, have all extended learning opportunities for students. The development of e-learning opportunities has also grown since the launch of the University's virtual campus, Campus One in 2001.

The University Vision and Mission

6 The University's vision is 'To be a University with a national and international reputation for its excellence, leadership and regional relevance.'

7 The University's mission derives from its Charter and its objectives are to:

- Preserve and advance knowledge and enrich social, cultural and sporting life through teaching, learning, research and knowledge transfer;
- Provide teaching of the highest quality and encourage learning that will meet the personal and occupational needs of society;
- Contribute to wealth creation and economic prosperity through teaching, research and technology transfer;
- Stimulate enterprise and creativity and promote awareness of the forces of global changes; and
- Nurture the values of inclusive citizenship and respect for diversity.

¹ The University is in discussions with the Department for Employment and Learning regarding the transfer of intermediate level qualifications to the further and higher education sector.

Student Profile

- 8 The University's student population is currently in the region of 29,000 full-time and part-time students. Over 80% of UU undergraduate students come from Northern Ireland. The remaining undergraduate participation is made up of students from the Republic of Ireland, the rest of the United Kingdom and from over 70 other countries around the world. The University is consistently amongst the top ten universities in the United Kingdom in terms of applications for undergraduate places.

The MaSN (Maximum Student Number)

- 9 It is important in this context to be aware of the restrictions placed upon the university's recruitment policy by the MaSN. The MaSN is the term used to denote the fixed cap or ceiling placed by government upon the numbers of home or EU students that Northern Ireland's two universities can admit to their full-time undergraduate programmes.
- 10 Northern Ireland is the only region of the United Kingdom to have an imposed ceiling on full-time undergraduate recruitment and, as a consequence, significant numbers of local students have to leave Northern Ireland to study in Great Britain, in addition to those who leave voluntarily. Similarly, over 10,000 students at a given time can be studying in Great Britain. Significantly, up to two thirds of them do not return to Northern Ireland after graduation and therefore do not form part of the skills base or contribute to the social and economic fabric of the region.

Variable Deferred Fees

- 11 As from 1 September 2006, the University will, in line with Government policy, charge variable **deferred** fees of £3,000 per annum on all undergraduate degree programmes of study (adjusted only by inflation until 2010). The variable fee will be chargeable to all full-time home

and EU undergraduate students², but payment may be deferred by the student to be recovered by the University only after the student is in employment and earning in excess of £15,000 per annum. The policy at the moment is not to vary the fees by subject, and the same level will therefore apply to each course.

- 12 The same level of fees will be charged to all honours programmes franchised to or in collaboration with FE. Additionally, a fee of £2,000 will be set for all Foundation Degree programmes offered as part of the University's own provision or in collaboration with FE³.
- 13 At this stage it is not possible to assess the potential impact of the introduction of fees. However there may be an increase in the number of students wishing to remain in Northern Ireland and in the context of the MaSN, this would put extra pressure on the university in relation to recruitment, particularly in certain courses.

The Access Agreement

- 14 With the introduction of variable deferred fees it has been necessary for the University to produce an Access Agreement in relation to the provision of bursaries and scholarships. The main aspects of the Access Agreement are outlined in paragraphs 35-39.

Staff Profile

- 15 The University employees approximately 3700 staff, including academic, academic-related, technical, secretarial, clerical, manual and crafts staff.

² Students who are in receipt of external bursary support for example, within the Allied Health Professions, will be excluded from the variable fee.

³ This applies to University of Ulster registered students only.

Section 2 - Section 75 Obligations

16 Section 75 of the Northern Ireland Act 1998 requires the University of Ulster in carrying out its functions, relating to Northern Ireland, to have due regard to the need to promote equality of opportunity:

- Between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
- Between men and women generally;
- Between persons with a disability and person without; and
- Between persons with dependants and persons without.

17 In addition, and without prejudice to its obligation above, the University must also have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

18 The University is fully committed to the fulfilment of its Section 75 obligations in all of its functions, including the objectives as a teaching, research and examining body within the provision of our Charter and Statutes. The University ensures that effective implementation of these obligations is supported within the available resources in terms of people, time and finance.

Equality Scheme

19 The Equality Commission for Northern Ireland (ECNI) approved the University's Equality Scheme in July 2002. The Scheme outlines the University's commitment to fulfil its Section 75 obligations. As part of this commitment, the University carried out an equality screening exercise on all its policies. Following consultation on the screening exercise, the University decided to conduct an Equality Impact Assessment (EQIA) on a number of policies, including its Student Recruitment and Admissions Policy.

EQIA Sub-group

- 20 The University established an EQIA Sub-group to conduct the exercise. The Sub-group is chaired by the Pro-Vice-Chancellor (Communication and Institutional Development). The Sub-group membership is listed in **Appendix 1**. Work commenced on the EQIA in November 2003.

Purpose of the EQIA

- 21 The Sub-group has carried out this Equality Impact Assessment to consider:
- Differential and adverse impact upon any of the nine categories set out in Section 75 of the 1998 Northern Ireland Act;
 - Where adverse impact is identified, to assess measures which might mitigate the adverse impact; and
 - The potential for alternative action(s), which might better achieve the promotion of equality of opportunity and good relations.

Section 3 - The Student Recruitment and Admissions Policy

Background to the Policy

- 22 The University is required by its Charter to provide for the advancement of education through a variety of patterns, levels and modes of study. A written Admissions Policy was developed by the University in 1996; it was subsequently revised and updated in 2001 and 2005.
- 23 The University intends to review the Student Recruitment and Admissions Policy following the publication of the QAA Code of Practice on Recruitment and Admissions (expected in June 2006). Results of this EQIA will also be considered at this time.
- 24 The draft policy (**Appendix 2**) is based upon principles of equality of opportunity. It outlines the need to apply impartial and transparent academic selection criteria for all applicants. General and course specific entry requirements are set out in the annual prospectuses, and programme-specific entry requirements are prescribed in programme regulations.
- 25 The University offers a range of different modes of study including full-time, part-time, distance learning, e-learning, occasional student, fast track and slow track. It also offers greater flexibility and choice with the introduction of the modular degree structure.

The Aims of the Policy

- 26 The aims of the Student Recruitment and Admissions Policy are to ensure that:
- a wide range of flexible educational and training opportunities, designed to meet the needs of the community in Northern Ireland and elsewhere, are available;
 - opportunities to access and progress to, higher-level study are developed in line with market demand and higher education guidelines;
 - selection is based primarily on academic criteria;
 - adult learners have equitable and fair access to higher education; and
 - a suitable learning environment for all students, including those students with a disability, is provided.
- 27 The University recognises that some applicants, particularly adult learners, may not satisfy the general entry requirements for admission to courses by way of formal qualifications, but may have relevant prior experiential learning to bring to university studies. It is anticipated that by next year, the University will have in place formal procedures to accredit this.

Responsibility for Implementing the Policy

- 28 The entry conditions for full-time undergraduate programmes in each Faculty are approved by Senate on the recommendation of the University's Teaching and Learning Committee. Teaching and Learning Committee approve entry conditions for postgraduate and part-time undergraduate programmes at the time of course approval. Courses are reviewed, on an annual basis as part of the annual planning cycle (see paragraph 32 for further detail on this). Each faculty administers the procedure in relation to offers of places.

- 29 The Research Graduate Schools and the Research and Innovation Committee review entry and selection criteria for research students. In the case of international students, the International Office administers offers to applicants for programmes. Marketing activities are shared among Faculties, the Department of Public Affairs and the Academic Development and Student Services Department.

Associated policies

- 30 The Student Recruitment and Admissions Policy is closely associated with the Academic Planning Cycle, the Widening Participation Strategy and the Access Agreement.

Academic Planning Cycle

- 31 The Academic Plan is updated, revised and circulated within the University on an annual basis to ensure that under or over recruitment of students is avoided. After students are recruited in the autumn, targets are set for recruitment to courses in the following academic year.
- 32 Undergraduate programmes are reviewed using a range of performance indicators⁴ at Academic Planning meetings⁵ (in late January/early February each year). Recruitment and progression data are also analysed for taught post-graduate and part-time programmes. These data are considered in conjunction with University strategy and policy for academic provision and Government policy⁶, to inform high-level decision making regarding the overall composition of student numbers across the Faculties and campuses, this may include proposals to adjust initial offer standards.

⁴ Performance indicators include UCAS applications figures and trends; offers, acceptances and tariff point averages; actual versus planned intake; entry routes and first destination of graduates.

⁵ Chaired by the Pro-Vice-Chancellor (Academic Development and Student Services) and attended by the Deans and other Faculty representatives and members of the Department of Corporate Planning and Governance.

⁶ For example, relating to the MaSN allocation.

Widening Participation Strategy

33 The Widening Participation Strategy aims to increase accessibility by developing mechanisms which create pathways into higher education for those who are under-represented or disadvantaged. The strategy is attached as **Appendix 3**.

34 Current widening participation activities include:

- Foundation Degrees;
- Networks of partnerships and validated programmes with Further and Higher Education Colleges, the Agricultural College, the Workers Education Association and other agencies;
- A large part-time portfolio of programmes of study including e-learning programmes;
- A third semester (or summer semester) programme;
- The Step Up programme for science students*;
- The Elite Athlete Scheme*;
- The Student Support Fund *;
- The Access Agreement (**Appendix 4**); and
- A Tutoring in Schools Programme.

*Additional information on these widening participation activities is included as **Appendix 5**.

The Access Agreement

35 Following the introduction of variable deferred fees in September 2006 the University will also have in place its Access Agreement. It will top-slice one third of the additional income accrued from variable fees to safeguard and promote fair access. The Access Agreement fund will be allocated across three categories of support and enhancement, to bursaries, scholarships and outreach.

- 36 A maintenance **bursary** of up to £1000 per annum will be paid as direct financial support to cover fees and/or other expenses associated with the programme of study to students who are in receipt of full or partial grant support. For those students who are in receipt of a full grant the standard minimum bursary will be £300. (The standard minimum bursary will rise in line with inflation year on year).
- 37 Bursaries will be available on a sliding scale ranging from £1000 for all students whose residual or parental income is less than £17500⁷ to £300 for students whose residual/parental income is less than £37425⁸. We will seek to devise proxies for the means-tested systems in order to provide similar levels of support to EU students⁹.
- 38 **Scholarships** are to be considered as financial support, in kind or cash, to meet specific and identifiable need and will be awarded for scholarly achievement. Typically, scholarships will be awarded to students who achieve excellence in an outreach programmes, for example, high academic achievement in a Tutoring in Schools course, outstanding commitment and dedication in one of our Community-based programmes, or excellence achieved in a Placement activity. Scholarships will be limited to £1500 and will be awarded independent of bursaries. This means that students who are eligible to avail of the maximum bursary and secure the maximum scholarship will receive £2500 per annum in support.
- 39 Annually, 10% of the Access Agreement Fund will be allocated to targeted **outreach** activity. The outreach activities cover the following targeted areas and include:
- a. Students from low income backgrounds and from lowest socio-economic groups;
 - b. Mature adults and those other groups that are under-represented;

⁷ Figure based upon 2004/05 minimum full fee remission to be uplifted accordingly.

⁸ Figure based upon 2004/05 minimum full fee remission to be uplifted accordingly

⁹ Subject to the University being able to develop manageable and cost-effective administration or to integrate with a national scheme to support bursaries.

- c. Groups identified as being in the high risk non-completion categories;
- d. Students from sectors where there is a low participation in higher education; and
- e. Disabled students.

The Main Stakeholders

40 Those affected by the Student Recruitment and Admissions Policy are:

- Potential Students;
- Parents;
- Department for Employment and Learning (DEL);
- The Universities and Colleges Admissions Service (UCAS);
- Post Primary schools;
- Colleges of Further and Higher Education; and
- Careers practitioners e.g. Careers Teachers and Guidance Counsellors in schools

Factors/forces Contributing to or Detracting from the Implementation of the Policy

41 The following factors may contribute to or detract from the implementation of this policy:

- Social trends and occupational choice;
- The educational attainment of young people;
- Demographic trends: migration of the student population to the UK or the Republic of Ireland;
- Compliance with the restriction on maximum student number (MaSN) of full-time undergraduates;
- Different DEL fee support arrangements for part-time and postgraduate students;
- Economic factors such as labour market trends and economic cycles;

- Student finance arrangements and the vagaries of the impact of variable deferred tuition fees in 2006;
- Restrictions on student numbers by professional bodies;
- University of Ulster policy initiatives and marketing strategies aimed at stimulating demand and widening participation; and
- Consultation with representatives of the Section 75 categories to address any concerns or barriers identified.

Relevant Legislation

42 In the operation of this policy the following legislation is relevant:

- The Sex Discrimination (Northern Ireland) Orders 1976 and 1988;
- The Fair Employment and Treatment (Northern Ireland) Order 1998 (as amended);
- The Disability Discrimination (Northern Ireland) Act 1995, including the Special Educational Needs and Disability Order 2005;
- The Race Relations (Northern Ireland) Order 1997 (as amended);
- Section 75 of the Northern Ireland Act 1998;
- Legislation Pertaining to the Rehabilitation of Offenders; and
- Employment Equality (Sexual Orientation) Regulations (Northern Ireland) 2003.

Section 4 – Context

43 Significant research has been conducted into participation in higher education in Northern Ireland for several decades. This research was considered for the purpose of this EQIA. Official statistics¹⁰ and specialist surveys¹¹ were also considered to provide the context of this EQIA.

Participation in Higher Education in Northern Ireland

44 Research suggests that higher education in Northern Ireland is characterised as follows:

- The participation of Protestants and Catholics in higher education is broadly similar;
- The participation of women in higher education now exceeds that of men and has done so for a decade;
- The participation of students with disabilities has increased;
- The representation of students from black and ethnic minorities is low;
- The participation of higher education of those from less well-off backgrounds is relatively high compared with other parts of the UK but the participations of the poorest groups remains low; and
- The participation of Protestants in higher education from less well off backgrounds is lower than that of Catholics from the same backgrounds, more especially for males.

¹⁰ For example, UCAS data.

¹¹ For example, the School Leaver's Survey by DEL.

Staying and leaving

- 45 One of the main characteristics of higher education participation in Northern Ireland is that many students migrate to study in Britain. These migrants have, on the basis of systematic research, been classified into two groups:
- ‘Determined’ leavers. These students record all their university preferences for institutions outside Northern Ireland (when UCAS preferences are examined) and research suggests that they wish to leave Northern Ireland under ‘all circumstances’. Most of these students tend to come from comparatively well-off backgrounds and to be Protestant rather than Catholic and to attend more prestigious universities in northern England and Scotland.
 - ‘Reluctant leavers’. These students usually contain a mix of preferences for Northern Ireland and non-Northern Ireland institutions. Through qualitative research, these students indicate that they would prefer to stay in Northern Ireland but that their expected academic attainment was unlikely to secure them a place¹². Students in this group tend to be more mixed in terms of religion, to be from a mix of social backgrounds but less likely to be from the more well-off backgrounds, and more likely go to a range of institutions but especially the former polytechnics in northern England and Scotland.
- 46 The overall result of these patterns of migration is that Protestants are twice as likely than Catholics to leave and study outside Northern Ireland.

¹² The context for ‘reluctant leavers’ is that the capping of higher education places in Northern Ireland means that while asking grades at Queen’s are more or less in line with the universities in Britain with which Queen’s is regularly compared; the asking grades at UU are somewhat higher than universities in Britain with which it is regularly compared.

Qualifications

- 47 One of the key factors in determining the flow of entrants to higher education institutions in Northern Ireland is the qualifications of those leaving school and other institutions. In relation to this EQIA, the University of Ulster recruits students both from the school sector and the further education sector.
- 48 The Department of Education's School Leaver's Survey Results 2003/04 are illustrated in **Appendix 6**. In summary, these indicate that for this particular year:
- 49.6% of all leavers with 2 or more 'A' levels were from Catholic managed schools, 46.4% were from 'Other managed' (mostly Protestant) schools and 4% were from integrated schools¹³;
 - 81.7% of all leavers from Catholic grammar schools are recorded as leaving school with 2 or more 'A' levels or their equivalent, compared with 79.4% from 'Other managed' schools;
 - Significantly more females leave school with 2 or more 'A' levels than males within both Catholic and 'Other managed' schools; and
 - 13.6% of male leavers with 2 or more 'A' levels were from Catholic secondary schools, compared with 6.5% from 'Other managed' schools. For females, the Catholic figure is 31.5% while that for 'Other managed' schools is 18%.
- 49 The School Leavers Survey does not collect data in relation to race/ethnicity or disability. In terms of available data there is no source of information for those leaving the further education sector.

¹³ When comparing the various sectors there are structural differences to take into account. For example, a significantly lower proportion of all pupils leave from Catholic Grammar schools (36.6%) than is the case for the 'Other managed' sector (45.4%). Two factors may be at work here. A higher proportion of lower achieving pupils at age 11 may be accepted into the 'Other managed' grammar section and/or a higher proportion of pupils transfer into these schools from secondary schools at age 16. There is also some evidence of crossing over with Protestants attending Catholic schools and, more frequently, of Catholics attending 'Other managed' schools.

Section 5 - Consideration of Available Data and Research

50 The University took account of the following data and research prior to conducting the assessment of the impact of its Student Recruitment & Admissions Policy:

The University's Equal Opportunities Monitoring Data from the Student Records System

51 Monitoring information for students is gathered through the University's own monitoring form. For the purpose of this EQIA, the University reviewed student monitoring information for first year entrants¹⁴ over five years (from 2000/01 to 2004/05). The statistical analysis of these data related to the following seven dimensions of difference: gender, religion¹⁵, age, disability, ethnic origin, marital status and persons with dependants.

52 The University does not currently monitor on the basis of political opinion or sexual orientation. The collection of information relative to these two dimensions was therefore qualitative and not quantitative.

UCAS Data

53 The UCAS process is the means by which full-time undergraduates apply to and are accepted by the University. UCAS monitoring data provide a useful measure of whether the equality groups' experiences of applying to the University and being enrolled are consistent with a fair process – i.e. a process that provides equality of opportunity to these groups. UCAS data were, therefore, considered for the application year 2003/04¹⁶ and illustrate a snapshot of applicants/enrolments to the University.

¹⁴ Hereafter called entrants.

¹⁵ The information on religion is only gathered for Northern Ireland domiciled students.

¹⁶ Due to the time and financial constraints of this project, only data for one year were considered.

54 For the purpose of this EQIA, UCAS data were disaggregated into the following Section 75 groups: gender, age, disability and ethnic origin¹⁷. As UCAS does not collect data on religion, 'proxy' data regarding religion was derived from UCAS data using the individual school/FE college of applicants¹⁸.

55 In accordance with good practice guidance from the Equality Commission, UCAS data on socio-economic groups were also considered within this EQIA. Although this category is not included in Section 75, the EQIA Sub-group felt it necessary to consider socio-economic group in order to address differential or adverse impact on widening access.

Census Data

56 Information from the 2001 population census was used for comparative analysis.

Pre-Consultation Meetings

57 The EQIA Sub-group held a number of informal meetings with interested parties prior to the formal consultation on the EQIA. Meetings were held with:

- The Equality Commission for Northern Ireland;
- The Chinese Welfare Association; and
- Disability Action.

Research

58 Relevant research (**Appendix 7**) was reviewed to supplement the available quantitative and qualitative data.

¹⁷ UCAS data was disaggregated into Section 75 groups as far as they were measurable.

¹⁸ Schools were categorised on the basis of known religious management categories, with integrated schools and FE colleges separated out as two separate categories.

Section 6 - Assessment of Impacts

- 59 An assessment of the possible differential or adverse impacts of the Student Recruitment and Admissions Policy (relative to the nine dimensions of difference) is set out below.
- 60 Tables are included where a differential or possible adverse impact has been identified. Additional data used by the Sub-group to assess possible impacts are available to view in the Annex on the University of Ulster's website at www.equality.ulster.ac.uk/consultation.html. This is in accordance with advice from the Equality Commission.

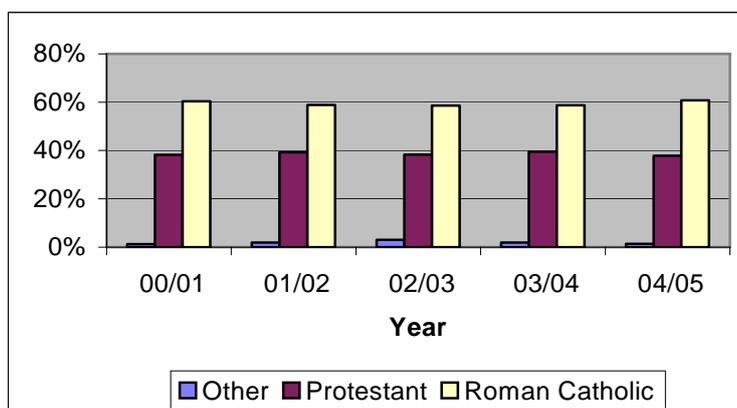
Religion

- 61 It is not mandatory for students to provide their religious affiliation. As such, the data collected from student monitoring returns includes a high non-response rate. In 2004/5 this was approximately 20%, with this caveat in mind, the available Equal Opportunities EO data illustrate that:
- Of Northern Ireland domiciled students, 60% of entrants were Catholic and approximately 39% of entrants were Protestant (Figure 1). This has changed little since 2000/01 and reflects the School Leaver Survey information discussed in Section 4;
 - There was a majority of Catholic students in all faculties with the exception in the Faculty of Social Sciences; were the ratio of Catholic to Protestant students remained at approximately 2.5:1 at undergraduate level and approximately 1:1 at postgraduate level (Table 2)¹⁹.

¹⁹ A majority of postgraduate recruits come from all walks of life and are more likely to reflect the religious composition of the Northern Ireland population compared with the composition of students who undertake undergraduate courses.

- There was a majority of Catholic entrants across all campuses (except for Coleraine in 2002/03 and 2003/04), with the Magee campus consistently recording the highest number of Catholic entrants for each year (Table 3);

Figure 1: Students by Religion and Year – NI Domiciled Entrants*



Source: UU Student Records System
 * percentages calculated excluding 'not known' data

Table 2: Faculty of Social Science students by Religion and Year - All Entrants

Level	Religion	00/01	01/02	02/03	03/04	04/05
PG	Missing	14.0%	10.8%	10.6%	23.0%	15.0%
	Protestant	45.0%	46.4%	40.2%	34.8%	44.6%
	Roman Catholic	41.0%	42.8%	49.2%	42.3%	40.4%
	Total	100%	100%	100%	100%	100%
UG	Missing	13.5%	7.6%	6.1%	18.9%	19.1%
	Protestant	25.9%	26.5%	25.6%	22.4%	22.1%
	Roman Catholic	60.5%	65.9%	68.3%	58.7%	58.8%
	Total	100%	100%	100%	100%	100%

Source: UU Student Records System

Table 3: Students by Religion, Campus and Year – NI Domiciled Entrants*

Campus	Religion	00/01	01/02	02/03	03/04	04/05
Belfast	Protestant	47.3%	39.4%	45.2%	43.9%	46.1%
	Roman Catholic	51.6%	56.6%	49.3%	54%	51.1%
	Other	-	-	5.5%	-	-
	Total	100%	100%	100%	100%	100%
Coleraine	Protestant	45%	47.5%	49.7%	52.2%	48.7%
	Roman Catholic	53.6%	50.3%	47%	46.3%	50.3%
	Other	-	-	-	-	-
	Total	100%	100%	100%	100%	100%
Jordanstown	Protestant	40.4%	40.6%	38.6%	38.9%	38%
	Roman Catholic	58.2%	57.8%	58.5%	58.9%	60.6%
	Other	-	-	-	-	-
	Total	100%	100%	100%	100%	100%
Magee	Protestant	14.8%	20.4%	17.7%	18.6%	18.2%
	Roman Catholic	84.4%	77.5%	79.8%	80.2%	80.4%
	Other	-	-	-	-	-
	Total	100%	100%	100%	100%	100%

Source: UU Student Records System

* percentages calculated excluding 'not known' data

Data values corresponding with less than 5% are represented by '-' to prevent the identification of individuals.

62 Table 4 examines applicants and enrolments by school type for the Magee campus. As shown, the overall percentage of enrolments from Protestant school sectors (18.4%) is 5.6% lower than the percentage of applicants (24%), compared with only minimal variations in percentages for Catholic and Mixed/Integrated Schools. This may be a result of applicants from the Protestant Grammar and Protestant Secondary school sectors giving other universities a higher preference and therefore choosing not to accept a place at the Magee campus. It is also worth noting that a significant number of applicants to Magee are from schools in the Republic of Ireland²⁰.

²⁰ It is not possible to make a determination of religion for such applicants, however it is reasonable to conclude that the majority of these applicants are Catholic. Data on applicants/enrolments by school location and campus is in **Annex**, Table 6a and 6b at www.equality.ulster.ac.uk/consultation.html

Table 4: Applicants / Enrolments to Magee Campus by Northern Ireland School Type

School Type	Applicants	Enrolments
Protestant Grammar	16.6%	11.4%
Protestant Secondary	7.4%	7.0%
Catholic Grammar	22.3%	20.4%
Catholic Secondary	16.3%	17.7%
Mixed/Integrated	-	-
NI Other (mainly FE)	24.2%	41.2% ²¹
Total	100%	100%

Source: UCAS 2003/04

Data values corresponding with less than 5% are represented by '-' to prevent the identification of individuals.

- 63 **The Sub-group found no evidence to suggest that the Student Recruitment and Admissions Policy adversely impacts on students on account of their religious belief. However, the data collected show an under-representation of Protestant students across all faculties and campuses, particularly at the Magee campus. This can be explained by a range of external factors, largely beyond the control of the University, as described in Section 4 of this report.**
- 64 **With this in mind, the University is endeavouring to encourage more applications from students in the Protestant community and has identified measures to help redress this imbalance (see Section 7). We welcome comments on these measures and any other suggestions to increase the representation of Protestant students.**

²¹ This high figure may be as a result of clearing.

Gender

65 The University's monitoring data indicate that:

- 60% of entrants to the University were female. This has changed little since 2000;
- Females constitute less than 30% of entrants to the Faculty of Engineering²². This number has declined by 6% since 2000;
- There was a majority of female students at both undergraduate and postgraduate levels, in full-time and part-time study and at all campuses and faculties (Table 5); except in the Faculty of Engineering, where the proportion of females is lowest (Table 6)²³; and
- The under-representation of male students was similar across campuses, with Jordanstown campus having the largest proportion of male students (45%) in 2004/05²⁴.

Table 5: Students by Gender, Mode, Level and Year – All Entrants

Level	Mode	Gender	00/01	01/02	02/03	03/04	04/05
Post-Graduate	Full-time	Female	57.9%	61.2%	63.1%	60.3%	63%
		Male	42.1%	38.8%	36.9%	39.7%	37%
		Total	100%	100%	100%	100%	100%
	Part-time	Female	58.7%	59.5%	63.2%	62.3%	58.1%
		Male	41.3%	40.5%	36.8%	37.7%	41.9%
		Total	100%	100%	100%	100%	100%
Undergraduate	Full-time	Female	58%	58.8%	58.3%	57.2%	56.6%
		Male	42%	41.2%	41.7%	42.8%	43.4%
		Total	100%	100%	100%	100%	100%
	Part-time	Female	61.4%	67.7%	64.7%	62.4%	65.5%
		Male	38.6%	32.3%	35.3%	37.6%	34.5%
		Total	100%	100%	100%	100%	100%

Source: UU Student Records System

²² In the discipline of engineering in 2004/05, 18.6% of students at UU were female. This compares favourably to national statistics for that year which show that 17.6% of students were female.

²³ Further examination of this faculty showed an overall decline in popularity of computing and informatics courses, which had the highest female recruitment in the Faculty. See **Annex**, Table 10 at www.equality.ulster.ac.uk/consultation.html

²⁴ Data on entrants to UU by gender and campus is in **Annex**, Table 9 at www.equality.ulster.ac.uk/consultation.html

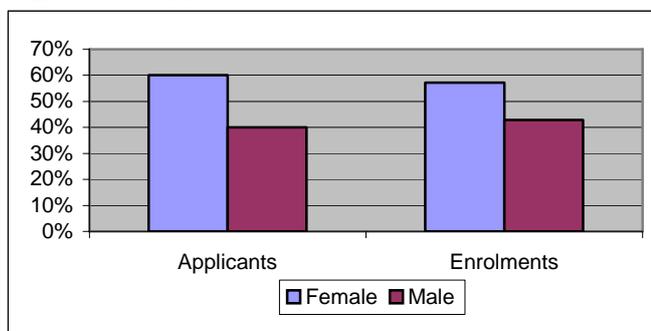
Table 6: Students by Gender, Faculty and Year – All Entrants

Faculty	Sex	00/01	01/02	02/03	03/04	04/05
Arts	F	62%	63%	63%	63%	63%
	M	38%	37%	37%	37%	37%
Business and Management	F	60%	62%	63%	60%	58%
	M	40%	38%	37%	40%	42%
Engineering	F	29%	28%	26%	23%	23%
	M	71%	72%	74%	77%	77%
Life and Health Sciences	F	76%	80%	80%	78%	77%
	M	24%	20%	20%	22%	23%
Social Sciences	F	69%	70%	70%	69%	71%
	M	31%	30%	30%	31%	29%
University Total	F	59%	61%	60%	59%	59%
	M	41%	39%	40%	41%	41%
		100%	100%	100%	100%	100%

Source: UU Student Records System

- 66 Figure 7 illustrates that the percentages of enrolments for males and females in 2003/04 were broadly equal; however males recorded a slightly higher percentage of enrolments relative to applicants.

Figure 7: Applicants and Enrolments to UU by Gender



Source: UCAS 2003/04

- 67 There are a number of variations in the conversion rates of applicants to enrolments by campus for males and females; however these differences in enrolments are not substantial and may be directly attributable to the nature of the courses on offer at each campus. They may also relate to different preferences and decisions by students when they receive offers, depending on the level of success in achieving the entrance grades asked for.

68 **The Sub-group found no evidence to suggest that the Student Recruitment and Admissions Policy adversely impacts students on account of their gender.**

Disability

69 The University has a number of initiatives to support students with specific learning difficulties and disabilities. The University’s monitoring data indicate that:

- 5.2% (490) students considered themselves to be disabled in 2000/01. This increased slightly to 5.4% (719) in 2004/05²⁵ (Table 8); and
- The majority of disabled students were full-time undergraduates, (Table 9) represented across all campuses, and with a range of disabilities.

Table 8: Students by Disability and Year – All Entrants

	00/01	01/02	02/03	03/04	04/05
Has disability	5.2%	5.8%	6.2%	6.8%	5.3%
No disability	94.8%	94.2%	93.8%	93.2%	94.7%
Total	100%	100%	100%	100%	100%

Source: UU Student Records System

²⁵ This may not be a true reflection of the number of disabled students at the University, as the information is collected on the basis of a student’s self-assessment. Numbers for the year 2004/05 may also increase, as there is potential for the disability status of the student to change throughout the course of study as decisions about disclosure are reviewed and personal circumstances alter.

Table 9: Students by Disability, Level, Mode and Year – All Entrants

Level	Mode	Disability	00/01	01/02	02/03	03/04	04/05
Post-Graduate	Full-time	Has Disability	-	-	6.6%	6.0%	6.8%
		No Disability	96.0%	95.7%	93.4%	94.0%	93.2%
	Part-time	Has Disability	-	-	-	5.5%	-
		No Disability	96.7%	96.4%	95.8%	94.5%	95.3%
Undergraduate	Full-time	Has Disability	6.1%	7.1%	7.6%	8.6%	7.8%
		No Disability	93.9%	92.9%	92.4%	91.4%	92.2%
	Part-time	Has Disability	5.0%	5.0%	5.3%	5.8%	-
		No Disability	95.0%	95.0%	94.7%	94.2%	95.6%

Source: UU Student Records System

Data values corresponding with less than 5% are represented by '-' to prevent the identification of individuals.

- 70 There is no evidence within the UCAS data that, overall, disabled applicants are less likely to be accepted.²⁶
- 71 **The Sub-group found no evidence to indicate that the Student Recruitment and Admissions Policy has an adverse impact in relation to people with a disability.**

²⁶ This data has not been included in order to protect anonymity.

Racial Group

72 The University's monitoring data show that:

- The number of students (including international students) enrolled from racial groups other than white was 3%. This was reflected across all campuses and faculties;
- Black and Minority Ethnic (BME) students consist of 1% students throughout the period studied²⁷ (Table 10);
- The largest minority ethnic group was 'Chinese' (Table 11); and
- The highest number of BME entrants was to postgraduate courses within all faculties. These figures are likely to reflect the success of international recruitment campaigns for full-time postgraduate students.

Table 10: Students by Ethnic Origin and Year – NI Domiciled Entrants*

Ethnicity Description	00/01	01/02	02/03	03/04	04/05
White	99%	99%	99%	99%	99%
Black and Minority Ethnic Groups²⁸	-	-	-	-	-
Total	100%	100%	100%	100%	100%

Source: UU Student Records System

* Not including 'not known' data

Data values corresponding with less than 5% are represented by '-' to prevent the identification of individuals.

Table 11: Students by Ethnic Origin and Year - All Entrants

Ethnicity Description	00/01	01/02	02/03	03/04	04/05
Black and Minority Ethnic Groups²⁹	-	-	-	-	-
White	82.4%	85%	89.3%	77.2%	76%
Not Known	15%	13%	8.3%	20.5%	21.8%
Total	100%	100%	100%	100%	100%

Source: UU Student Records System

Data values corresponding with less than 5% are represented by '-' to prevent the identification of individuals.

²⁷ This figure compares favourably with data from the 2001 Census, which indicates that less than 1% of the economically active population in Northern Ireland is from a minority ethnic background.

²⁸ This category is composed of the following groups – Asian, Black, Chinese, Irish Traveller and Mixed Ethnic Group.

²⁹ This category is composed of the following groups – Asian, Black, Chinese, Irish Traveller and Mixed Ethnic Group.

73 BME students represent 1.1% of applicants and 0.7% of enrolments³⁰ (Table 12). Pre-consultation with the Chinese Welfare Association indicated that the shortfall in Chinese student enrolments may be due to the fact that applicants from the Chinese community are more likely to attend Universities in England and Scotland; and had applied to UU as a reserve choice.

Table 12: Ethnic Group, Applicants and Enrolments to UU

Ethnic Group	Applicants	Enrolments
White	98.9%	99.3%
Black & Other Ethnic Minorities	1.1%	0.7%
Total	100%	100%
Missing/Unknown	16.1%	11.7%

Source: UCAS 2003/04

74 **The Sub-group found no evidence to suggest that people from black and minority ethnic backgrounds enrol at the University of Ulster in lesser numbers than expected.**

Age

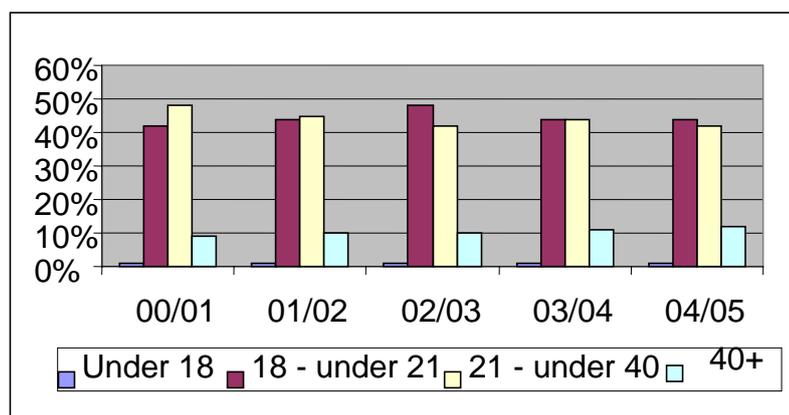
75 The University's monitoring data indicate that:

- Similar proportions of students are aged between 18-20 years and 21-under 40 years (Figure 13);
- 18-20 year olds at full-time undergraduate level comprise the largest student group at the University³¹ (Table 14); and
- There has been a slight increase in the recruitment of 21-under 40 year olds at full-time undergraduate level since 2000/01.

³⁰ The relatively low numbers make the interpretation of this data difficult.

³¹ This reflects the University's Academic Planning Strategy to meet government targets for the intake of 18-20 year olds and for specific subject targeting.

Figure 13: Students by Age and Year – All Entrants*



Source: UU Student Records System

* percentages calculated excluding 'not known' data

Table 14: Student by Age, Level, Mode and Year – All Entrants

Level	Mode	Age	00/01	01/02	02/03	³ / ₄	04/05
PG	Full time	18 and under 21	-	-	-	-	-
		21 and under 40	13.2%	12.2%	10%	9.5%	9%
		40 and over	-	-	-	-	-
		missing	-	-	-	-	-
		Part-time	under 18	-	-	-	-
		18 and under 21	-	-	-	-	-
		21 and under 40	12.1%	11%	10.3%	11%	9.8%
		40 and over	-	-	-	-	-
		missing	-	-	-	-	-
		UG	Full Time	under 18	-	-	-
18 and under 21	40.6%			43.3%	46.4%	43.5%	43.7%
21 and under 40	10.3%			11%	10.8%	10%	10.8%
40 and over	-			-	-	-	-
missing	-			-	-	-	-
	Part time	under 18	-	-	-	-	-
		18 and under 21	-	-	-	-	-
		21 and under 40	12.4%	11%	10.3%	12.8%	12.8%
		40 and over	-	-	-	5.7%	6.2%
		missing	-	-	-	-	-
	Total		100%	100%	100%	100%	100%

Source: UU Student Records System

Data values corresponding with less than 5% are represented by '-' to prevent the identification of individuals.

76 There were no significant differences in the overall percentages of students being enrolled in 2003/04 compared to applicants (Table 15).

Table 15: Applicants and Enrolments to UU by Age Group

Age Group	Applicants	Enrolments
Under 18	2.6%	1.5%
18 – under 21	87.4%	86.4%
21 – under 40	9.2%	10.8%
40+	0.8%	1.3%
Total	100%	100%

Source: UCAS 2003/04

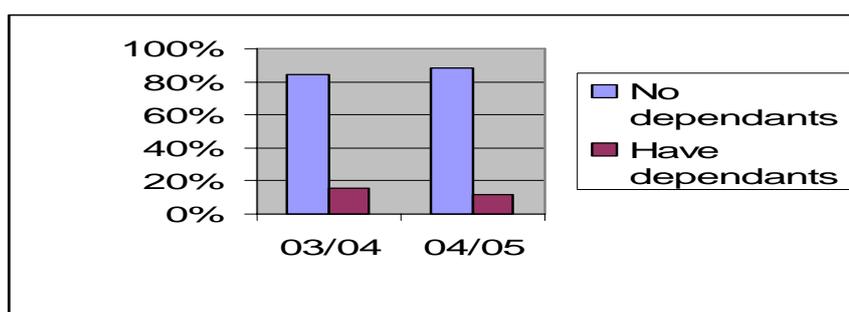
77 **The Sub-group found no evidence to indicate a negative impact in relation to the age profile.**

Persons with Dependants

78 In the academic year 2003/04, the University collected information from new entrants about their dependants. The University’s monitoring data show that:

- 16% of entrants identified themselves as having responsibility for dependants in 2003/04 and 12% identified themselves as having dependants in 2004/05 (Table 16).

Table 16: Students by Dependants and Year– All Entrants*



Source: UU Student Records System

* percentages calculated excluding 'not known' data

Note: Dependants data have only been collected since 2003.

79 It was not possible to determine the type of dependants from the monitoring forms used in 2003/04 and 2004/05. The University therefore amended the student monitoring form for enrolments in September 2005 in order to capture relevant information on students with dependants. Data on dependants were not available from UCAS.

80 **The Sub-group found no evidence to indicate a negative impact in relation to persons with dependants.**

Marital Status

81 Data on the marital status of University entrants is derived from students selecting one of the following categories:

- co-habiting with partner;
- divorced;
- living as married;
- married;
- separated;
- single;
- widowed;
- other and
- not known.

For the purpose of this EQIA, these categories were compiled into the following categories: Married, Single, Other³² and Not known. The analysis of student monitoring returns from 2000/01 to 2004/05 demonstrates a high non-response rate. Therefore data for the last three years were considered.

82 The University's monitoring data show that:

- The majority of new entrants were single (Table 17);
- The overwhelming majority of students across all campuses and faculties were single; and
- The highest number of married students was in the Faculty of Life and Health Sciences³³ (Table 18).

³² 'Other' includes the following groups – co-habiting with partner, divorced, living as married, separated, widowed and other.

³³ 10% of full-time students were married compared to an average of 3% in other faculties. This may be due to the relatively high number of mature students who undertake nursing programmes, assuming that mature students are more likely to be married.

Table 17: Students by Marital Status and Year– All Entrants

Marital Status Description	02/03	03/04	04/05
Married	17.4%	17.7%	14.0%
Single	73.4%	65.8%	63.4%
Other	-	-	-
Not known	6.2%	13.0%	19.5%
Total	100%	100%	100%

Source: UU Student Records System

Data values corresponding with less than 5% are represented by '-' to prevent the identification of individuals.

Table 18: Students by Marital Status, Faculty and Year – All Entrants

Faculty	Marital Status Description	02/03	03/04	04/05
Arts	Married	11%	11%	10%
	Single	81%	74%	72%
	Other/not known	8%	15%	18%
	Total	100%	100%	100%
Business and Management	Married	15%	15%	12%
	Single	76%	64%	61%
	Other/not known	10%	20%	27%
	Total	100%	100%	100%
Engineering	Married	10%	8%	6%
	Single	84%	73%	74%
	Other/not known	6%	19%	20%
	Total	100%	100%	100%
Life and Health Sciences	Married	24%	25%	21%
	Single	65%	63%	55%
	Other/not known	11%	12%	24%
	Total	100%	100%	100%
Social Sciences	Married	25%	26%	18%
	Single	64%	59%	60%
	Other/not known	11%	16%	22%
	Total	100%	100%	100%
University Total	Married	17%	18%	14%
	Single	73%	66%	63%
	Other/not known	9%	16%	23%
	Total	100%	100%	100%

Source: UU Student Records System

- 83 **The Sub-group found no evidence to indicate a negative impact in relation to marital status.**

Sexual Orientation

- 84 The University does not collect data on sexual orientation. **The Sub-group found no evidence to suggest a differential impact in respect of a person's sexual orientation.** The University has established a Sexual Orientation Working Group which will, inter alia consider, in consultation with the Equality Commission, how best to address the future monitoring of this group.

Political Opinion

- 85 The University does not collect data on political opinion. **The Sub-group found no evidence to suggest a differential impact in respect of a person's political opinion.** The University is considering, in consultation with the Equality Commission, how best to address the future monitoring of this group.

Socio-economic Group

- 86 UCAS data shows proportionate numbers of each socio-economic group applying and enrolling at the University. **The Sub-group found no evidence to suggest a differential impact in relation to socio-economic groups. Socio-economic group will be investigated further within the EQIA on the Access Agreement, which is scheduled for 2007/08.**

Summary of Impacts

- 87 The University believes that the profile of student entrants is in line with what would be expected in the context of the Northern Ireland schools and Further Education college leavers. However, some under-representations were identified in regard to gender, religion, and racial group. These are considered to be differential rather than adverse impacts.

Section 7 - Consideration of Measures to Mitigate any Adverse Impact

Current Activities

88 The University has already taken a number of steps to mitigate adverse impact and promote equality of opportunity. These include:

- The consideration of equality data within Faculty Reviews, as part of the annual subject monitoring exercise;
- Amendments to the Students Record System to make the fields associated with the online collection of equality data mandatory³⁴;
- The disbursement of Support Funds to those who would otherwise be deterred from entering higher education because of their financial circumstances³⁵;
- The recruitment of a dedicated mental health adviser;
- The recruitment of an LGB Officer as part of the Student's Union Executive Committee;
- The development and provision of a Schools Liaison Programme within Student Recruitment Services,³⁶;
- A Protocol for Disabled Students and a team of Disability Advisers to support staff and students in accessing and delivering reasonable adjustments to the learning environment;
- General support as identified in the Charter for Student Support, including a generic Counselling Service;
- Staff - student consultation meetings to audit physical access;
- Subsidised student places in the Day Nurseries;
- An intensive programme of induction for International Students, including information about general support and facilitating NHS registration;
- A Civic Leadership Training Programme to develop students' leadership, teamwork and communication skills;

³⁴ The system now also provides the facility for students to state that they do not wish to provide the equality data.

³⁵ The Support Funds give priority to adult learners, lone parents, students not eligible for the childcare grant, disabled students who are not in receipt of DSA and final year students.

³⁶ To include visiting schools and further education colleges throughout Northern Ireland and the Republic of Ireland, to provide advice on courses of study at the University, Open Days and Advice Days.

- The Advance Programme by the Faculty of Engineering³⁷;
- A University Policy on Students Under 18; and
- The provision of multi- faith prayer rooms.

Proposed measures to mitigate adverse/differential impacts:

89 With a view to mitigating the differential impacts identified in Section 6, the Sub-group is proposing that the University consider the following additional measures:

- a) Develop links with the Chinese Welfare Association, The Northern Ireland Council for Ethnic Minorities and other ethnic minority groups as appropriate, in order to collaborate in events such as Open Days and Recruitment Fairs;
- b) Hold meetings with Head Teachers of Protestant schools which have been identified as providing low numbers of applicants, to arrange talks/information days and to develop outreach measures and marketing activities, in conjunction with the Department of Access and Educational Partnerships and Student Recruitment Services;
- c) Hold meetings with influential individuals or community organisations from the Protestant community to encourage applications from pupils in Protestant schools;
- d) Take cognizance of data on entrants to Magee campus in the development of the North West Development Plan;
- e) Include information on entrants in informing future decisions on the location of future course provision;
- f) Review the marketing strategy for the Student Recruitment and Admissions Policy in relation to the nine categories under Section 75; and
- g) Monitor student entrants to each campus on an annual basis.

Consultees are asked for their views on these additional measures.

³⁷ This aims to provide wider participation through a range of flexible learning options, including the provision of courses on CD ROM. The courses are free of charge providing that applicants can demonstrate that their education/employment prospects have been adversely affected by the conflict. This project is funded by the European Social Fund Peace II Initiative and the Department for Employment and Learning.

Section 8 - Consultation

90 In accordance with its Equality Scheme and the requirements of Section 75, The Equality Unit now wishes to consult on this EQIA. It is our intention that the consultation should be appropriately focused and that all those affected parties are given an opportunity to respond to the consultation. Accordingly it will consult by the following means:

- The University's standard Section 75 consultee list will be updated to include relevant additional stakeholders; consultees will be notified of the consultation exercise by letter (hard copies of the document will then be sent on request):
- An advertisement will be placed in the local papers including the Belfast Telegraph, the Irish News, the Newsletter, the Londonderry Sentinel, the Derry Journal and the Coleraine Chronicle;
- An all-staff and all-student email will be sent;
- Posters will be displayed around the University;
- Notice of the consultation exercise and the document itself will be on the Equality Unit's website;
- Representatives of the EQIA Sub-group will try to meet with interested parties if appropriate;
- The HEEC consultation panel will be notified of the consultation exercise; and
- The University will host two public meetings. The first meeting is on 20 March 2006 in Room MD021, Martha Magee's, Magee campus and the second meeting is on 22 March 2006 in the Loughview Suite, Jordanstown campus.

The meetings will commence with registration at 12.00 noon and close at 2.00pm. A light lunch will be provided. If you are interested in attending one of the consultation meetings, please contact the Equality Unit to complete a registration form (details below).

91 The consultation period will start on Friday 10 February 2006 and will close on Friday 5 May 2006. The consultation report and response pro forma are available at www.equality.ulster.ac.uk/consultation.html If you require the consultation report in an alternative format (including large print, computer disc, audiocassette, Braille and in minority languages for those not fluent in English) please contact the Equality Unit on 028 7032 4745 or email Claire McCarron at c.mccarron@ulster.ac.uk

Responses to the consultation exercise should be sent to:

Ms Maria McGilloway
Equality Officer
University of Ulster
Cromore Road
Coleraine
BT52 1SA

Or to m.mccgilloway@ulster.ac.uk by **5 May 2006**.

The outcome of this Equality Impact Assessment will be posted on the University website:

www.equality.ulster.ac.uk/consultation.html

**Membership of Working Group on Student Recruitment and Admissions
EQIA**

Prof Jim Allen (Chair)	PVC (Communication and Institutional Development)
Prof Richard Barnett	Acting Vice-Chancellor
Prof Pól Ó Dochartaigh	School of Languages & Literature
Prof Bob Osborne	School of Policy Studies (until October 2005)
Dr Tony Barnhill	Dept of Access & Educational Partnerships
Prof Norman Black	PVC (Academic Development & Student Services)
Prof Bill Clarke	Provost (Jordanstown & Belfast)
Miss Celia Currie	Corporate Planning & Governance
Miss Colleen Dowdall	Students' Union Representative
Mr Craig Fairless	Department of Public Affairs
Dr Stephen Hagan	School of Computing & Intelligent Systems
Ms Sara Hunter	Equality Unit
Ms Maria McGilloway	Equality Unit
Ms Angela Getty	Equality Unit
Mrs Carol McMurray	Faculty of Engineering
Mr Pat Mulvenna	Corporate Planning & Governance
Dr Damian O'Kane	Dept of Access & Educational Systems
Mr Tom O'Neill	Faculty of Business & Management
Ms Joan Reilly	International Office
Mrs Angela Rippey	Research Office
Dr Alan Scott	Academic Registry
Dr Peter Shirlow	School of Environmental Sciences
Ms Sue Steging	Student Support

Admission of Students Policy³⁸

Policy Statement

1. We attach particular importance to providing a wide range of flexible educational and training opportunities designed to meet the needs of the community in Northern Ireland and elsewhere. The extension and development of opportunity in terms of access and progression to higher level study has been, and continues to be a feature of programme development.
2. All decisions relating to the admission of students are governed by the principle that the candidate's ability to meet the academic criteria for admission is the primary consideration and that no candidate should be excluded from entry to a programme by reason of religious belief, political opinion, racial group, gender, age, marital status, sexual orientation, disability or responsibility for dependants³⁹. Prospective international students must also meet the specified English language requirements for admission.
3. However, we recognize that not all applicants will be progressing to higher education directly from school or college and that there may be other relevant information about an applicant's particular circumstances which should be taken into account.

The Aims of the Policy

4. The aims of the Student Recruitment and Admissions Policy are to ensure that:
 - a wide range of flexible educational and training opportunities, designed to meet the needs of the community in Northern Ireland and elsewhere, are available;
 - opportunities to access and progress to higher-level study are developed in line with market demand and higher education guidelines;
 - selection is based primarily on academic criteria;
 - adult learners have equitable and fair access to higher education; and

³⁸ This is a working document that will be reviewed when the updated version of the QAA Code of Practice on Recruitment and Admissions is published (expected in June 2006). Results of this EQIA will also be considered at this time.

³⁹ Except for those professional programmes with a minimum age requirement.

- a suitable learning environment for all students, including those students with a disability, is provided.

Adult Learners

5. It is becoming increasingly common for those who do not go into higher education on leaving school or college to consider doing so in later life. The University seeks, both through its admissions policy in relation to such applicants and through its course provision, to be responsive to the different study needs and aspirations of adult learners.

Applicants with Disabilities

6. The Special Educational Needs and Disability (Northern Ireland) Order (2005) (SENDI) prohibits the University from discriminating against disabled students and prospective students in its admissions and in the education and associated services it provides.
7. The University assesses applications from persons with disabilities using academic criteria which apply to all candidates. SENDI also places a duty on the University to anticipate and make reasonable adjustments to facilitate access to education and associated services by disabled students and prospective students. In order that the University may assess the need for any appropriate help or support, it requests applicants to indicate the nature of the disability in the appropriate section of the application form.⁴⁰
8. The information applicants give us will be dealt with according to the requirements of the Data Protection Act. A team of specialist staff is available to discuss your additional study needs. Your permission will be sought if information is to be circulated more widely to other University staff. Disability information will only be disclosed/passed on to another person with the student's written consent.
9. Fitness to Practice and Health and Safety guidelines which may make it difficult for a student to achieve an appropriate qualification will be available for consideration during the admission process.
10. As we are committed to providing a suitable learning environment for all students, potential candidates are encouraged to visit the University to meet staff from Disability Services and appropriate faculties before submitting an application or at any stage during the admissions process.

⁴⁰ Provision of this information will in no way adversely affect the outcome of the application, and is made only to enable the University to make appropriate arrangements to meet the applicant's particular needs.

Applicants with Criminal Records

11. *Courses in teaching, health, social work and courses involving work with children or vulnerable adults*

Applicants to the above courses who, at the time of application, have a criminal conviction, a spent criminal conviction, a caution (including a verbal caution), a bind-over order or who are serving a prison sentence for a criminal conviction must declare this when applying for admission.

Under the Protection of Children and Vulnerable Adults (NI) Order 2003 it is a requirement that applicants accepted to any of the above courses consent to a check being made by the Department of Health, Social Services and Public Safety's Protection of Children and Vulnerable Adults Service to establish whether or not they have a criminal record or have been disqualified from working with children.

12. *All other courses*

For all other courses applicants who have a relevant criminal conviction that is not spent, or who are serving a prison sentence for a relevant criminal conviction, must declare this when applying for admission.

Relevant criminal convictions are only those convictions for offences against the person, whether of a violent or sexual nature, and convictions for offences involving unlawfully supplying controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking. Convictions that are spent (as defined by the Rehabilitation of Offenders Act 1974 or the Rehabilitation of Offenders Order (NI) 1978) are not considered to be relevant and applicants to courses other than those in 11 above are not required to reveal them.

13. Where applicants disclose convictions at the time of application, the University will write to them asking them to provide details of the conviction(s) from the relevant authority (for example, the PSNI Subject Access Office for offences in Northern Ireland) together with the name and address of a person willing to supply a character reference. Failure to provide the information requested will prevent further consideration of the application. The relevant faculty will consider the convictions, the reference and will interview the applicant. The faculty will determine whether or not the convictions, cautions or bind-overs are such that admission should be refused. If not, then consideration of the application will proceed based on the normal entrance criteria for admission to the course(s).
14. Based on the criteria in 11 and 12 above an applicant who is convicted after applying and before the date of admission to the University, or a student who is convicted after admission to the University, must inform the Head of Academic Registry without delay.
15. If the University discovers that an applicant has failed to disclose information about convictions as outlined above it may withdraw or amend any offers of admission or terminate the student's enrolment at the University.

General Entrance Requirements

Minimum General Entrance Requirements for Undergraduate Degree, HND and DipHE Courses

16. Applicants for entry to a course leading to an Honours Degree, Degree, Foundation Degree, HND and DipHE must:
- a) Satisfy the University's minimum General Entrance Requirements as specified below; and
 - b) Satisfy such additional requirements as shall be prescribed in course regulations.

Honours Degree and Degree Courses

17. Applicants must **either**
- a) Have attained passes in five different subjects, of which two should be at GCE A level, and three at GCSE level (grades A, B or C) and/or AS level
- or**
- b) Have attained passes in four different subjects, of which three should be at GCE A level, and one at GCSE level (grades A, B or C) and/or AS level
- or**
- c) Have alternative approved qualifications
- or**
- d) Provide evidence of their ability to undertake the programme through the accreditation of prior experiential learning
- and**
- e) Provide evidence of competence in written and spoken English (GCSE grade C or equivalent) and, where specified within individual course entry requirements, the required level of numeracy (GCSE grade C or equivalent).
18. For the purpose of fulfilling the General Entry Requirements and in terms of attracting UCAS Tariff Points, two Advanced Subsidiary (AS) level subjects are regarded as the equivalent of one GCE A level, provided that the applicant's profile also contains two GCE A levels.

Foundation Degree, Associate Bachelors Degree, HND and DipHE Courses

19. Applicants must **either**
- a) Have attained passes in four different subjects, of which one should be at GCE A level, and three at GCSE level (grades A, B or C) and/or AS level, or alternative approved qualifications or have alternative approved qualifications
- or**
- b) Have alternative approved qualifications
- or**
- c) Provide evidence of their ability to undertake the programme through the accreditation of prior experiential learning
- and**
- d) Provide evidence of competence in written and spoken English (GCSE grade C or equivalent) and, where specified within individual course entry requirements, the required level of numeracy (GCSE grade C or equivalent);
 - e) Additionally, applicants for entry to an HND must be aged at least 18 years at the date of entry.
20. For the purpose of fulfilling the General Entrance Requirements and in terms of attracting UCAS Tariff Points, two Advanced Subsidiary (AS) level subjects are regarded as the equivalent of one GCE A level, provided that the applicant's profile also contains one GCE A level.

All Undergraduate Courses

21. The University will accept as alternative qualifications:
- a) GCE A levels and either three passes at GCSE (grade C or above) or an Intermediate GNVQ or two Double Award Vocational GCSEs;
 - b) BTEC National qualifications awarded by the Edexcel Foundation;
 - c) OCR National qualifications;
 - d) Highers or Advanced Highers of the Scottish Qualifications Authority;
 - e) The European, International or Welsh Baccalaureate; or
 - f) An Irish Leaving Certificate with passes in four approved subjects at grade D Higher level;

- g) Satisfactory completion of an approved Access course;
- h) For entry to Art and Design degree courses, satisfactory completion of a full-time foundation course in Art and Design of not less than one academic year in duration.

No subject may be counted at more than one level except in the case of the GCE or Applied A level combined with the Intermediate GNVQ.

- 22. Applicants from persons who hold qualifications not included in this list will be considered on their merit.

International Qualifications

- 23. The University will also accept a wide range of international qualifications. These will be assessed individually in terms of their content and level, with reference to UK national advisory guidelines e.g. The National Recognition Information Centre for the United Kingdom (NARIC).
- 24. Overseas applicants must provide transcripts of their qualifications, in English as far as possible, and evidence of English language ability, if appropriate.
- 25. For specific advice on the acceptability and equivalence of international qualifications, please contact the University's International Office.

Research Students

- 26. To be considered for admission to a research degree at the University of Ulster, potential applicants must have a first or upper second class honours degree in a subject area relevant to their proposed research project. At the discretion of the Faculty to which they are applying, applicants with alternative qualifications, or lesser qualifications and suitable experience, may be considered for admission. This will normally include the successful completion of a piece of work set at honours degree level.

General Statement regarding confidentiality

- 27. All information provided by the applicant will remain strictly **confidential** (subject to statutory requirements) and will be used by the University for statistical analysis and planning purposes only.

University of Ulster Widening Participation Strategy

Context

The University of Ulster operates across four campuses in Northern Ireland, Belfast, Coleraine, Jordanstown and Magee, with a student community of some 18,000 undergraduates, 4000 taught postgraduates and over 700 research students. Its mission is “To be a model of an outstanding regional university with a national and international reputation for quality” and thereby a major contributor to the economic, social and cultural advancement of Northern Ireland as a region.

The University’s core business activities are teaching & learning, research, technology & knowledge transfer and access & participation. The University offers a distinctive form of higher education where the student experience is characterised by:

- innovation and success in teaching and learning;
- learning within a leading research environment;
- learning closely linked to employment opportunities;
- comprehensive student support services;
- opportunities for involvement in widening participation activities.

In fulfilment of its vision the University aims to enhance accessibility to and inclusivity of its course provision by developing mechanisms which create pathways into HE for those sections of the community which are currently under-represented or otherwise disadvantaged.

In terms of recruitment the University currently tends to perform well when judged against the HEFCE widening participation benchmarks.

For example:

- 38% of the University’s young full-time undergraduate entrants are from the three lower social classes compared to a benchmark figure of 28%.
- 13% of the University’s mature full-time undergraduate entrants come from low participation backgrounds and have no previous HE experience compared to a benchmark figure of 11%.

In terms of projected learning outcomes and efficiency the University exceeds its benchmarks; however, in terms of retention the University is either just above or just below its benchmark depending on the category of student being considered.

Activities, which contribute to the University’s current performance in widening participation, include:

- Access course provision. Currently just over 1000 students are registered on access courses validated by the University and offered by local colleges and also local agencies such as the WEA.
- An extensive range of validated programmes in each of Northern Ireland's 17 Colleges of Further and Higher Education and the 3 local Agricultural Colleges with progression routes to University degree programmes. Excluding the access courses referred to above, just under 3000 students are registered on these validated programmes.
- A third semester (or summer semester) programme to facilitate progression of full-time students from local colleges to University degree programmes and to allow part-time students to "fast-track" through their programmes of study.
- A large part-time portfolio of programmes of study. Currently some 7,000 of the University's total student population of almost 23,000 (i.e. 31%) are studying part-time.
- The 'Step-Up' programme for science students funded under HEFCE's widening participation initiative.
- Garfield Weston Scholarships for Mature Students. Available to full-time students studying for honours degrees in engineering, computing, mathematics and science.
- Schools and Colleges Liaison activity aimed at raising awareness in schools from which relatively few students typically progress to HE level study.
- A Tutoring in Schools programme.
- Development of Foundation Degrees in partnership with local colleges with progression routes to University degree programmes. With 7 Foundation Degree programmes being offered in 2001/02 the University has the largest Foundation Degree programme in the UK.
- Participation in the NICATS project.

In reviewing its overall widening participation strategy the University aims to bring together the various strands of existing activity into an overall coherent framework, to build on existing policies in the light of performance to date and to integrate the widening participation strategy with other core activities.

Aims

The University of Ulster has six main aims in its widening participation strategy:

- 1 Promote aspirations for study at higher education level for under-represented groups.
- 2 Develop specific interventionist programs to encourage participation in Higher Education by under represented groups.
- 3 Develop student support structures at University, Faculty and Departmental levels that promotes retention, achievement and progression into employment or further study.
- 4 Develop academic structures and admission processes that facilitate access to higher education and progression from sub-degree through to Honours degree level.
- 5 Promote an institutional culture that recognizes and rewards participation in widening participation activities.
- 6 Promote access, progression and employability for disabled students.

Activities/Targets

These aims lead to a number of general and specific activities and/or targets

1 Promote aspirations for study at higher education level for under-represented groups.

Intended Activities:

- (a) Work collaboratively with local schools, Further Education Institutions, and other regional and national agencies to raise awareness of higher education among under-represented groups.

Targets:

- (1) Work closely with secondary level schools, who have a history of low participation in Higher Education, through school liaison and tutoring in school activities, and raising awareness of Higher Education.
 - (2) Production of 'awareness raising' materials for distribution to schools and colleges.
 - (3) Expansion of 'guest lecture' series activities targeting schools located in areas of economic and social disadvantage.
- (b) Higher Education awareness raising events on campus for targeted local students and teachers.

- Targets:*
- (1) Organise at least six higher education 'activity' days for year 9 - 11 pupils on the university campuses in collaboration with partner organisations.
 - (2) Organise on-campus events in at least four subject areas each year, particularly in the areas of key skill shortage, aimed at motivating students, raising expectations and supplementing school learning.
 - (3) Extend activities associated with the Higher Education Liaison Programme.
- (c) Collaborate with Further Education providers/community education providers to promote community course programmes to adults from areas of social and economic disadvantage.

- Targets:*
- (1) Review and extend access course provision, validated by the University, offered by local colleges and local agencies such as WEA.
 - (2) Host 'Open Day' day events for community programmes, with range of high-calibre general interest public lecturer, across the four campuses of the University.
 - (3) Development of Foundation Degrees in partnership with local colleges with clear progression to University degree programmes.
 - (4) Development of e-facilitated learning aimed explicitly at promoting progression from sub-degree programmes offered in local college to degree programmes offered by the University.

2 Develop specific 'interventionist' programmes to encourage participation in Higher Education by under-represented groups.

Intended Activities:

- (1) Further develop the 'Step-up' to science programme in the North-West of the province in collaboration with partner organisations.
- (2) Work collaboratively with partner organisations and funding providers to identify ways in which Step-up may be extended to other locations across the province.
- (3) Work collaboratively with partner organisations and staff within the Faculties to identify ways in which Step-up may be extended into other subject areas.

3 Develop student support structures at University, Faculty and Departmental levels that promotes retention, achievement and progression into employment or further study.

Intended Activities:

- (1) Systematic review of student performance, particularly at first year level, which relates student performance to entry qualifications and recognises the diversity of qualifications on entry.
- (2) Systematic review of first year teaching by course to ensure that no particular group of students are disadvantaged by the nature of the teaching.
- (3) Investigate the introduction of a 'mentoring' programme for first year students from non-traditional or under-represented backgrounds.
- (4) Investigation into Careers support for students from under-represented groups to see if it would be useful to provide different kinds of on-course careers support for students from under-represented groups.
- (5) Further develop collaboration with business and industry, providing opportunities for work placements and opportunities for the University curriculum to reflect the needs of the future workforce.
- (6) Enhance specialist advisory services within 'student support' department for students from low participation backgrounds.

4 Develop academic structures and admission processes that facilitate access to higher education and progression from sub-degree through to Honours degree level.

Intended Activities:

- (1) Develop further the 'equivalence table' on an annual basis, thereby provides parity of esteem between different entry qualifications.
- (2) Work with local Further Education colleges to further develop higher education provision and promote opportunities for progression.
- (3) Develop more flexible modes of study, to include e-learning.
- (4) Review the first year operation of the 7 foundation degrees validated by the University and to roll-out the second phase of the programme.

5 Promote an institutional culture that recognises and rewards participation in widening participation activities.

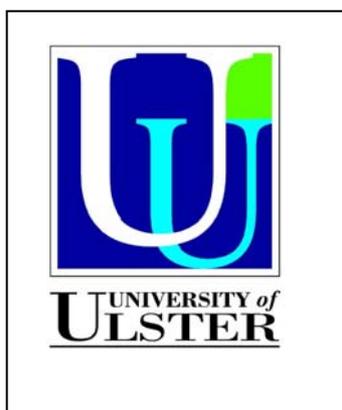
Intended Activities:

- (1) Establishment of an Access and Educational Partnership Office, with responsibility for Widening Participation, and the appointment of a Director with a national profile in the area of Widening Participation.
- (2) Appointment of the Director of Access and Educational Partnerships to the main decision making bodies of the University to influence strategy and policy in relation to Widening Participation.
- (3) Establishment of a Widening Participation Committee with representation from faculties and departments.
- (4) Publication of the revised Widening Participation Strategy on the intranet.
- (5) Provide staff development and guidance for admissions tutors
- (6) Use the University web-site to disseminate good practice.
- (7) Link Widening Participation activities with promotion 'benchmarks' to provide incentives for staff involvement.
- (8) Dissemination of regional good practice through involvement in national conferences and publications.

6. Promote Access, Progression and Employability for Disabled Students

Intended Activities:

- (1) Develop a more integrated approach to widening participation and disability within the University.
- (2) Establish Disability Admissions Committee – to review current admissions policy and practice.
- (3) Establish links with external representative groups with a view to developing specific access routes for disabled students from lower socio-economic groups.



UNIVERSITY OF ULSTER ACCESS AGREEMENT

INTRODUCTION

1. The University of Ulster operates across four campuses in Northern Ireland, Belfast, Coleraine, Jordanstown and Magee, with a student community of some 18,000 undergraduates, 4000 taught postgraduates and over 700 research students.
2. Its Vision is *"to be a model of an outstanding regional university with a national and international reputation for quality"* and in pursuit of this vision it seeks to make a major contribution to the economic, social and cultural advancement of Northern Ireland as a region.
3. In fulfilment of its vision the University aims to enhance accessibility to and inclusivity of its course provision by developing mechanisms which create pathways into Higher Education for those sections of the community which are currently under-represented or otherwise disadvantaged.
4. The University performs well when measured against HEFCE widening participation benchmarks. Participation by young full-time undergraduate entrants from socio-economic group 4-7 is markedly higher than the national average; 46%, against a benchmark of 35%, and 29% for the UK as a whole. 13% of the University's mature full-time undergraduate entrants also come from low participation backgrounds and have no previous Higher Education experience measured against a benchmark of 11%.
5. It is important to recognise, however, that a number of external factors also shape the University's participation profile. For example, the migration of one third of all higher education entrants to institutions predominantly elsewhere in the UK has been shown to effectively remove significant numbers of middle class higher education entrants from institutions in Northern Ireland. The imposition of the MASN cap partially underpins this flow as does the desire to study away from home⁴¹.

⁴¹ Osborne, RD (2001) 'Higher Education, Participation and devolution: the case of Northern Ireland', Higher Education Policy, 14, 45-60.

OBLIGATIONS

6. The University plans to introduce variable fees above the standard level and has therefore an obligation to the Department for Employment and Learning (DEL) as outlined in the Access Letter to provide financial and other support to students deemed to come from 'disadvantaged' backgrounds or communities. These obligations are in addition to and in enhancement of the Widening Participation activities currently undertaken within the University and are articulated in this document entitled the University of Ulster's Access Agreement (UUAA).

FEE LIMITS

7. As from 1st September 2006 the University of Ulster intends to set its variable fee level at £3000 on all undergraduate degree programmes of study adjusted only by inflation until 2010. The variable fee will be chargeable to all full-time home and EU undergraduate students. No fees will be charged before September 2006. Students who are accepted for a course of study and opt for a gap-year in 2005 will not be charged variable fees.
8. The same level of fees will be charged to all honours programmes franchised to or in collaboration with FE. Additionally, a fee of £2000 will be set for all Foundation Degree programmes offered as part of the University's own provision or in collaboration with FE.
9. One third of the additional income will be allocated across three categories of support and enhancement, to **bursaries, scholarships** and, **outreach**.

DISTRIBUTION

10. A maintenance **bursary** of up to £1000 will be paid as direct financial support to cover fees and/or other expenses associated with the Programme of study to students who are in receipt of full or partial grant support. For those students who are in receipt of a grant the standard minimum bursary will be £300. (The standard minimum bursary will rise in line with inflation year on year)
11. Bursaries will be available on a sliding scale ranging from a maximum of £1000 for students whose residual or parental income is less than £17500⁴² to a minimum £300 for students whose residual/parental income is less than £37425⁴³. We will seek to devise proxies for the means-tested systems in order to provide similar levels of support to EU students⁴⁴.
12. **Scholarships** are to be considered as financial support, in kind or cash, to meet specific and identifiable need and will be awarded for scholarly achievement. Typically, scholarships will be awarded to students who

⁴² Figure based upon 2004/05 minimum full fee remission to be uplifted accordingly

⁴³ Figure based upon 2004/05 minimum full fee remission to be uplifted accordingly

⁴⁴ Subject to the University being able to develop manageable and cost-effective administration or to integrate with a national scheme to support bursaries.

achieve excellence in an outreach programme, for example, high academic achievement in a Tutoring in Schools course, outstanding commitment and dedication in one of our Community-based programmes or excellence achieved in a Placement activity. Specific details of outreach programmes and linked scholarships are given in Annex 2. Scholarships will be limited to £1500 and will be awarded independent of bursaries. This means that students who are eligible to avail of the maximum bursary and secure the maximum scholarship will receive £2500 in support.

13. Upon receiving confirmation of a place, students will be able to make application for a bursary through the Student Support Centre, a one-stop-shop for all student enquiries. Applications will be processed in compliance with the model bursary scheme requirements.

14. **Bursaries and scholarships will not carry over into a second year but will be awarded on an annual basis.**

15. Annually, 10% of the Access Agreement Fund will be allocated to targeted **outreach** activity. This will be administered through the University's Widening Participation Division and will be additional to the University's current and highly successful outreach activity. The outreach activities cover the following targeted areas and includes:

- Students from low income backgrounds and from lowest socio-economic groups,
- Mature adults and those other groups that are under-represented,
- Groups identified as being in the high risk non-completion categories,
- Students from sectors where there is a low participation in higher education.

Specific details of the outreach activities are given in Annex 2

ELIGIBILITY

16. Bursaries will be available to ALL full-time home and EU undergraduates who study on courses that carry variable fees AND are in receipt of an education grant to study on the chosen course from their Local Education Authority (LEA) as defined in 13 above. To qualify for a Bursary, students will need to provide evidence that they are eligible for a grant from their LEA AND will have received an offer for a place on a relevant course from the University.

17. Scholarships will be available to individuals to meet specific needs arising from their disadvantage. Scholarships will be in addition to existing student support available to disabled and other students whose personal circumstances are such as to create financial hardship.

Widening Participation Activities

(a) Step-Up Programme

<http://www.ulster.ac.uk/stepup/>

Step-Up is a unique and innovative programme which provides new learning opportunities in science for talented young people who live in areas of social and economic disadvantage. The programme aims to raise pupil's aspirations, expectations and academic performance thereby enabling them to progress to Higher Education. The programme operates successfully in the North-West of the province and actively involves the University, schools, local industry, the local hospital and government agencies in a collaborative partnership.

(b) Elite Athlete Scheme

http://www.ulster.ac.uk/sportscentre/elite_athlete.html

The Elite Athlete scheme enables the University to accept lower academic entrance requirements than normal for entry to all its full-time undergraduate courses. The University operates an Elite Athlete scheme to recognise the sacrifices in terms of time, effort and crucially - in examination performance - which may result from the pursuit of a sport to its highest levels of competition. In addition, the scheme demonstrates the important sporting ethos which the University of Ulster espouses.

(c) The Student Support Fund

<http://studentsupport.ulster.ac.uk/finance/supportfund.html>

The Student Support Fund aims to help those students who would otherwise be deterred from entering higher education because of their financial circumstances. The Fund gives priority to mature students, lone parents, students not eligible for the childcare grant, disabled students who are not in receipt of DSA and final year students.

Department of Education's School Leavers Survey
Qualifications of Northern Ireland School Leavers by Type of School, 2003/04⁽¹⁾

Highest Level of Qualification	Catholic Grammar Schools		Other Grammar Schools		Integrated Schools		Catholic Secondary Schools		Other Secondary Schools ⁽²⁾	
	Number	% achieving	Number	% achieving	Number	% achieving	Number	% achieving	Number	% achieving
MALE										
3+ A Levels ⁽³⁾⁽⁴⁾	1483	68.0	1729	68.3	105	11.7	412	10.5	164	4.8
2 A Levels ⁽³⁾⁽⁴⁾	138	6.3	139	5.5	70	7.8	122	3.1	56	1.7
1 A Level ⁽³⁾	51	2.3	65	2.6	30	3.4	44	1.1	58	1.7
5+ GCSEs A*-C ⁽⁵⁾	388	17.8	446	17.6	178	19.9	585	14.9	663	19.5
1 - 4 GCSEs A*-C ⁽⁵⁾	100	4.6	124	4.9	274	30.6	1169	29.8	1121	33.0
Other GCSE's ⁽⁶⁾	8	0.4	7	0.3	191	21.4	1064	27.1	991	29.2
No GCSE's	14	0.6	20	0.8	46	5.1	531	13.5	340	10.0
Total Leavers	2182		2530		894		3927		3393	
FEMALE										
3+ A Levels ⁽³⁾⁽⁴⁾	1888	85.3	2191	79.6	166	20.4	836	22.6	403	13.7
2 A Levels ⁽³⁾⁽⁴⁾	81	3.7	135	4.9	85	10.4	330	8.9	126	4.3
1 A Level ⁽³⁾	32	1.4	55	2.0	27	3.3	69	1.9	48	1.6
5+ GCSEs A*-C ⁽⁵⁾	163	7.4	295	10.7	171	21.0	618	16.7	686	23.2
1 - 4 GCSEs A*-C ⁽⁵⁾	37	1.7	63	2.3	219	26.9	992	26.8	922	31.2
Other GCSE's ⁽⁶⁾					112	13.7	618	16.7	585	19.8
No GCSE's	13	0.6	15	0.5	35	4.3	243	6.6	182	6.2
Total Leavers	2214		2754		815		3706		2952	
ALL										
3+ A Levels ⁽³⁾⁽⁴⁾	3371	76.7	3920	74.2	271	15.9	1248	16.4	567	8.9
2 A Levels ⁽³⁾⁽⁴⁾	219	5.0	274	5.2	155	9.1	452	5.9	182	2.9
1 A Level ⁽³⁾	83	1.9	120	2.3	57	3.3	113	1.5	106	1.7
5+ GCSEs A*-C ⁽⁵⁾	551	12.5	741	14.0	349	20.4	1203	15.8	1349	21.3
1 - 4 GCSEs A*-C ⁽⁵⁾	135	3.1	185	3.5	493	28.8	2161	28.3	2043	32.2
Other GCSE's ⁽⁶⁾	10	0.2	9	0.2	303	17.7	1682	22.0	1576	24.8
No GCSE's	27	0.6	35	0.7	81	4.7	774	10.1	522	8.2
Total Leavers	4396		5284		1709		7633		6345	

NOTES

1. Excluding Irish Medium Schools.
2. Excluding Integrated Schools (classified in a separate category).
3. Includes AVCE qualifications.
4. Includes GNVQ Advanced qualifications.
5. Includes GNVQ Intermediate qualifications.
6. Includes Grades D – G only and GNVQ foundation qualifications.

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