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Cover sheet of a Widening Access and Participation Plan for 2022/23 - 2024/25

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Institution:	ULSTER UNIVERSITY
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WIDENING ACCESS AND PARTICIPATION PLAN 2022/23 – 2024/25

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

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

Ulster University is a civic university based in Northern Ireland¹ with campuses located across the region in Belfast/Jordanstown, Coleraine (North Coast) and Magee (Northwest). As many widening participation students tend to commute, this brings HE access close to the point of need.

The University provides an inclusive and supportive learning environment for all learners from a range of backgrounds. Educational attainment, access to higher education and the employability of graduates are highlighted as key outcomes within the University's 5-and-50 strategic plan (2016-2034)². Our core values are enhancing potential, inclusion, collaboration and integrity³.

Governance of the University's Widening Access and Participation (WAP) comes under the remit of the directorate of Academic Business Development and the Committee for Access, Participation and Student Success. These bodies ensure that WAP at the University is centrally planned, monitored, evaluated and institutionally embedded.

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

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

COVID-19 has brought about unprecedented challenges to the operating environments for Higher Education Institutions.

Prior to March 2020, the University had surveyed all students, one element of this survey was to ascertain how many students did not have access to a PC or laptop or broadband at home.

During the March 2020 COVID-19 lockdown all students who had indicated that they did not have access to a PC or laptop at home were contacted directly to see if this was still the case.

¹ <https://www.ulster.ac.uk/fiveandfifty/civic-contribution>

² <https://www.ulster.ac.uk/fiveandfifty/strategicplan.pdf>

³ <https://www.ulster.ac.uk/peopleandculture/values>

⁴ <http://addl.ulster.ac.uk/wap>

All the laptops held in Libraries across the University campuses (96 in total) together with the devices held by the Schools Outreach Team (approx. 30 in total – 20 new laptops and 10 Surface Pros) were repurposed and offered to students on a long-term loan basis.

At the beginning of the 2020/21 academic year, when the decision was made that students would be studying mainly online, the University set up a Technology Fund to provide laptops for the students who would be least likely to be able to provide the technology required for home learning themselves.

Ulster University continues to make a sustained effort to adapting to the circumstances presented by COVID-19 and its impact for students and staff. In particular the WAP Plan has been adjusted to cope with the digital poverty presented by many students.

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

Ulster University is one of the larger universities in the UK and on the island of Ireland⁵. In 2019/20 it had the largest number of undergraduates in Northern Ireland⁶. A large proportion of students are from Widening Participation (WP) backgrounds.

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

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

Key statistics for 2019/20 in this regard are as follows.

Ulster University:

- Was one of the larger universities in the UK and on the island of Ireland. Its inclusive and supportive learning environment welcomes learners from all backgrounds. (<https://www.thecompleteuniversityguide.co.uk/ulster/>).
- Had **the largest share** of overall NI student enrolments for (27,680 of 59,075). This equated to 46.9%. This was a 3% higher share than 2018/19 (24,530 of 55,755, 43.9%) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).
- Had the **largest admission of UG** students in NI (46.2%, 20,865 of 45,125). This was 3.7% more than the share for 2018/19 (18,325 of 43,100, 42.5%). This equated to 2,540 more students (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).
- Had the **largest admission of UG first-degree** students in NI (45.3%, 17,140 of 37,860). This was similar to share for 2018/19 (17,120 of 37,670, 45.4%) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).

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

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

- Had the **largest admission of First-Year First-Degree** students in NI (47.9%, 5,855 of 12,210). This was 0.4% more than 2018/19 (5,575 of 11,730, 47.5%) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).
- Had the **largest admission of Part-Time Enrolments** in NI (49.9%, 10,275 of 20,605). This was a 6.7% higher share than 2018/19 (7,700 or 17,820, 43.2%) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).
- Had the **largest admission of young FT UG** students in NI (49.2%, 3,580 of 7,270). This was 1.3% more than 2018/19 (3,435 of 7,175, 47.9%) (<https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t1>, full table with contextual data view).
- Had the **largest admission of mature FT UG** students in NI (53.5%, 1,040 of 1,945). This was 3.3% less than 2018/19 (1,070 of 1,885, 56.8%) (<https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t2a>, full table with contextual data view).
- Had **the dominant Quintile 1 and Quintile 2** WP contribution. [See Figure 4].
- Drew **wide participation across NI**. [See Figure 5].
- **Had the highest in NI sector participation rate in Quintile 1** (16.5% v 13.8% NI). [See Figure 4].
- Had near **equitable profile of students across all Quintiles** of deprivation. [See Figures 6 and 7].
- Had a dominant **percentage share by Magee** campus for the least advantaged Quintile 1 and Quintile 2. [See Figures 8 and 9].
- Had a dominant **volume by number at Jordanstown** for the least advantaged Quintile 1 and Quintile 2. [See Figures 8 and 9].

1.2.1 ULSTER RECRUITMENT SUMMARIES

OVERALL ENROLMENTS

HESA data for 2019/20 showed that Ulster University had 27,680 enrolments overall.

Ulster University had the largest number of such enrolments equating to 46.9% of the NI total (27,680 of 59,075). There were 3,320 more enrolments than in 2018/19 (55,755) in relation to NI. There were 3,150 more enrolments than 2018/19 (24,530) in relation to Ulster only⁷.

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

Of the 2019/20 enrolments⁸:

- 58.7% were female (16,250 of 27,680) at Ulster. **Ulster University had the largest number of such enrolments equating to 46.8% of the NI female total (16,250 of 34,725).** There were 2,235 more enrolments in 2019/20 (34,725) than in 2018/19 (32,490) in relation to NI overall. There were 2,215 more female enrolments in 2019/20 (16,250) than 2018/19 (14,035) in relation to Ulster only.
- 41.3% were male (11,430 of 27,680) at Ulster. **Ulster University had the largest number of such enrolments equating to 46.9% of the NI male total (11,430 of 24,350).** There were 1,085 more enrolments in 2019/20 (24,350) than in 2018/19 (23,265) in relation to NI overall. There were 935 more male enrolments in 2019/20 (11,430) than in 2018/19 (10,495) in relation to Ulster only.
- 62.9% were full-time (17,405 of 27,680). This equated to 45.2% of the NI total (17,405 of 38,470). There were 535 more full-time enrolments than 2018/19 (37,935) in NI. There were 575 more full-time enrolments than 2018/19 (16,830) in relation to Ulster only.
- 37.1% were part-time (10,275 of 27,680). **Overall Ulster University had the largest number of such enrolments in NI equating to 49.9% of the NI total (10,275 of 20,605).** There were 2,785 more part-time enrolments than 2018/19 (17,820) in NI. There were 2,575 more part-time enrolments at Ulster University than 2018/19 (7,700).

UNDERGRADUATE ENROLMENTS AS PROPORTION OF ALL ENROLMENTS⁹

There were 20,865 undergraduate enrolments (75.4%, 20,865 of 27,680 of all Ulster enrolments) for 2019/20. **Ulster University had the largest number of such enrolments equating to 46.2% of the NI total (20,865 of 45,125).** There were 2,025 more undergraduate enrolments than 2018/19 (43,100) in relation to NI overall. There were 2,540 more enrolments in 2019/20 (20,865) than 2018/19 (18,325) in relation to Ulster only.

Of all 2019/20 enrolments:

- 53.7% were full-time undergraduate enrolments (14,865 of 27,680). This equated to 46.7% of the NI total (14,865 of 31,855). There were 360 fewer enrolments than in 2018/19 (32,215) in relation to all of NI. There were 50 more enrolments than in 2018/19 (14,815) in relation to Ulster only.
- 21.7% were part-time undergraduate enrolments (6,000 of 27,680). **Ulster University has the largest number of such enrolments equating to 45.2% of the NI total (6,000 of 13,265).**

⁸ <https://www.hesa.ac.uk/data-and-analysis/students/where-study>, <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

⁹ <https://www.hesa.ac.uk/data-and-analysis/students/where-study>

- There were 2,375 more enrolments than in 2018/19 (10,890) in relation to all of NI. There were 2,495 more enrolments than 2018/19 (3,505) in relation to Ulster only.

UNDERGRADUATE FIRST DEGREE ENROLMENTS

There were 17,140 UG first degree enrolments (61.9%, 17,140 of 27,680 of all enrolments) for 2019/20. **Ulster University had the largest number of such enrolments equating to 45.3% of the NI total (17,140 of 37,860).** There were 20 more enrolments than 2018/19 at Ulster (17,120).

Of all 2019/20 enrolments:

- 53.6% were full-time first degree UG enrolments (14,830 of 27,680). This equated to 47.1% of the NI total (14,830 of 31,505). There were 25 less enrolments than 2018/19 (31,530) in relation to all of NI. There were 55 more enrolments than in 2018/19 (14,775) in relation to Ulster only.
- 8.3% were part-time first degree UG enrolments (2,310 of 27,680). This equated to 36.3% of the NI Total (2,310 of 6,355). There were 215 more enrolments than 2018/19 (6,140) in relation to all of NI. There were 35 less enrolments than in 2018/19 (2,345) in relation to Ulster only.

UNDERGRADUATE FIRST-YEAR FIRST-DEGREE ENROLMENTS⁴

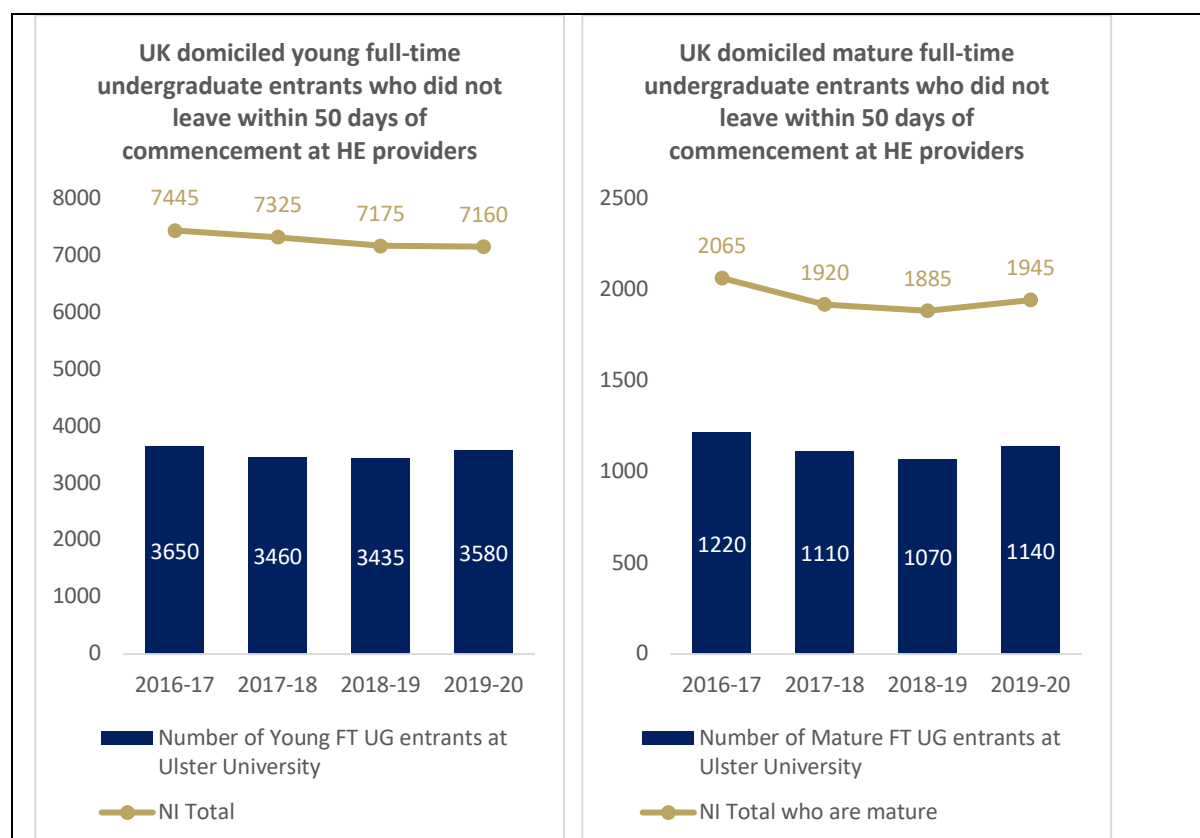
- There were 5,855 first-year first-degree UG enrolments for 2019/20 (21.2%, 5,855 of 27,680 of all enrolments). **Ulster University had the largest number of such enrolments equating to 47.9% of the NI total (5,855 of 12,210).** There were 480 more enrolments than 2018/19 (11,730) in relation to all of NI. There were 280 more enrolments than in 2018/19 (5,575) in relation to Ulster only.

Of these:

- 18.3% were full-time first-year first-degree UG (5,055 of 27,680). **Ulster University had the largest number of such enrolments equating to 49.4% of the NI total (5,055 of 10,235).** There were 430 more enrolments than in 2018/19 (9,805) in relation to all of NI. There were 240 more enrolments than 2018/19 (4,815) in relation to Ulster only.
- 2.9% were part-time first-year first-degree UG (800 of 27,680). Ulster University had enrolments equating to 40.6% of the NI total (800 of 1,970). There were 45 more enrolments than in 2018/19 (1,925) in relation to all of NI. There were 35 more enrolments than in 2018/19 (765) in relation to Ulster only.

YOUNG AND MATURE FULL-TIME ENTRANTS

Figures 1 and 2 illustrate young and mature entrant profiles from 2016/17 to 2019/20 who did not leave within 50 days of commencement at HE providers.



Graphs produced using HESA source data^{10 11}

12.9% of all enrolments for 2019/20 were young full-time undergraduates from low participation neighbourhoods (3,580 of 27,680). As illustrated by Figure 1 there were 145 more enrolments than 2018/19 (3,435).

Overall, **Ulster University had the largest number** of young full-time entrants in NI equating to 49.2% of the NI total who were young (3,580 of 7,270).

4.1% of all enrolments for 2019/20 were mature full-time undergraduates (1,140 of 27,680). As illustrated by Figure 2 there were 70 more enrolments than 2018/19 (1,070). Overall **Ulster University had the largest number of such enrolments** in NI equating to 58.6% of the NI total (1,140 of 1,945).

Figure 3 shows young full-time first-degree undergraduate entrants in NI.

¹⁰ <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t1>

¹¹ <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t2a>

Figure 3: (HESA) Participation of young FT UG entrants in UU for 2019/20

Illustrations produced using HESA source data¹²

Figure 3 illustrates that 56.3% (405 of 720) of young full-time first-degree undergraduate students in NI from low participation neighbourhoods were entrants at Ulster University. 11.3% were from low participation neighbourhoods (405 of 3,580) at Ulster. 9.9% of the NI Total were from low participation neighbourhoods (720 of 7,270).

Figure 4 shows UK domiciled full-time HE undergraduate student enrolments by NIMDM for UK and NI (HESA for 2019/20)¹³. As data to compare individual HEI's is not available, it also illustrates internal Ulster University data for comparison purposes.

Figure 4 illustrates that 13.0% of NI students who enrolled in all UK HEI's (including NI) were from Quintile 1 (5,350 of 41,300) in 2019/20. This is less than the numbers for 2018/19 despite increases in student numbers during 2019/20 (2018/19: 5,575 of 42,580). 18.7% were from Quintile 2 (7,710 of 41,300) for 2019/20. This is also less than the numbers for 2018/19 (7,935 of 42,580).

If we look at those who enrolled in UK HEI's (not including NI) for 2019/20, it illustrates that this percentage falls to 11.2% for Quintile 1 (1,515 of 13,495) and 16.9% for Quintile 2 (2,280 of 13,495). This is less than 2018/19 numbers for Quintile 1 (1,625 of 14,185) and Quintile 2 (2,430 of 14,185).

If we look only at those who enrolled in NI HEI's, the percentage rises to 13.8% from Quintile 1 (3,835 of 27,805) and 19.5% from Quintile 2 (5,430 of 27,805) for 2019/20. This is less than 2018/19 for Quintile 1 (3,950 of 28,359) and Quintile 2 (5,505 of 28,359).

¹² <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t1>

¹³ https://www.hesa.ac.uk/data-and-analysis/sb258/Figure_-6

HESA data shows that the UG FT&PT NI Domiciled total for 2019/20 was 16,535 (FTE). The illustrations which follow have been created using reports which have been extracted from a University core data report.

The total number of FT&PT UG NI Domiciled registered student within the core report for 2019/20 is 16,857. This includes all modes.

Figure 4 which follows look at FT UG Enrolments published by HESA alongside Ulster internal data.

Figure 4: HESA FT UG Student Enrolments by NIMDM for 2019/20 WIP



Illustrations produced using HESA source data and internal Ulster University core data, June 2021

It is not possible to look deeper at the Ulster University profile from the published HESA data. Internal Ulster University core data for 2019/20 has however also been added to Figure 4 which reveals that 37.8% of all UG enrolments were from Quintiles 1 & 2 (excluding 4 nulls).

16.2% of these UG FT enrolments were from Quintile 1 (2,284 of 14,096) and 21.6% were from Quintile 2 (3,044 of 14,096). Quintile 1 (16.2%) was 3.2 percentage points higher than the UK total (13.0%) and 2.4 percentage points higher than the NI total (13.8%). Quintile 2 (21.6%) was 2.9 percentage points higher than the UK total (18.7%) and 2.1 percentage points higher than the NI total (19.5%).

Figure 4 also illustrates how the percentages change if we remove Ulster University Figures from the NI Total.

With Ulster results removed the percentage of those in Quintile 1 reduces to 11.3% (1,551 of 13,709) and the percentage for Quintile 2 reduces to 17.4% (2,386 of 13,709).

Recent performance indicators data provided by DfE in June 2021 which includes all HEI's in NI shows that Ulster (38.0%) was 4.8% above the HE sector (33.2%) for MDM Quintile 1 & 2 for 2019/20.

1.2.2 ULSTER UNIVERSITY STUDENT DEMOGRAPHICS

For this section Ulster University has analysed internal data mapped to the Northern Ireland Multiple Deprivation Measure (NIMDM) 2017 to understand student demographics. All modes including dormant have been counted. Overall there were 190 students recorded as dormant. Of these, 90 were undergraduate. Including these changed some percentages minimally for some targets by 0.1% but others remained the same. This internal demographic and targets data are used to drive WAP decision-making and for WAP monitoring and reporting purposes.

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

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

Ulster University has used NIMDM 2017 as the official measure of deprivation in Northern Ireland for this report for data relating to 2016-17 onwards. Note: Prior to that the 2010 NIMDM measure was used.

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

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

Ulster University WAP core data extracted from Planning reports in June 2021 (see Figure 6) revealed 20,989 of all student enrolments for 2019/20 were NI-domiciled (20,982 when nulls are excluded).

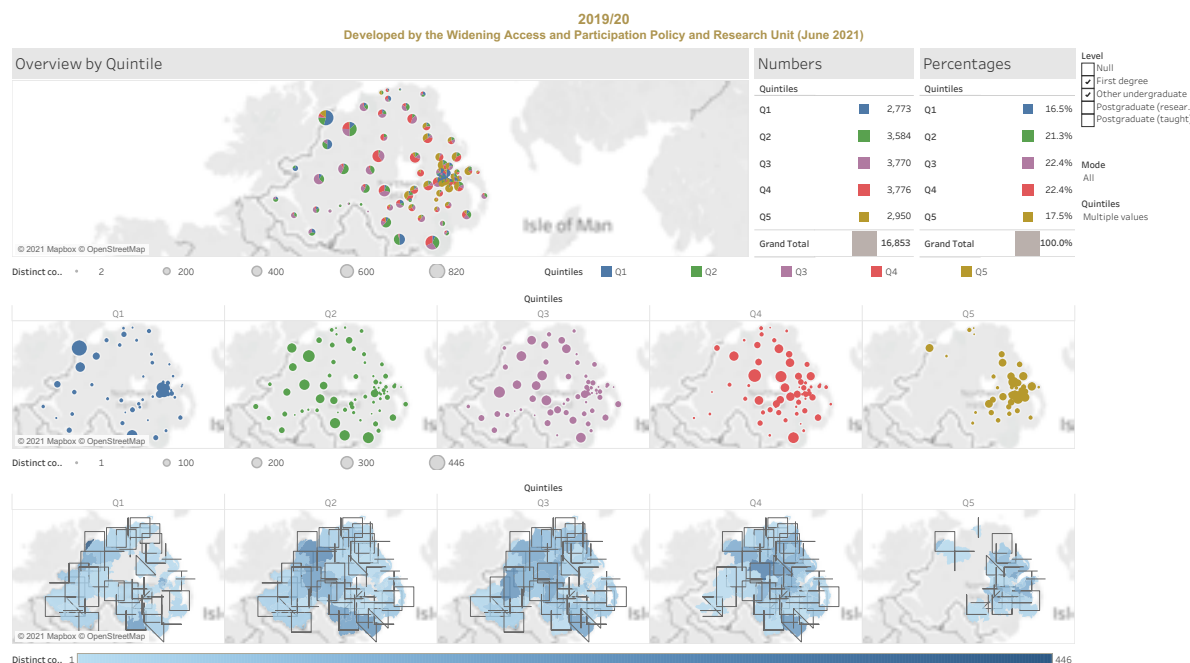
Of these 20,989: 11,819 (56.3%) were female and 9,170 (43.7%) were male.

15,573 were full-time, comprising of 14,188 FT undergraduates (91.1%) and 1,383 (8.9%) were FT postgraduates.

5,418 were part-time, comprising of 2,669 (49.3%) PT undergraduates and 2,749 (50.7%) PT postgraduates.

Figure 5 illustrates Ulster University's Student Population by Postcode for 2019/20.

Figure 5: Ulster University Student Population Maps by UG Postcode for 2019/20



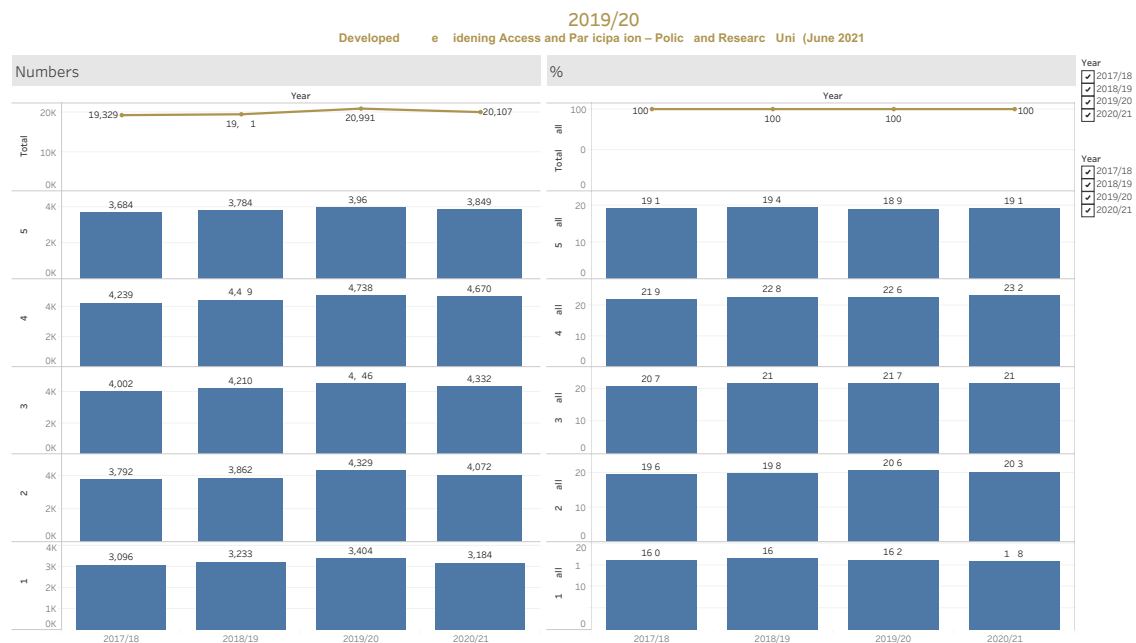
Illustrations produced using internal Ulster University Core Data Reports, June 2021

PROFILE SUMMARIES BY QUINTILE

Figures 6 and 7 which follow show a summary of Quintile Profiles for ALL (Figure 6) and UG (Figure 7) NI Domiciled students at Ulster University for academic years 2017/18, 2018/19, 2019/20 and 2020/21 (TBC) by number, percentage and the total number of enrolments each year.

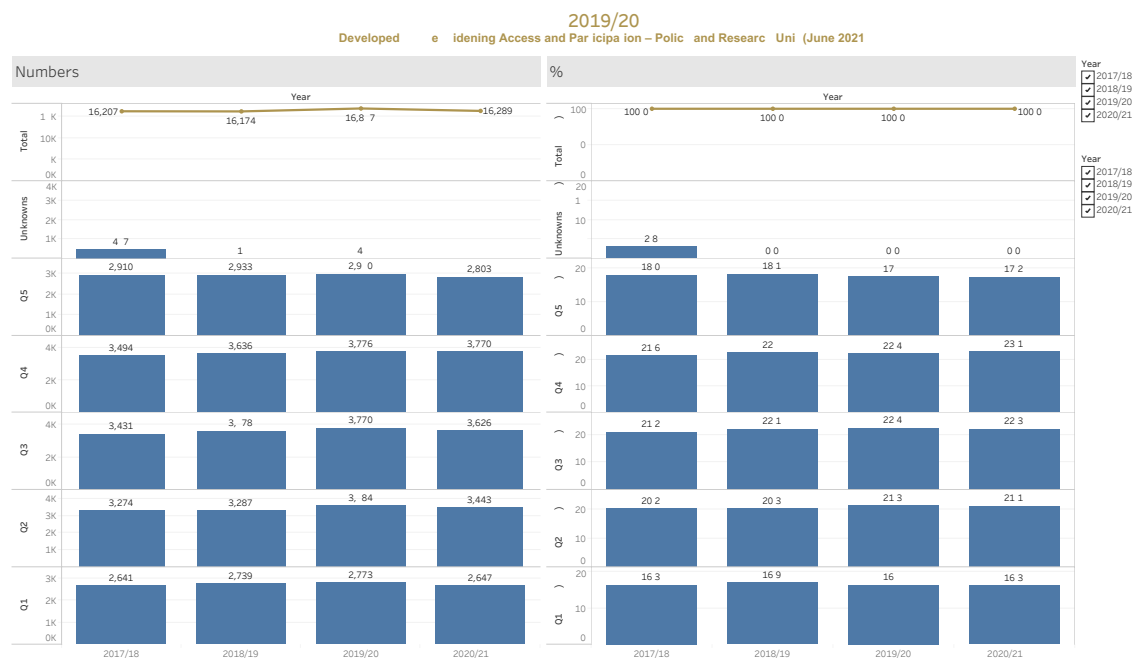
Ulster University seeks to provide equity. As illustrated by Figure 6, Quintile 1 had the lowest number and percentage. Quintile 1 enrolments for all 2019/20 students equated to 3,404 or 16.2% using NIMDM. All other Quintiles were closer to 20%.

**Figure 6: Participation Numbers and Percentages by Quintile for 2017/18 to 2020/21
TBC (ALL)**



Illustrations produced using internal Ulster University Core Data Reports, June 2021

**Figure 7: Participation Numbers and Percentages by Quintile for 2017/18 to 2020/21
TBC (UG)**



Illustrations produced using internal Ulster University Core Data Reports, June 2021

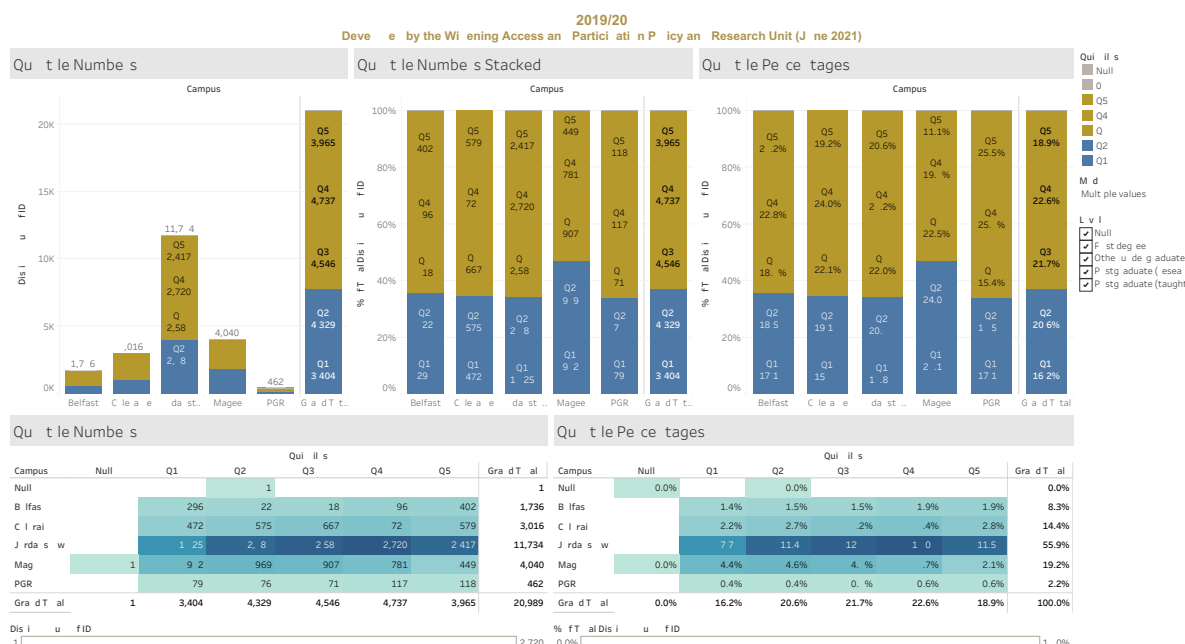
As illustrated by Figure 7 above, Quintile 1 also had the lowest number and percentage for UG 2019/20 students.

Quintile 1 had 2,773 students which equated to 16.5% using NIMDM¹⁴. Quintile 5 had the next lowest numbers and percentage. There were 2,950 students in Quintile 5 equating to 17.5%. Quintiles 2, 3 and 4 were all over 20%.

CAMPUS PROFILE SUMMARIES BY QUINTILE

Figure 8 which follows shows Campus and Quintile Profiles by Number and Percentages for 2019/20.

Figure 8: Campus and Quintile Profiles by Number and Percentages for 2019/20
N=20,989



Illustrations produced using internal Ulster University core data, June 2021

Figure 8 illustrates student numbers and percentages of all students by Quintile for each Campus for 2019/20. As illustrated Belfast (1,736)/Jordanstown (11,734) had the largest student population at 13,470 followed by Magee (4,040) and Coleraine (3,016). 462 were enrolled as PGR students with no campus specified.

As illustrated Magee had the largest proportion of enrolments from Quintile 1 (23.1%) which equated to 932 enrolments at Magee and 4.4% of the University total. Magee also had the largest proportion of enrolments from Quintile 2 (24.0%) which equated to 969 enrolments and another 4.4% of the University total.

Jordanstown had the largest number of enrolments (1,625) from Quintile 1 which equated to 13.8% of enrolments at Jordanstown and the largest proportion of the University total, 7.7%.

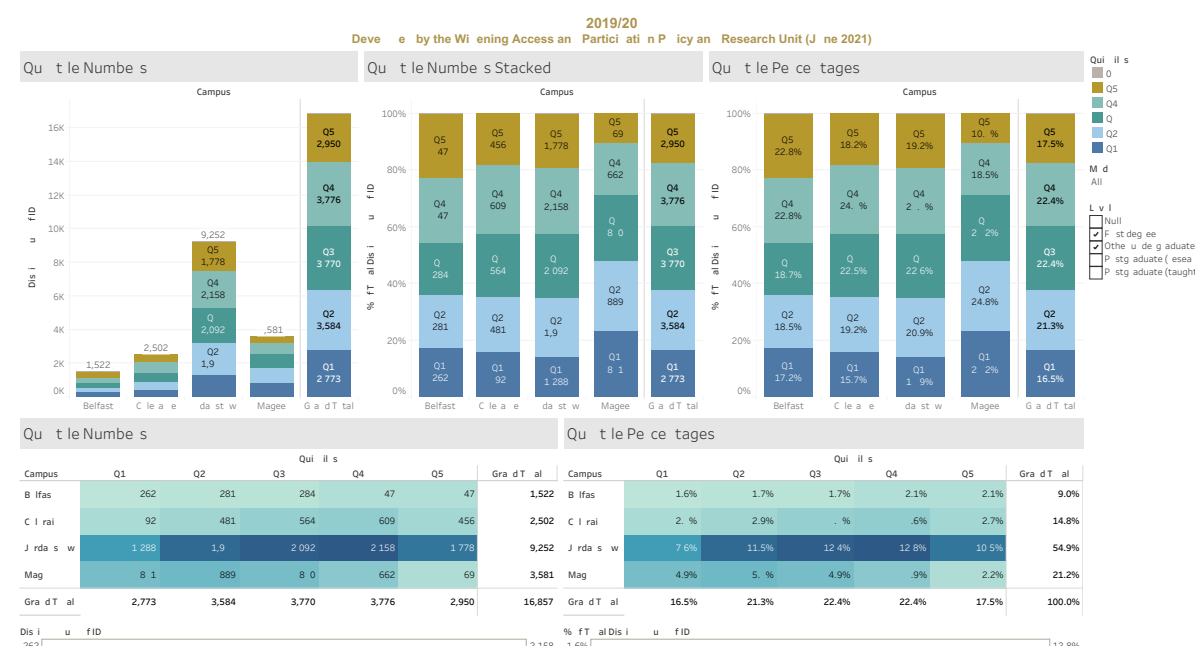
¹⁴ NIMDM URL: <https://www.nisra.gov.uk/statistics/deprivation/northern-ireland-multiple-deprivation-measure-2017-nimdm2017>

Jordanstown also had the largest number of enrolments (2,386) from Quintile 2 which equated to 20.3% of enrolments at Jordanstown and the largest proportion of the University total, 11.4%.

16.2% overall were from Quintile 1 and 20.6% overall were from Quintile 2.

Figure 9 which follows shows UG Campus and Quintile Profiles by Number and Percentages for 2019/20.

Figure 9: Campus and Quintile UG Profiles by Number and Percentages for 2019/20.
N=16,857



Illustrations produced using internal Ulster University core data, June 2021

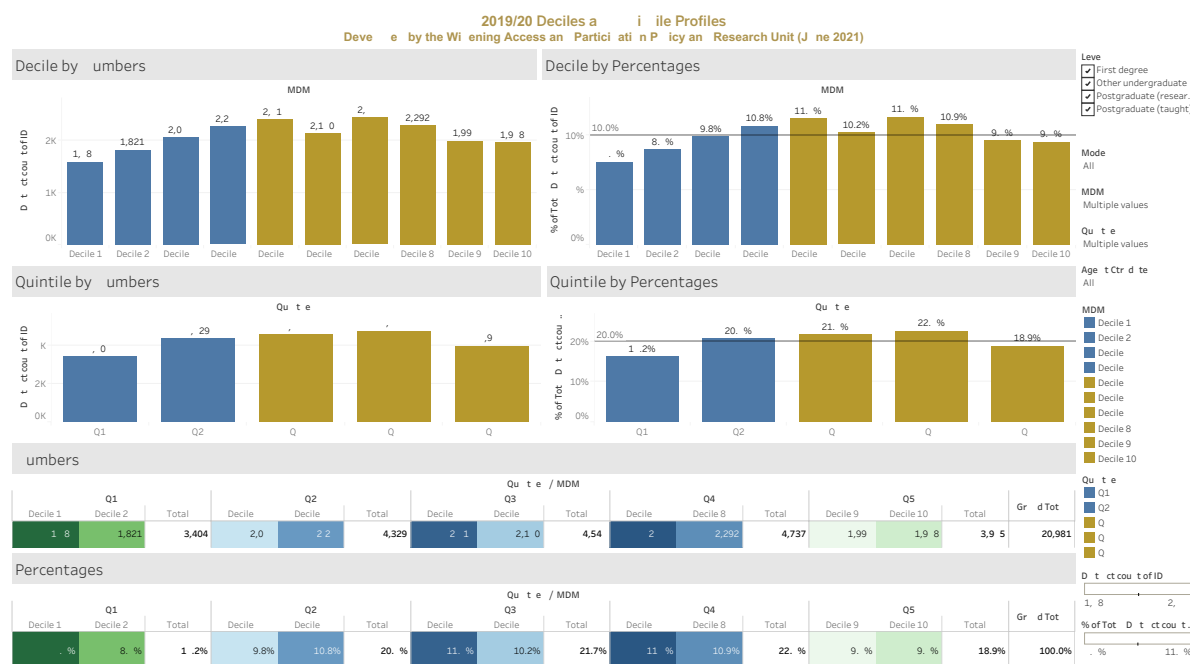
As illustrated, Magee had the largest percentage proportion of UG enrolments from Quintile 1 (23.2%) which equated to 831 enrolments at Magee and 4.9% of the University total. Magee also had the largest percentage proportion of enrolments from Quintile 2 (24.8%) which equated to 889 enrolments and 5.3% of the University total.

Jordanstown had the largest number of enrolments (1,288) from Quintile 1 which equated to 13.9% of enrolments' at Jordanstown and the largest proportion of the University total, 7.6%. Jordanstown also had the largest number of enrolments (1,933) from Quintile 2 which equated to 20.9% of enrolments' at Jordanstown and the largest proportion of the University Quintile 2 total, 11.5%.

PROFILE SUMMARIES BY QUINTILE AND DECILE

Figure 10 which follows illustrates Quintile and Decile profiles at Ulster University for all students in 2019/20 for all levels and modes using the NI MDM 2017 measure. It also illustrates the proximity to 20% or 10% which is considered equitable for Quintile 1 and Quintile 2 retrospectively.

Figure 10: Quintile and Decile Profile Summaries at Ulster University for ALL 2019/20



Illustrations produced using Ulster University core data, June 2021

Figure 10 shows that 36.8% of all students were from Quintile 1 and Quintile 2 (7,733). Quintile 1 had 3,404 students (16.2%). There are 171 more students in Quintile 1 than there were in 2018/19 (3,233). This is 3.8% below 20%. It also shows Quintile 2 had 4,329 students which equated to 20.6%. Quintile 3 and Quintile 4 are both above 20% and Quintile 5 is 1.1% below.

Looking more closely, Decile 1 had the lowest numbers (1,583) equating to 7.5%. Decile 2 had the next lowest numbers (1,821) and percentage (8.7%). Deciles 4 (10.8%), 5 (11.5%), 6 (10.2%), 7 (11.7%) and 8 (10.9%) were above 10% whilst Deciles 3, (9.8%), 9 (9.5%) and 10 (9.4%) were close to 10% which is considered equitable for Deciles.

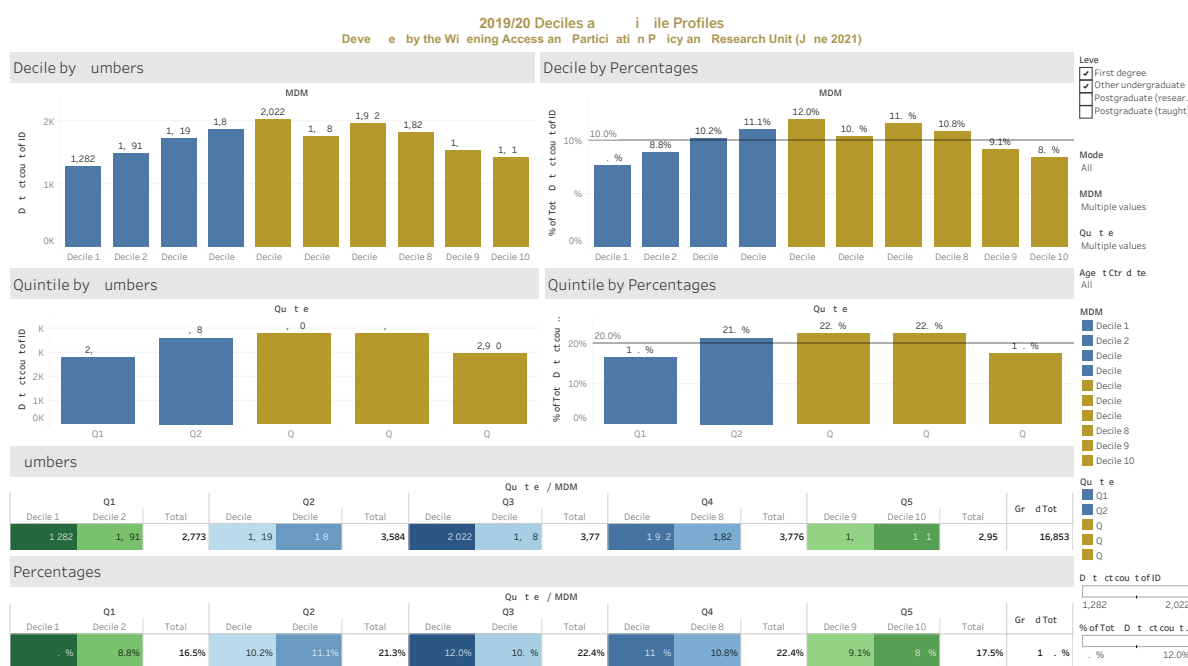
Figure 11 which follows illustrates UG Quintile and Decile profiles at Ulster University for 2019/20 and the proximity to 20% or 10% which is considered equitable for Quintile 1 and Quintile 2 retrospectively.

Figure 11 shows 37.8% of students were from Quintile 1 and Quintile 2 (6,357). There were 2,773 UG students (16.5%) in Quintile 1 which is 3.5% below 20%. There are 34 more students in Quintile 1 than there were in 2018/19 (2,739).

It also shows Quintile 2 has 3,584 students which equates to 21.3%. Quintile 3 (22.4%) and Quintile 4 (22.4%) were both above 20%. Quintile 5 is 17.5% which is 2.5% below 20%.

Looking more closely at Deciles shows greater sensitivity. Decile 1 had the lowest numbers (1,282) equating to 7.6%. Decile 2 had the next lowest numbers (1,491) and percentage (8.8%). Deciles 3 (10.2%), 4 (11.1%), 5 (12%), 6 (10.4%), 7 (11.6%) and 8 (10.8%) were all above 10%. Deciles 9 (9.1%) and 10 (8.4%) were below 10%.

Figure 11: UG Profile Summaries by Quintile and Decile at Ulster University for 2019/20

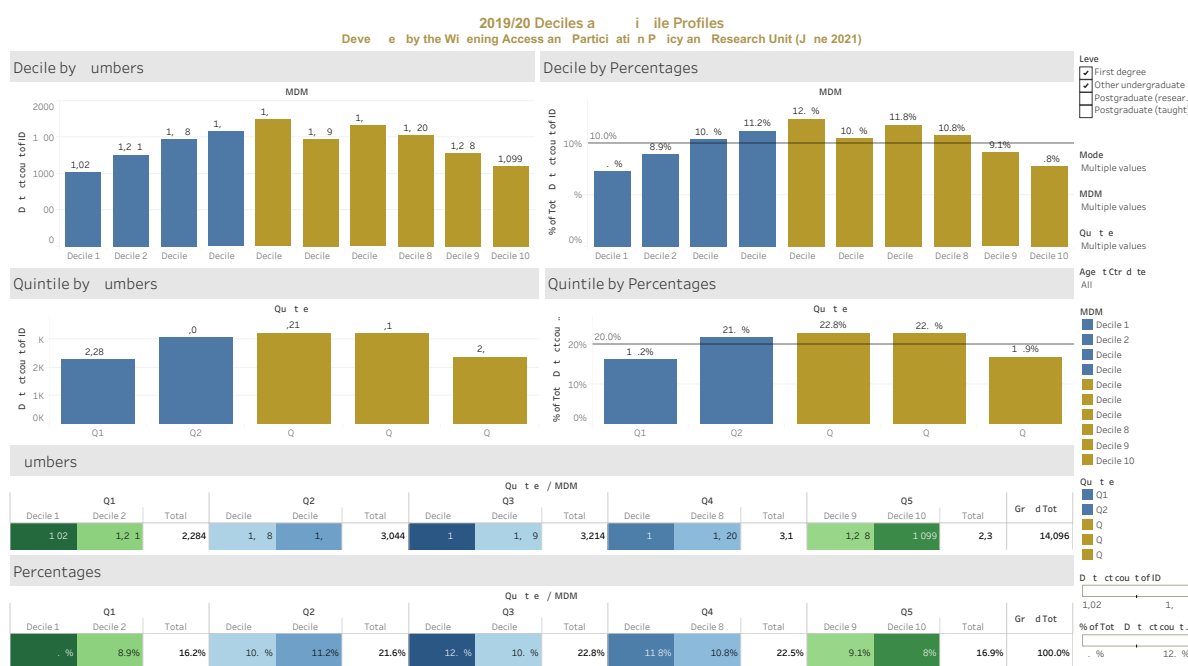


Illustrations produced using Ulster University core data, June 2021

As noted previously HESA data shows 13.8% of UG enrolments in NI HEIs (3,835 of 27,805) were from Quintile 1 and 19.5% were from Quintile 2 (5,430 of 27,805) - see Figure 4.

Therefore it can be inferred that Ulster's 37.8% enrolments from the most deprived could be 4.5% above the NI average 33.3% (see Figure 4, Quintile 1: 13.8% and Quintile 2: 19.5%) for 2019/20.

Figure 12 shows UG FT Profile Summaries by Quintile and Decile at Ulster University for 2019/20.

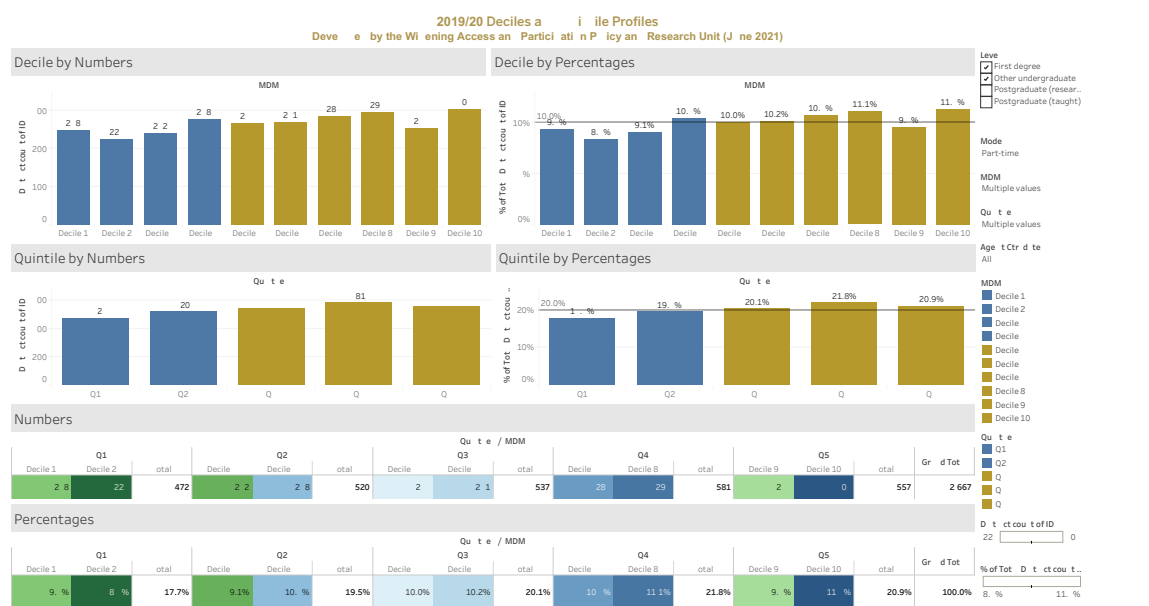


Illustrations produced using internal core Ulster University data, June 2020

Figure 12 illustrates that 2,284 or 16.2% of Ulster University UG FT students were from Quintile 1 and 3,044 or 21.6% were from Quintile 2.

Figure 13 which follows shows UG PT Profile Summaries by Quintile and Decile at Ulster University for 2019/20.

Figure 13: UG PT Profile Summaries by Quintile and Decile at Ulster University for 2019/20. N=2,667



Illustrations produced using internal core Ulster University source data, June 2021

Figure 13 shows that 472 or 17.7 % of Ulster University UG PT students were from Quintile 1 and 520 or 19.5% were from Quintile 2. Quintiles 3, 4 and 5 were achieving over 20%. Looking more closely at deciles reveals that Deciles 1, 2, 3 and 9 were below 10%.

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

For the academic year 2019/20 the following targets were agreed.

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

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

MDM QUINTILE 1

The MDM Quintile 1 target for 2019/20 which was set in 2018 was 3,196. This was approved by DfE in 2018¹⁵.

A DfE performance indicators report received in June 2021 stated the HE sector average is 14.0% and that Ulster (16.8%) is 2.8% above the HE sector average.

As indicated in part 3.10(i), the most recent core reports from June 2021 reveal that 2,773 or 16.5% of 16,857 UG students were from Quintile 1. If dormant students are not included it could alternatively be viewed as 2,756 of 16,767, 16.4% (UG).

Figure 11 above illustrates this also. 16.2% or 2,284 of these were UG FT (see Figure 12 above) and 17.7% or 472 were UG PT (see Figure 13 above). 16.2% or 3,404 of all enrolments were from Quintile 1 (see Figure 10 above).

2,773 is 126 lower than the 2,899 target. This target was set in 2018 based on an average of 4 years, 2013-2017. There were 34 more Quintile 1 students in 2018/19 (2,739) than in 2019/20 (2,773).

STUDENTS WHO SELF DECLARE A DISABILITY

The UG self-declared disability target for 2019/20 which was set in 2018 was 1,722. This was approved by DfE in 2018.

¹⁵ https://www.ulster.ac.uk/_data/assets/pdf_file/0009/345870/2019/2020wap_plan.pdf

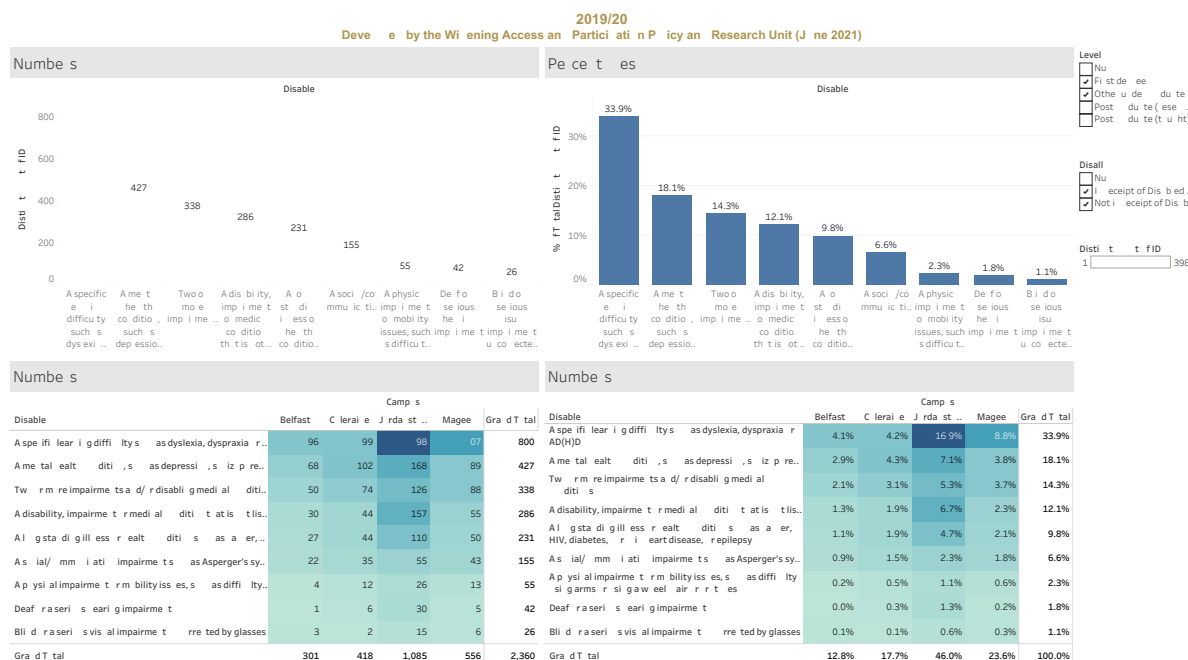
A DfE performance indicators report received in June 2021 stated the HE sector average is 11.9% and that Ulster (14%) is 2.1% above the sector average.

As indicated in part 3.10(ii) and as illustrated by Figure 14, the most recent core reports in June 2021 reveal that 2,360 or 14.0% of 16,857 were UG. If dormant students are not included it could alternatively be viewed as 2,340 of 16,767, 14.0% (UG).

2,360 is 638 higher than the 1,722 target. This target was set in 2018 based on an average of 4 years, 2013-2017. There were 233 more students in 2019/20 (2,360) than there were in 2018/19 (2,127).

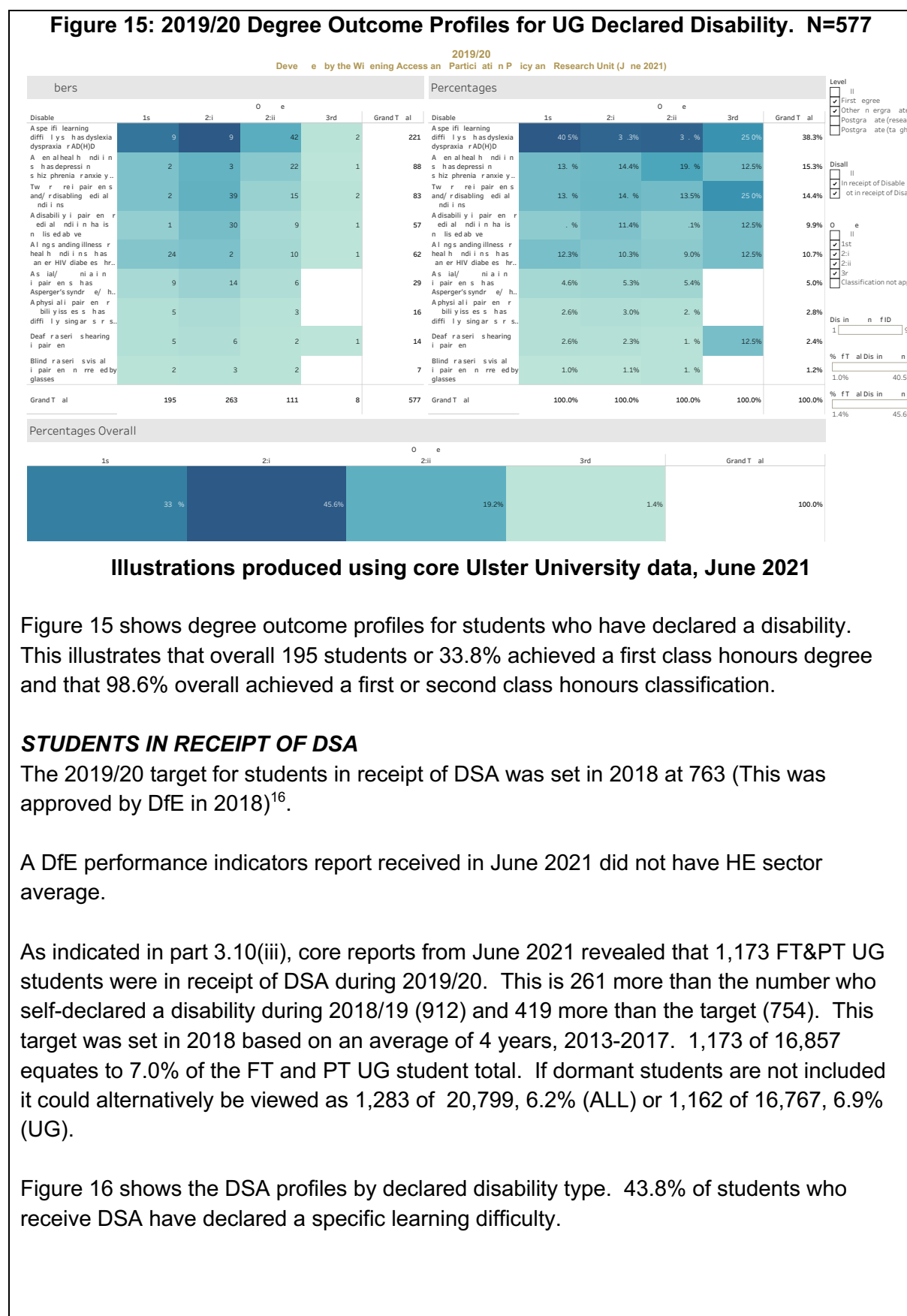
These self-declared disability profiles are illustrated by category and campus in Figure 14.

Figure 14: UG FT and PT UG Students who Self-Declared a Disability Profile at Ulster University for 2019/20. N=2,360



Illustrations produced using core Ulster University source data from June 2021

Figure 14 illustrates that 800 or 33.9% of self-declared disabilities relate to a specific learning difficulty.



Illustrations produced using core Ulster University data, June 2021

Figure 15 shows degree outcome profiles for students who have declared a disability. This illustrates that overall 195 students or 33.8% achieved a first class honours degree and that 98.6% overall achieved a first or second class honours classification.

STUDENTS IN RECEIPT OF DSA

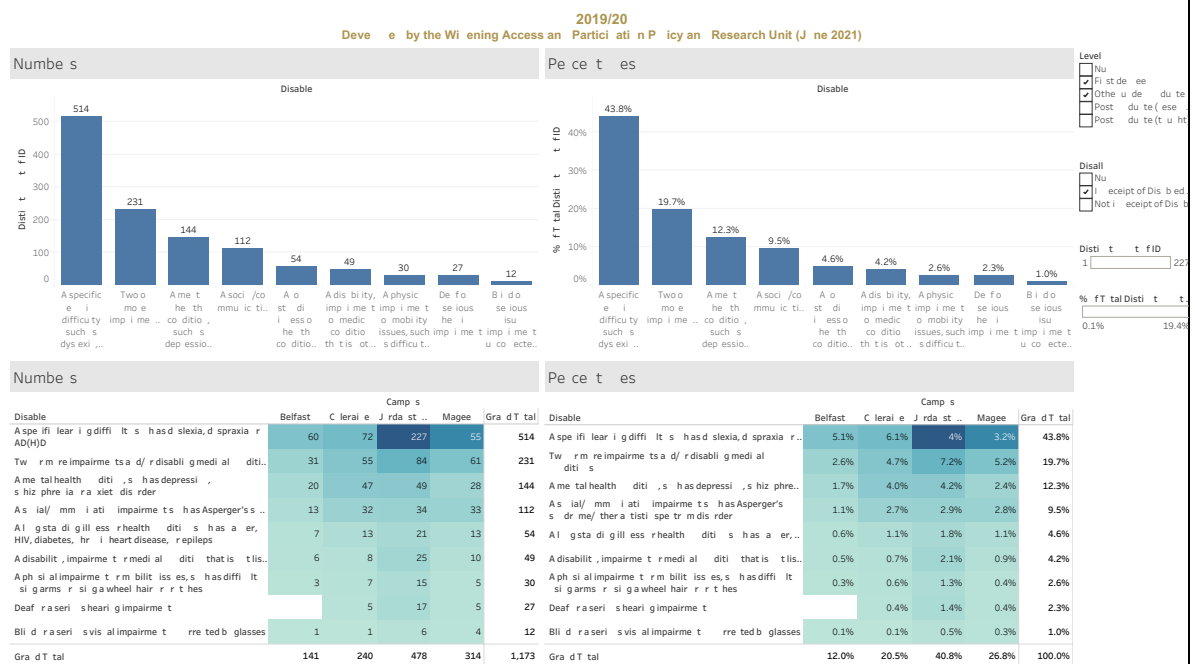
The 2019/20 target for students in receipt of DSA was set in 2018 at 763 (This was approved by DfE in 2018)¹⁶.

A DfE performance indicators report received in June 2021 did not have HE sector average.

As indicated in part 3.10(iii), core reports from June 2021 revealed that 1,173 FT&PT UG students were in receipt of DSA during 2019/20. This is 261 more than the number who self-declared a disability during 2018/19 (912) and 419 more than the target (754). This target was set in 2018 based on an average of 4 years, 2013-2017. 1,173 of 16,857 equates to 7.0% of the FT and PT UG student total. If dormant students are not included it could alternatively be viewed as 1,283 of 20,799, 6.2% (ALL) or 1,162 of 16,767, 6.9% (UG).

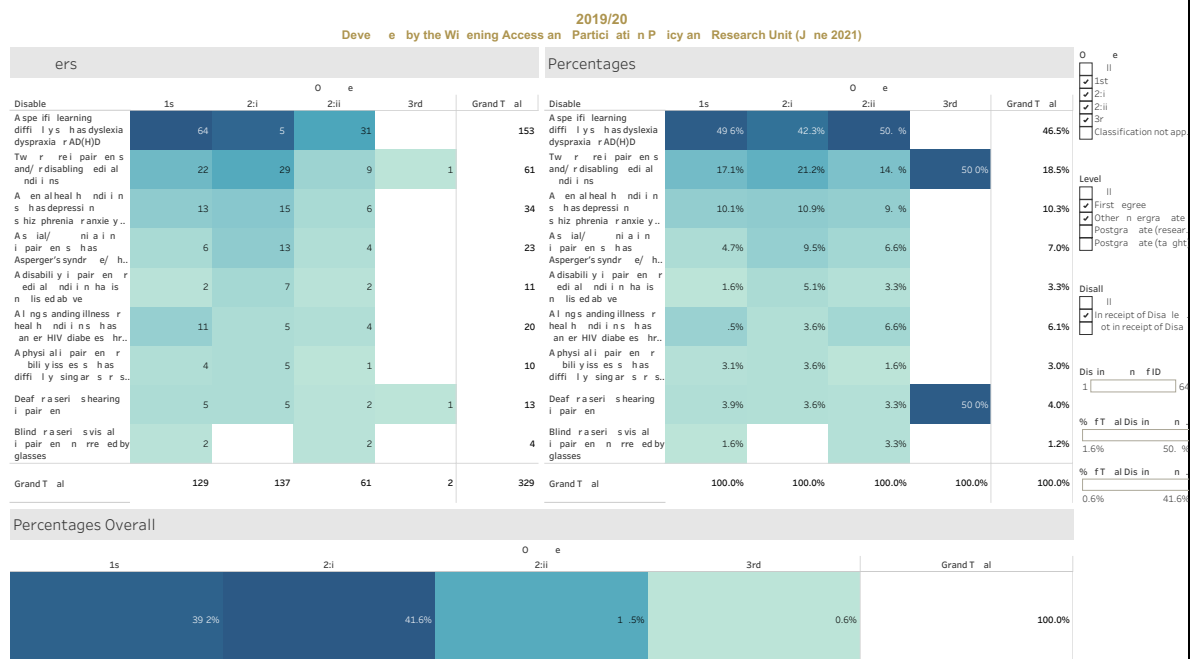
Figure 16 shows the DSA profiles by declared disability type. 43.8% of students who receive DSA have declared a specific learning difficulty.

¹⁶ https://www.ulster.ac.uk/_data/assets/pdf_file/0009/345870/2019/2020wap_plan.pdf

Figure 16: 2019/20 UG DSA Numbers by Medi-code and Campus. N=1,173

Illustrations produced using core Ulster University data from June 2021

Figure 17 illustrates the degree outcomes for students receiving DSA.

Figure 17: 2019/20 Degree Outcomes for UG DSA Students. N=329

Illustrations produced using core Ulster University data from June 2021

This illustrates that overall 129 students or 39.2% of UG DSA students achieved a first class honours degree and that 99.4% overall achieved a first or second class honours classification.

YOUNG MALE PARTICIPATION RATES BY QUINTILE

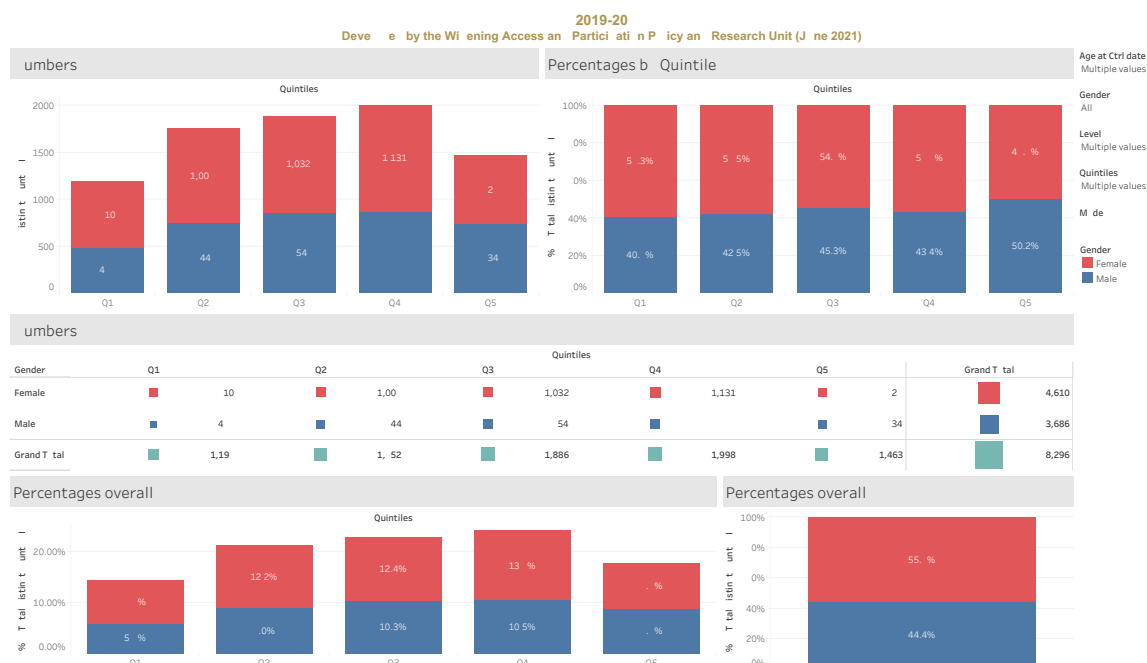
As indicated in part 3.10(iv) 487 FT and PT UG young males were from Quintile 1 during 2019/20.

A DfE performance indicators report received in June 2021 stated the HE sector average is 2.6% and that Ulster (3.0%) is 0.4% above the sector average.

487 is 38 lower than the 525 target. This target was set in 2018 based on an average of 4 years, 2013-2017. In 2018/19 there were 498 such enrolments. Therefore, this could alternatively be viewed as 11 less enrolments than in 2018/19. 487 of 16,857 equated to 2.9% of the FT and PT UG student total. The percentage remains the same if dormant students are not counted. Alternatively it could be viewed as 484 of 16,767, 2.9% (UG).

Figure 18 shows UG young profiles by Quintile and Gender. DfE define UG students as young when aged 20 and under on 31/8/2019.

Figure 18: UG Young Profile Views by Quintile and Gender for 2019/20. N=8,298



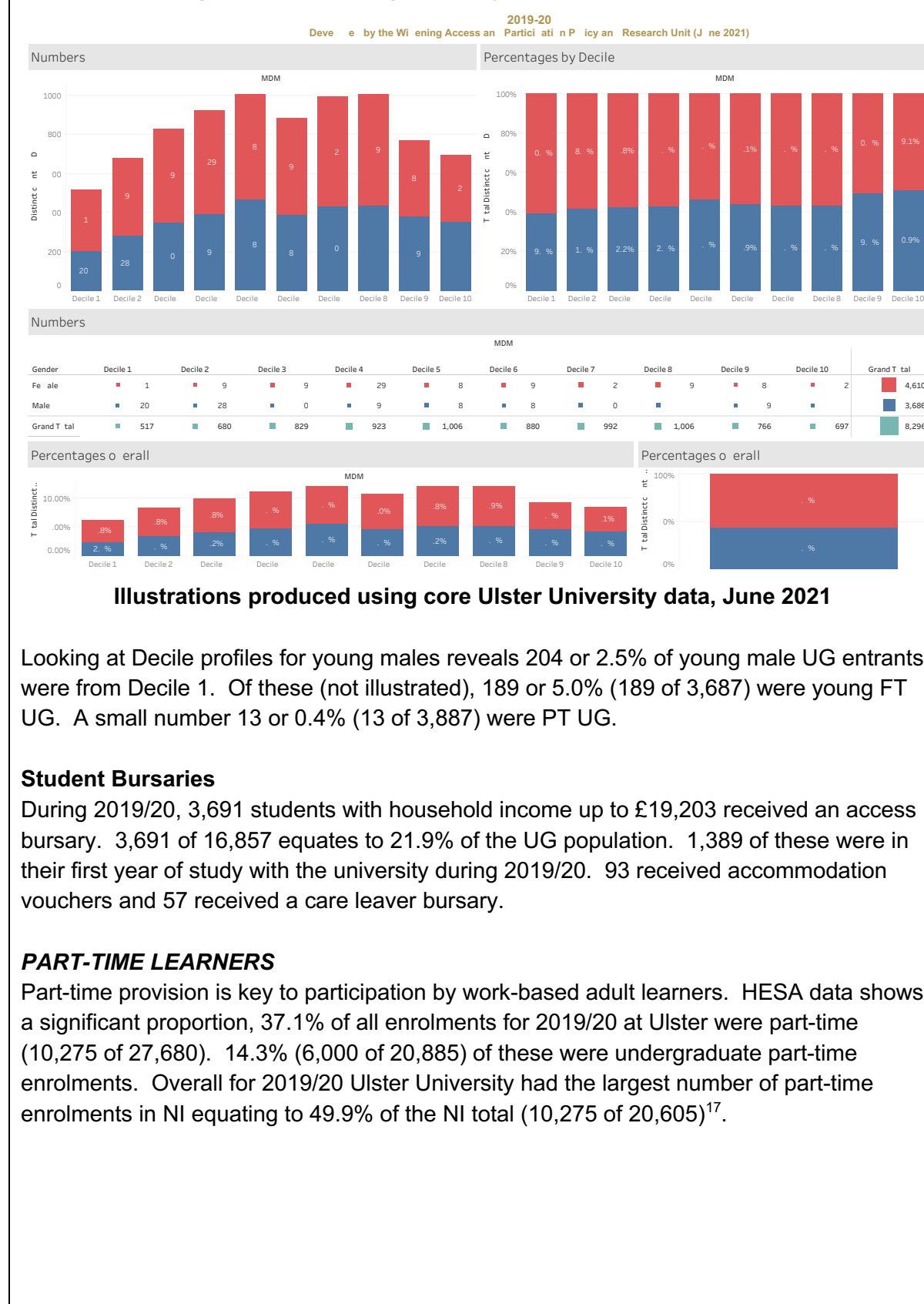
Illustrations produced using core Ulster University data, June 2021

Figure 18 illustrates the smallest number (487) and percentage (5.9%) of young males are UG from Quintile 1. 438 or (5.3% of 8,298) of these were FT (not illustrated). The remaining 46 (0.6% of 8,298) were PT (not illustrated).

Under-participation by males is a long-standing issue for Higher Education generally.

YOUNG MALE PARTICIPATION RATES BY DECILE

Figure 19 shows decile profiles for young males.

Figure 19: UG Young Males By Decile 2019/20. N=3,687

Illustrations produced using core Ulster University data, June 2021

Looking at Decile profiles for young males reveals 204 or 2.5% of young male UG entrants were from Decile 1. Of these (not illustrated), 189 or 5.0% (189 of 3,687) were young FT UG. A small number 13 or 0.4% (13 of 3,887) were PT UG.

Student Bursaries

During 2019/20, 3,691 students with household income up to £19,203 received an access bursary. 3,691 of 16,857 equates to 21.9% of the UG population. 1,389 of these were in their first year of study with the university during 2019/20. 93 received accommodation vouchers and 57 received a care leaver bursary.

PART-TIME LEARNERS

Part-time provision is key to participation by work-based adult learners. HESA data shows a significant proportion, 37.1% of all enrolments for 2019/20 at Ulster were part-time (10,275 of 27,680). 14.3% (6,000 of 20,885) of these were undergraduate part-time enrolments. Overall for 2019/20 Ulster University had the largest number of part-time enrolments in NI equating to 49.9% of the NI total (10,275 of 20,605)¹⁷.

¹⁷ <https://www.hesa.ac.uk/data-and-analysis/students/table-1>

Figure 20: 2019/20 PT Learner Profiles for all Ulster University Enrolments Profiles. N=5,414 (5,416 including nulls).

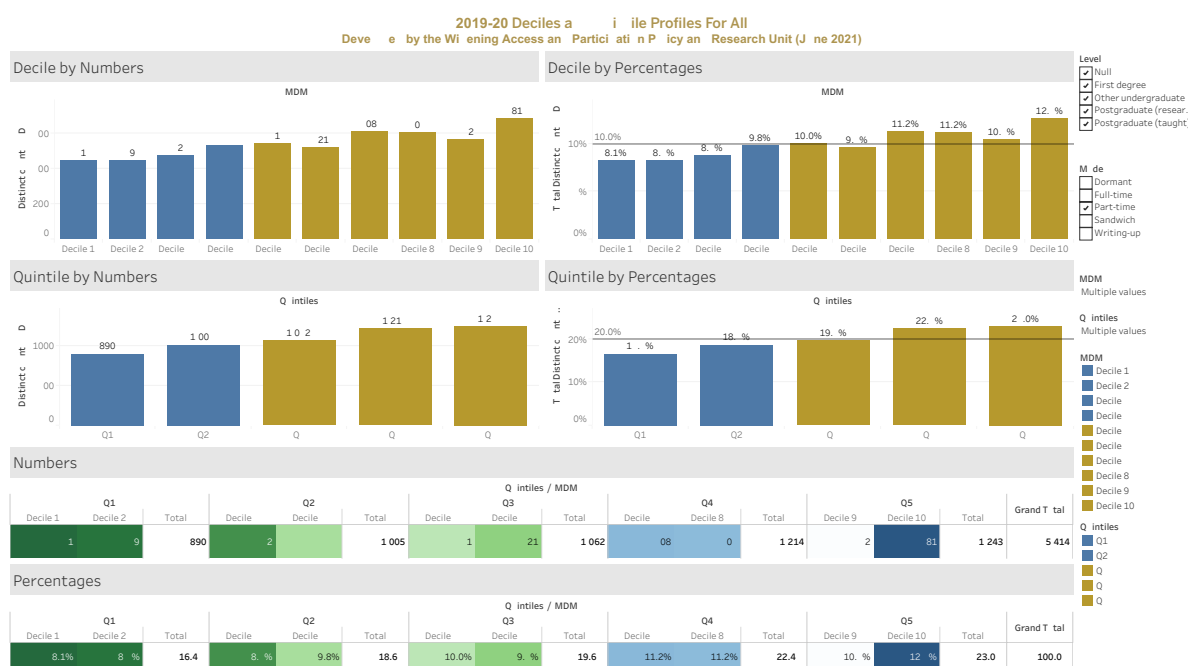
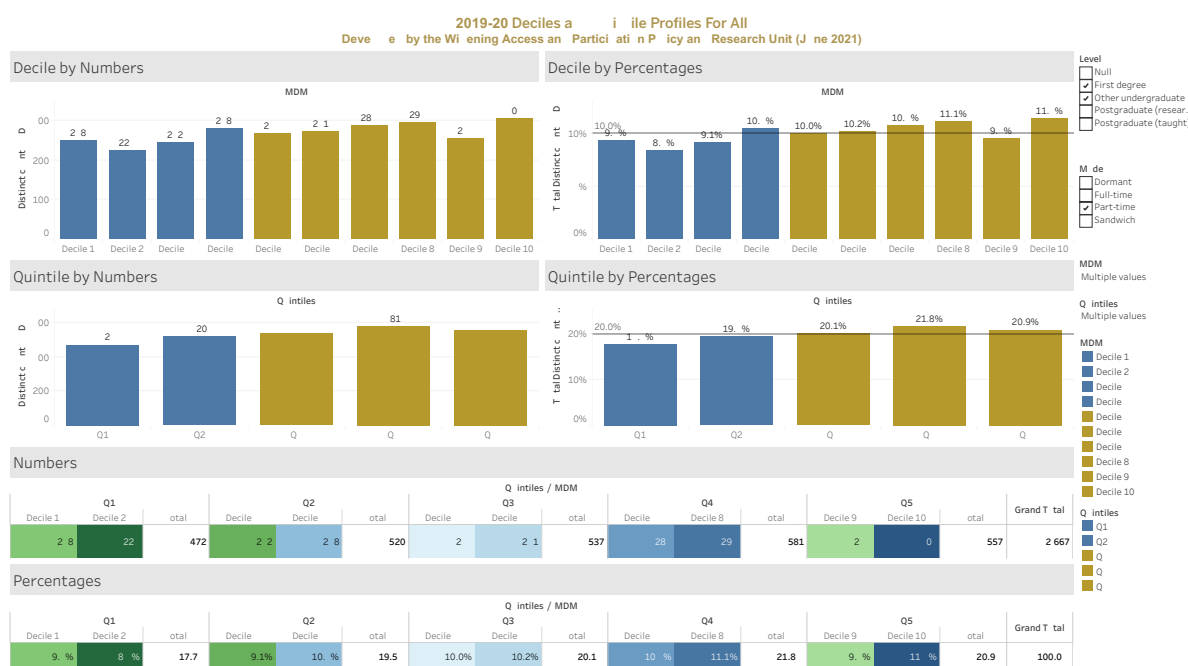


Figure 21: PT UG Learner Profiles for Ulster University. N= 2,667 (2,669 including nulls).

Illustrations produced using core Ulster University data, June 2021

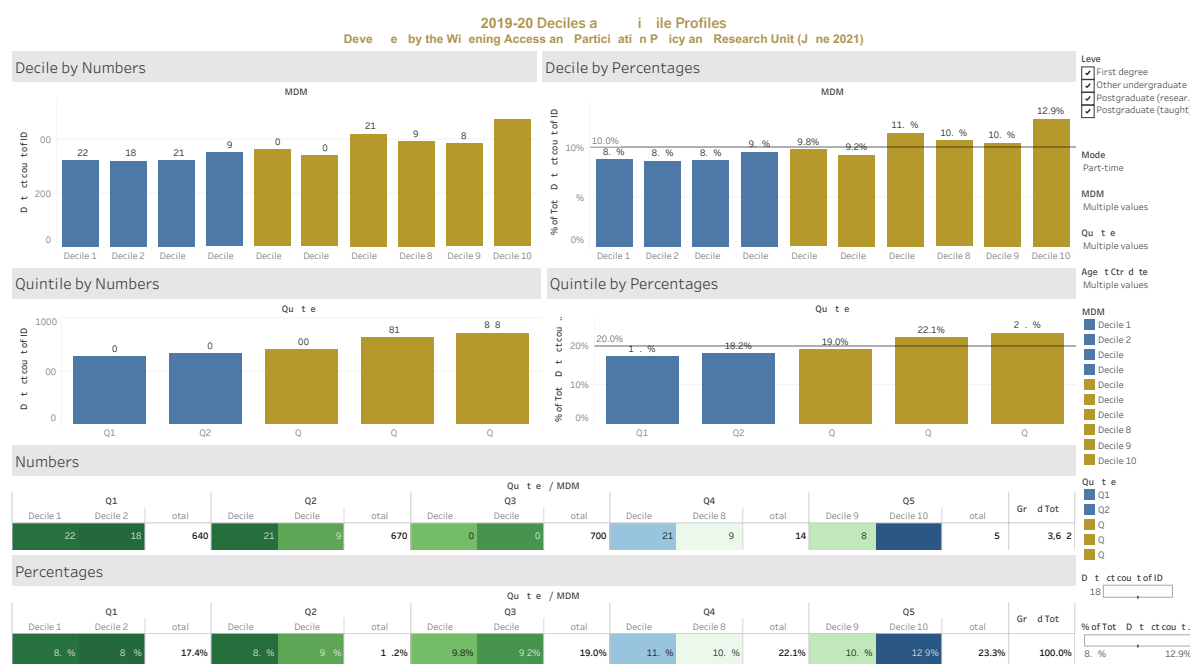
17.7% of part-time learners on UG programmes were from Quintile 1. There were 472 of such learners for 2019/20. Quintile 2 had 19.5% or 520. Quintiles 3, 4 and 5 were above 20%.

ADULT LEARNERS

The target for 2019/20 was to increase participation of UG Adult Learners. HESA class UG learners as mature when they are aged over 21. However, the current DfE WP target for adult learners focuses on undergraduates 25 and over on the 31 August 2019, and so differs from HESA's definition.

Figure 22 shows the profile of all adult learners at Ulster University.

**Figure 22: All Adult Learner Profiles on Programmes at Ulster University.
N=3,682 (3,686 including nulls)**



Illustrations produced using core Ulster University data, June 2021

Quintiles 1, 2 and 3 were below 20%. Quintile 4 and 5 were above.

UG ADULT LEARNER PROFILES (FT & PT)

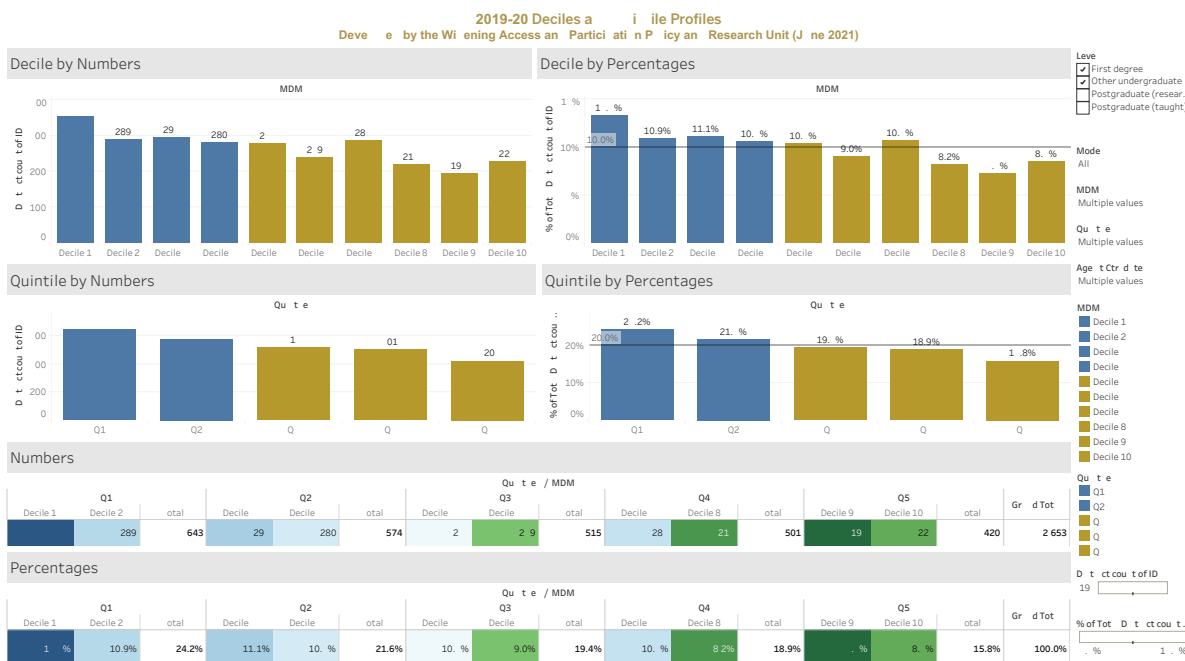
As indicated in part 3.10(v), there were 2,655 FT&PT UG adult enrolments (25 and over). This equated to 15.8% of the UG population (16,857). 2,655 is 336 lower than the 2,991 target.

A DfE performance indicators report received in June 2021 stated the HE sector average is 23.4% and that Ulster (15.1%) is 8.3% below the sector average. If dormant students are not included it could alternatively be viewed as 2,628 of 16,767, 15.7% (UG), 1,386 of 16,767, 8.3% (UG FT) or 1,242 of 16,767, 7.4% (UG PT).

This target was set in 2018 based on an average of 4 years, 2013-2017. In 2018/19 there were 2,572 such enrolments. Therefore this could alternatively be viewed as 83 more than in 2018/19.

Figure 23 illustrates 2019/20 FT&PT UG Adult learners (over 25) at Ulster University on UG Programmes.

Figure 23: 2019/20 FT & PT UG Adult Learner Profiles on UG Programmes at Ulster University. N=2,653 (2,655 including nulls)
(Adults are Over 25 for UG Programmes)

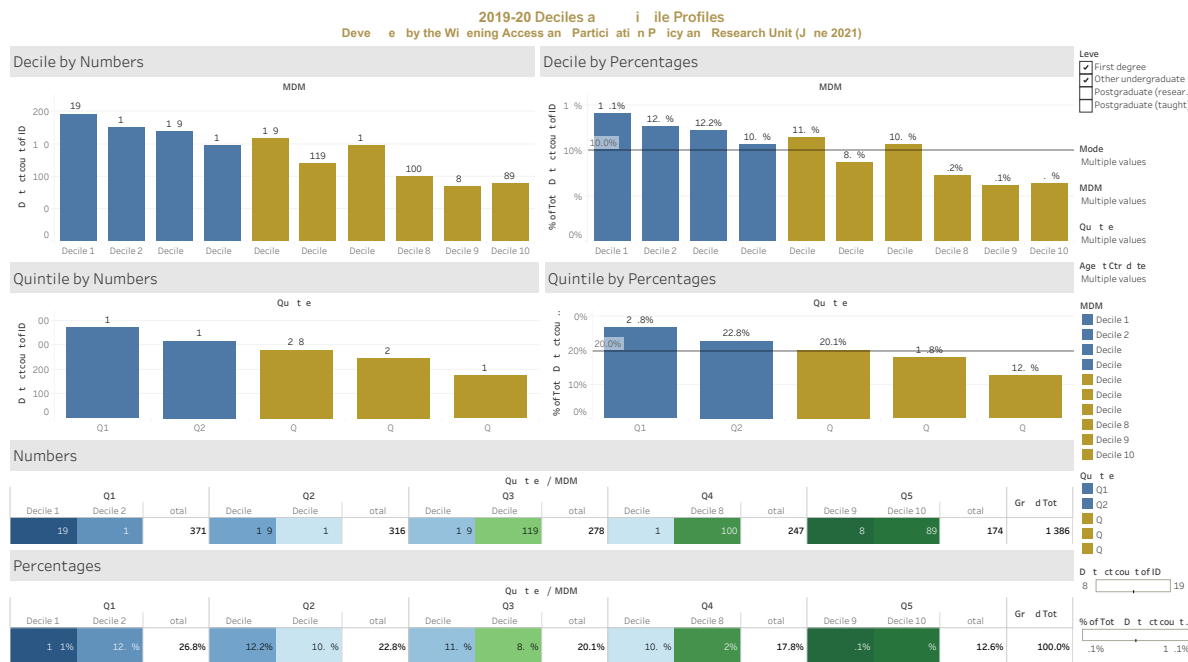


Illustrations produced using core Ulster University data, June 2021

Figure 23 shows that Quintile 1 for UG Adults had a high proportion of students from the most disadvantaged group: 643 students which equated to 24.2%. Quintile 2 is also high with 574 students (21.6%). Quintile 5 had the least students, 420 which equated to 15.8%. Quintiles 3 (19.4%) and 4 (18.9%) were also below 20%.

Evaluation findings for Adult learners, Upskilling the Workforce are presented as follows at 1.8.4.

Figure 24: 2019/20 FT Adult Learner Profiles on UG Programmes at Ulster University. N=1,386 (no nulls)
(Adults are Over 25 for UG Programmes)

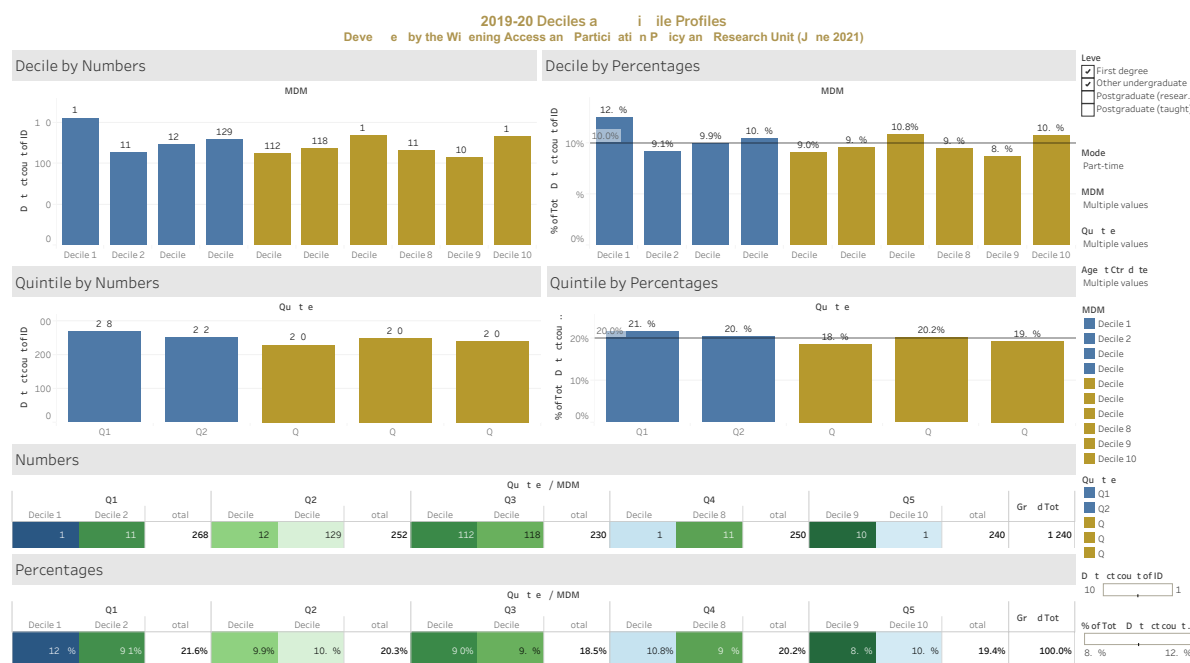


Illustrations produced using core Ulster University data, June 2021

Figure 24 shows that a large proportion of students were from Quintile 1, that is, 371 students which equated to 26.8%. It also shows that Quintile 2 had 316 students which equated to 22.8%.

Quintile 3 had 278 (20.1%). Quintiles 4 (17.8%) and 5 (12.6%) were both below 20%. Deciles 6, 8, 9 and 10 were less likely to complete FT UG study and are each below 10%.

**Figure 25: 2019/20 PT Adult Learner Profiles on UG Programmes at Ulster University. N=1,240 (1,242 excluding nulls)
(Adults are Over 25 for UG Programmes)**



Illustrations produced using core Ulster University data, June 2021

Figure 25 shows that Quintiles 1, 2 & 4 had high proportions of adult PT UG students which equated to 266 or 21.6% for Quintile 1. It also shows Quintiles 3 (18.5%) and 5 are (19.4%) below 20%. Quintile 3 had the least, 230 or 18.5%. Deciles 2, 5, 6, 8 & 9 were all below 10%.

Fee support for adult learners and widening access cohorts is essential to the sustainability of underrepresented groups accessing higher education. In 2019/20 support for learners through the Flexible Education Pathways as follows:

The design and development of the flexible modular provision within the CPPD (Certificate of Personal and Professional Development) framework is informed by learning needs identified through on-going consultation with the education, community and business sectors. Provision is targeted at under-represented groups. CPPD modular options are available at level 3 and 4 to support part-time students intent on exploring the achievement of higher-level skills, or a route to further HE studies (in line with the NI Access Strategy: Access to Success). The framework also serves workforce development opportunities for employers by enabling recognition and accreditation of skills (in line with the NI Skill Strategy: Skills for Success).

During 2019/20 Ulster University provided accredited learning opportunities for 478 community, NEETS, FE bridging students and work-based adults in areas of widening access and participation.

The design and development of the modular provision within the undergraduate flexible frameworks was informed by learning needs identified through on-going consultation with the education, community and business sectors.

HE in FE – Validated Collaborative Provision

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

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

Progression and Direct Entry

In 2018/19 there were 4,727 and in 2019/20 there were 4,452 students enrolled within local area-based college partners on Ulster University access provision including Foundation Degrees and Access Diplomas.

In total 681 students progressed from collaborative and validated provision within FE into Ulster University in 2019/20.

Of these, 162 students progressed from Access Diplomas in 2019/20.

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

Figure 26: Access Diploma Enrolments in 2019/20

Progression from 17/18 & 18/19 FE Programmes to Ulster University Programmes During 19/20
Developed by the Widening Access and Participation Policy and Research Unit (July 2021)

Numbers				Percentage			
Previous Pro Code	Previous Pro	Previous Pro	Previous Pro	Previous Pro Code	Previous Pro	Previous Pro	Previous Pro
Grand Total	162			Grand Total	100.0%		
Certh Com Soc Beha Sci MIL PT	2323			Certh Com Soc Beha Sci MIL PT	2323		7
Acc i Social Sciences COL PT	6846			Acc i Social Sciences COL PT	6846		8.6
Acc i Combined Studies R T	5240			Acc i Combined Studies R T	5240		8.0
Acc i Social Sciences BNA PT	5000			Acc i Social Sciences BNA PT	5000		6.2
Acc i Ad Learn Sc N W T	6760			Acc i Ad Learn Sc N W T	6760		5.6
Acc i Social Sciences COL T	6845			Acc i Social Sciences COL T	6845		5.6
Acc i Com Bus&Multimed MIL T	7256			Acc i Com Bus&Multimed MIL T	7256		4
Acc i Social Sciences NBY PT	6850			Acc i Social Sciences NBY PT	6850		4
Acc i Combined Studies R PT	524			Acc i Combined Studies R PT	524		4.3
Acc i Science R T	4542			Acc i Science R T	4542		4.3
Acc i Ad Learn Sc POR T	6 58			Acc i Ad Learn Sc POR T	6 58		3
Acc i Com Bus&Multimed MIL PT	7257			Acc i Com Bus&Multimed MIL PT	7257		3
Acc i Science R PT	4543			Acc i Science R PT	4543		3
Acc i Ad Learn Soc Sc HumN W T	6733			Acc i Ad Learn Soc Sc HumN W T	6733		2.5
Acc i Combined Studies LIM PT	6835			Acc i Combined Studies LIM PT	6835		2.5
Acc i Social Sciences MAG PT	6848			Acc i Social Sciences MAG PT	6848		2.5
Acc i Ad Learn Sc ARM T	6 5			Acc i Ad Learn Sc ARM T	6 5		
Acc i Social Science BNA T	762			Acc i Social Science BNA T	762		
Acc i Social Science MAG T	7622			Acc i Social Science MAG T	7622		
Acc i Social Sciences UN PT	5442			Acc i Social Sciences UN PT	5442		
Acc i Ad Learn Sc N W PT	6737			Acc i Ad Learn Sc N W PT	6737		2
Acc i Social Science NBY T	7623			Acc i Social Science NBY T	7623		2
Access i in Com utin UN PT	7572			Access i in Com utin UN PT	7572		2
Cert Counsell Stds MIL PT	247			Cert Counsell Stds MIL PT	247		2
Acc i Ad Learn Sc POR PT	6 5			Acc i Ad Learn Sc POR PT	6 5		0.6
Acc i Ad Learn Soc Sc HumN WPT	6727			Acc i Ad Learn Soc Sc HumN WPT	6727		0.6
Acc i Combined Studies POR PT	7523			Acc i Combined Studies POR PT	7523		0.6
Acc i Science COL PT	76 3			Acc i Science COL PT	76 3		0.6
Acc i Soc Sci Humanit NN T	758			Acc i Soc Sci Humanit NN T	758		0.6
Acc i Soc Sci Humanit NN PT	4 00			Acc i Soc Sci Humanit NN PT	4 00		0.6
Cert Adult Learn Sci R T	5350			Cert Adult Learn Sci R T	5350		0.6
Cert Adult Learnin CS R T	5347			Cert Adult Learnin CS R T	5347		0.6
Cert Counsell Stds ANT Pro PT	2475			Cert Counsell Stds ANT Pro PT	2475		0.6
Cert Counsell Stds OMA PT	6476			Cert Counsell Stds OMA PT	6476		0.6
Cert Counsellin Stds BNA PT	6763			Cert Counsellin Stds BNA PT	6763		0.6

Illustrations produced using Ulster University data, July 2021

Of these 681 students, 514 progressed from Foundation Degrees in 2019/20. Figure 27 which follows illustrates progression from the most popular Foundation Degree courses (high to low). The top three locations were in the Belfast (MIL), Derry (DER) and Dungannon (DUN).

Figure 27: Foundation Degree Courses in 2019/20

Progression from 17/18 & 18/19 FE Programmes to Ulster University Programmes During 19/20
Developed by the Widening Access and Participation Policy and Research Unit (July 2021)

Numbers				Percentage			
Previous Pro Code	Previous Pro	Previous Pro	Previous Pro	Previous Pro Code	Previous Pro	Previous Pro	Previous Pro
Grand Total	514			Grand Total	100.0%		
d n Software n Mil T	7633			d n Software n Mil T	7633		5.1
dSc Constr n in w Surv MIL T	7756			dSc Constr n in w Surv MIL T	7756		3.1
dSc Health & Soc Care NN T	7657			dSc Health & Soc Care NN T	7657		3
dSc in Computin UN T	6469			dSc in Computin UN T	6469		3
d n Mechatronic n LIS T	7414			d n Mechatronic n LIS T	7414		5
dSc Busin Servs Mn mt UN T	705			dSc Busin Servs Mn mt UN T	705		3
dSc in Computin PO T	5759			dSc in Computin PO T	5759		3
dSc Architect Technol MIL T	7750			dSc Architect Technol MIL T	7750		1
dSc vent Mana ement TQ T	7667			dSc vent Mana ement TQ T	7667		1
dSc Marketin TQ T	7175			dSc Marketin TQ T	7175		1
dSc Accountin TQ T	7177			dSc Accountin TQ T	7177		1.9
dSc Computin NBY T	7163			dSc Computin NBY T	7163		1.9
dSc Int Trav Tour M mt TQ T	7665			dSc Int Trav Tour M mt TQ T	7665		1.9
dSc Interact Multimedia N W T	4 59			dSc Interact Multimedia N W T	4 59		1.9
dSc Software ev T	730			dSc Software ev T	730		1.9
dSc Appl & Medic Scie NBY T	7336			dSc Appl & Medic Scie NBY T	7336		1
dSc Constr n in w Surv PO T	7759			dSc Constr n in w Surv PO T	7759		1
dSc Health & Soc Care NN T	7670			dSc Health & Soc Care NN T	7670		1
dSc Media TQ T	7707			dSc Media TQ T	7707		1
dSc in Computin N W T	74 4			dSc in Computin N W T	74 4		1
dSc in Computin OMA T	6 69			dSc in Computin OMA T	6 69		1
dSc Applied & Medi Sci T	5 59			dSc Applied & Medi Sci T	5 59		1.6
dSc Health & Soc Care NBY T	7655			dSc Health & Soc Care NBY T	7655		1.6
dSc Int Hosp M mt TQ T	7663			dSc Int Hosp M mt TQ T	7663		1.6
dSc Prop. Plan&Hous MIL T	6799			dSc Prop. Plan&Hous MIL T	6799		1.6
d n Mechatronic n N W T	76 7			d n Mechatronic n N W T	76 7		1.4
dSc Applied & Medi Sci NN T	6954			dSc Applied & Medi Sci NN T	6954		1.4
dSc Applied & Medi Sci N W T	5 57			dSc Applied & Medi Sci N W T	5 57		1.4
dSc Busn and terprise T	7539			dSc Busn and terprise T	7539		1.4
dSc Health & Soc Care OMA T	7671			dSc Health & Soc Care OMA T	7671		1.4
dSc Sport xerc & it BNG T	56 0			dSc Sport xerc & it BNG T	56 0		1.4
dSc Sport xerc & it T	7350			dSc Sport xerc & it T	7350		1.4
A i Ital Arts & Tech OMA T	7569			A i Ital Arts & Tech OMA T	7569		1
dA Interactive esi n NBY T	7 54			dA Interactive esi n NBY T	7 54		1
d n n in(Mechatronics)OMA T	7553			d n n in(Mechatronics)OMA T	7553		1
dSc App Ind Scs N W track PT	7465			dSc App Ind Scs N W track PT	7465		1

Illustrations produced using Ulster University data, July 2021

5 others were enrolled as undergraduate at CAFRE College.

Figure 28 which follows shows the most popular programmes that students from Access Diplomas progressed onto in 2019/20 (highest to lowest). It also shows enrolment summaries by Faculty and Campus.

Figure 28: Progression From Access Programmes to Ulster University During 2019/20

Progression of Seniority Programmes From FE During 2019-2020
Developed by the Widening Access and Participation Policy and Research Unit (July 2021)

Program De						Previous Program De		(Group)	
						Access			
UO Prog De		UO Prog o		UO Prog De		UO Prog o			
S Hon Nur ing Adult FT	3005			S Hon Nur ing Adult FT	3005			13	
S Hon P y hology FT	3834			S Hon P y hology FT	3834			1	
S Hon So ial Work FT	1768			S Hon So ial Work FT	1768			6.7	
S Hon rimm rim Ju ti e FT	16			S Hon rimm rim Ju ti e FT	16			4.8	
S Hon A ting w Spe ial FT	7561			S Hon A ting w Spe ial FT	7561			4	
S Hon Nur Mental Health FT	4031			S Hon Nur Mental Health FT	4031			3.6	
S Hon omp S len e FT	13			S Hon omp S len e FT	13			3.0	
S Hon lom Eng FT	3307			S Hon lom Eng FT	3307			4	
S Hon omputing Sy tem PT	6.1			S Hon omputing Sy tem PT	6.1			4	
S Hon Intera tive output FT	78.5			S Hon Intera tive output FT	78.5			4	
S Hon O upat Therapy 3yr FT	4463			S Hon O upat Therapy 3yr FT	4463			4	
A Hon En gli h with Edu FT	3530			A Hon En gli h with Edu FT	3530			1.8	
S Hon Diag Radiog ima g FT	7031			S Hon Diag Radiog ima g FT	7031			1.8	
S Hon Lei ure Event Mgt FT	6307			S Hon Lei ure Event Mgt FT	6307			1.8	
S Hon Phy iotherapy 3yr FT	4460			S Hon Phy iotherapy 3yr FT	4460			1.8	
S Hon So iology FT	1761			S Hon So iology FT	1761			1.8	
LL Hon Law FT	51.0			LL Hon Law FT	51.0			0.6	
	51.1				51.1			1	
Eng Hon Artifi ial Intell FT	783			Eng Hon Artifi ial Intell FT	783			1	
S Hon lomed S DPP(Path) FT	387			S Hon lomed S DPP(Path) FT	387			1	
S Hon om m Youth Work FT	17.4			S Hon om m Youth Work FT	17.4			1	
S Hon omputer S FT	134			S Hon omputer S FT	134			1	
S Hon Environ S FT	3.06			S Hon Environ S FT	3.06			1	
S Hon Fin Inv Mngt FT	7480			S Hon Fin Inv Mngt FT	7480			1	
S Hon Inform Te hnolog FT	70.8			S Hon Inform Te hnolog FT	70.8			1	
S Hon Real E tate FT	7416			S Hon Real E tate FT	7416			1	
S Hon So ial P y hology FT	168			S Hon So ial P y hology FT	168			1	
LL Hon Law w rminology FT	70			LL Hon Law w rminology FT	70			1	
LL Hon Law w rminology PT	386			LL Hon Law w rminology PT	386			1	
AdvDip Mgmt Pra t Ha ting PT	1.1			AdvDip Mgmt Pra t Ha ting PT	1.1			0.6	
A Hon Hi tory FT	146			A Hon Hi tory FT	146			0.6	
A Hon Journal with Eng FT	5.01			A Hon Journal with Eng FT	5.01			0.6	
A Hon S reen Produ tion FT	788			A Hon S reen Produ tion FT	788			0.6	
Eng Hon Me h Manuf Eng FT	70.0			Eng Hon Me h Manuf Eng FT	70.0			0.6	
Eng Hon Me h Engn FT	2.7			Eng Hon Me h Engn FT	2.7			0.6	
Eng Hon Me hatroni Eng FT	6688			Eng Hon Me hatroni Eng FT	6688			0.6	
S Hon A ount Marketing FT	6150			S Hon A ount Marketing FT	6150			0.6	
S Hon A tino Law FT	6536			S Hon A tino Law FT	6536			0.6	

Fa ulty	T	E	JN	MG	Grand Total
AS					
LH					
U					
Grand Total					

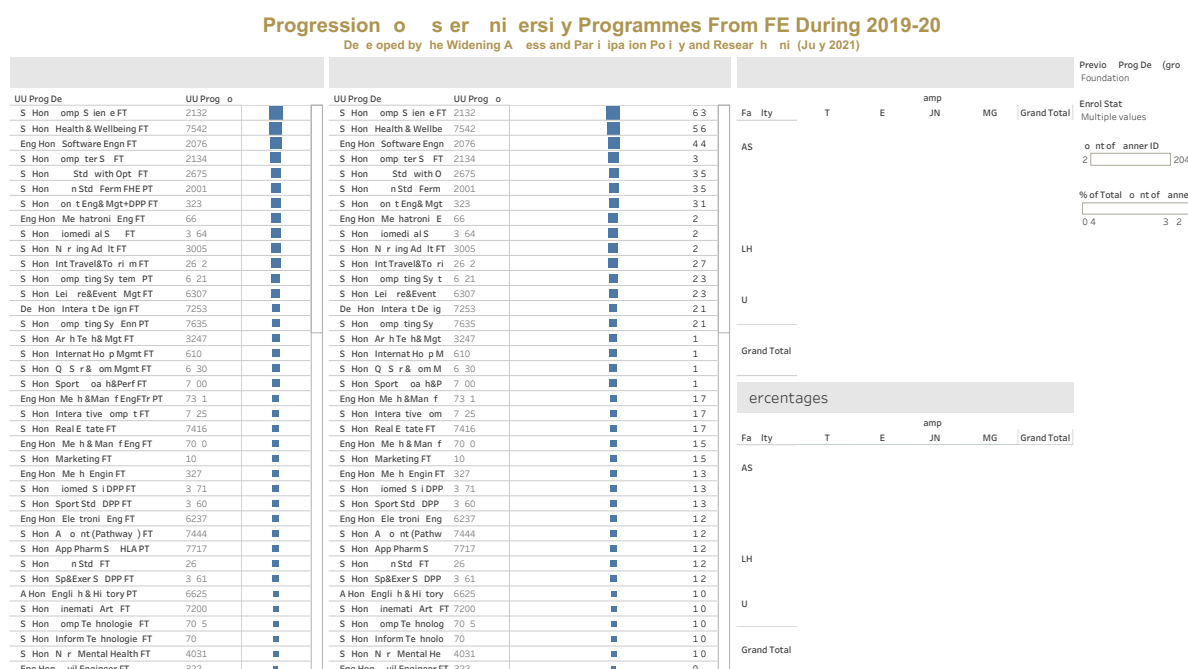
Percentages					
Fa ulty	T	E	JN	MG	Grand Total
AS					
LH					
U					
Grand Total					

Enrol Stat	
Multiple values	
count of inner ID	1
% of Total	count of anne
0.6	17.6

Illustrations produced using Ulster University data, July 2021

Figure 29 which follows shows the most popular programmes that students from Foundation Degrees progressed onto in 2018/19 (highest to lowest). It also shows enrolment summaries by Faculty and Campus.

Figure 29: Progression From Foundation Degree Programmes to Ulster University in 2019/20



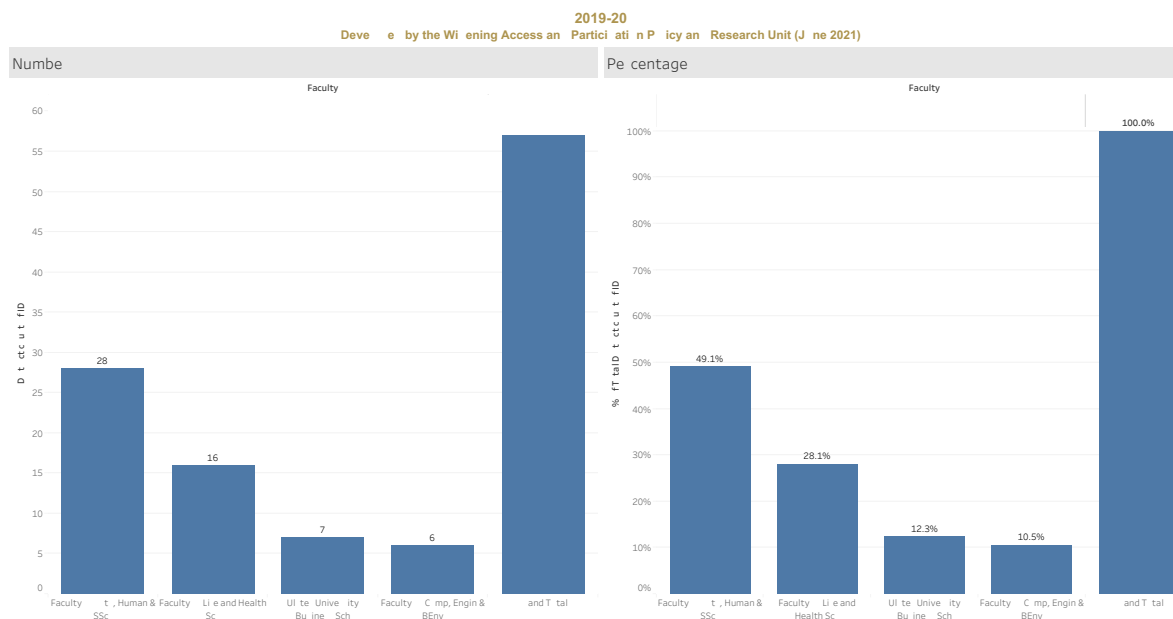
Illustrations produced using Ulster University data, July 2021

NUMBER OF CARE EXPERIENCED ENROLMENTS.

As illustrated by Figure 30 and outlined in 3.10 (vi), during 2019/20 there were 57 individuals who had spent time in care, each receiving a care leaver bursary. This equated to 0.3% of the total, 21,987. 56 were UG also equating to 0.3% of the UG total, 16,857. A DfE performance indicators report received in June 2021 did not have HE sector average. If dormant students are not included it could alternatively be viewed as 57 of 20,799, 0.3% (ALL) or 56 of 16,767, 0.3% (UG).

Figure 30 illustrates care leavers by Faculty. 49.1% were located within the Arts, Humanities and Social Sciences Faculty, 28.1% were within Life and Health Sciences, 12.3% were within the Ulster University Business School and 10.5% were within Computing, Engineering and Built Environment.

Figure 30: Care Leavers by Faculty
N=57



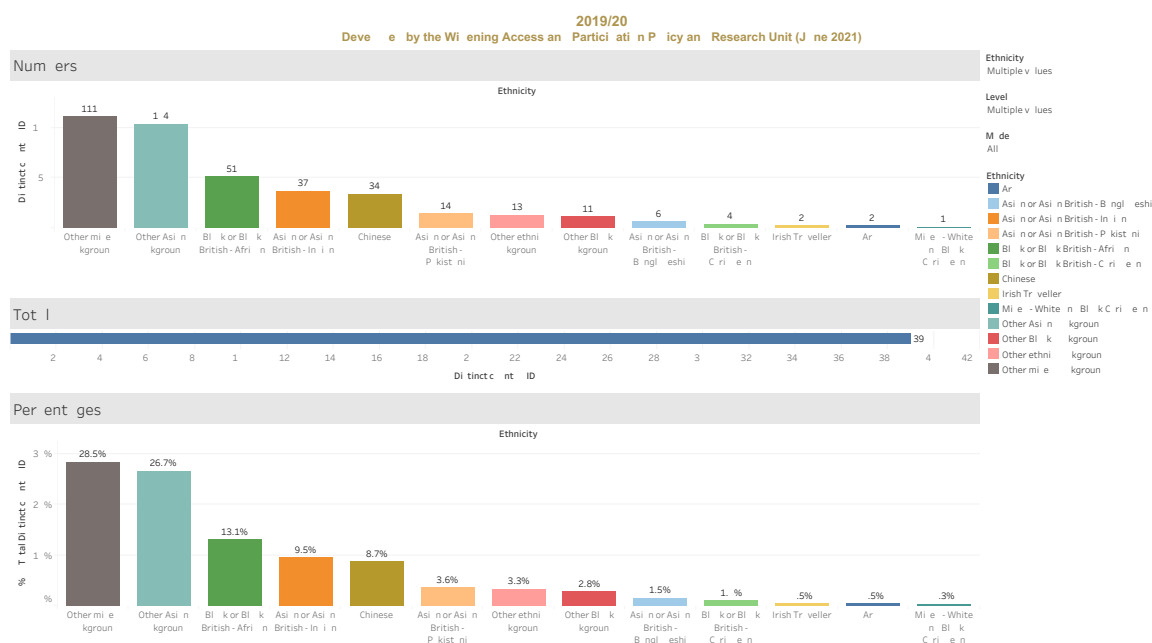
Illustrations produced Ulster University Care Leaver data, June 2021

ENTHNICITY

As indicated in part 3.10(vii), there were 390 or 2.3% of 16,857 (UG total) declared ethnicities other than white. This is 33 more than the number who declared similar in 2019/20. An additional 112 did not want to give information.

A DfE performance indicators report received in June 2021 did not have HE sector average. If dormant students are not included it could alternatively be viewed as 517 of 20,799, 2.5% (ALL) or 389 of 16,767, 2.3% (UG).

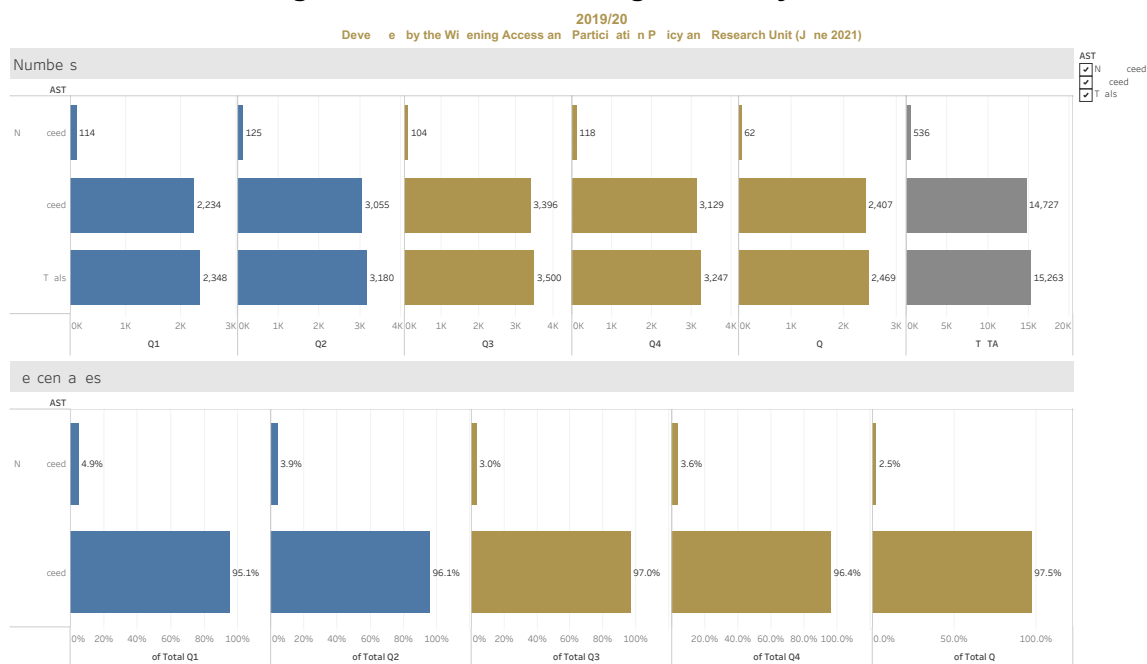
Figure 31 which follows illustrates these further.

Figure 31: 2019/20 UG Ethnicity Categories (excl. White) Total n=390

Graph produced using core Ulster University source data, June 2021

ACHIEVEMENT RATES FOR UNDER-REPRESENTED GROUPS.

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

Figure 32: 2019/20 UG Progression by Quintile

Illustrations produced using Ulster University data, June 2021

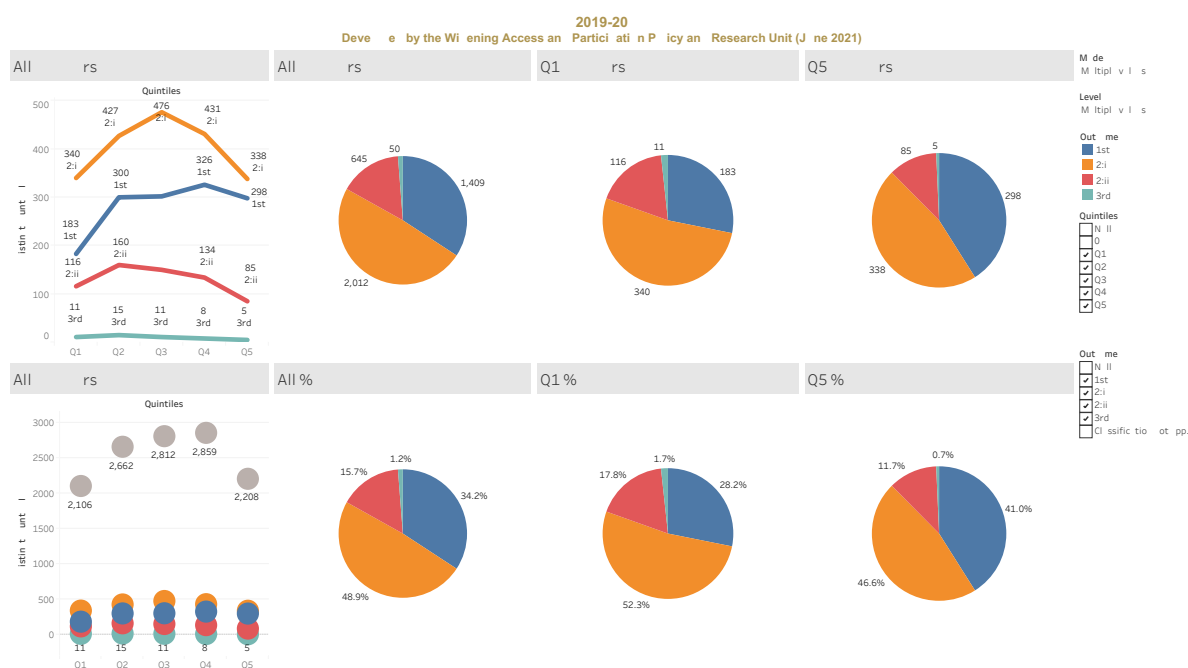
Analysis of progression profiles reveals close to equitable progression and non-progression across Quintiles 1 to 5.

All Quintiles achieved within 95.1-97.5% for progression. Figure 32 illustrates that a small but nonetheless consistently greater proportion from Quintile 1 did not proceed than any other Quintile (4.9% from Quintile 1).

Classifications

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

Figure 33: 2019/20 UG Degree Outcomes for All, Quintiles 1 and 5



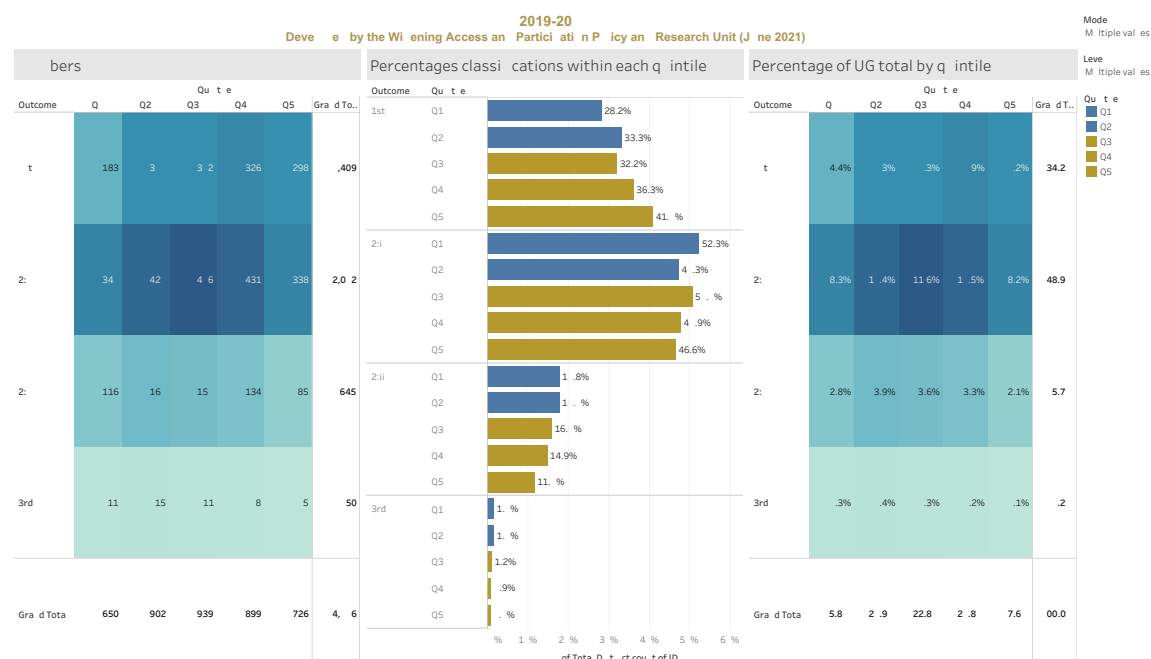
Illustrations produced using core Ulster University, June 2021

Example outcomes illustrated by Figures 33 are as follows:

- Overall in 2019/20, the pie charts illustrate a similar proportion of Honours degrees with 1st or 2nd classifications were awarded to students of least advantage (Quintile 1, 98.3%) as to students of most advantage (Quintile 5, 99.3%). 98.8% is the percentage overall.
- 80.5% of Quintile 1 obtained the higher classifications (1st and 2.i). 87.6% of Quintile 5 obtained the higher classifications (1st and 2.i).
- 17.8% of Quintile 1 obtained middle classification Honours (2.ii). 11.7% of Quintile 5 obtained the higher classifications middle classification Honours (2.ii).
- A similar proportion of third degree classifications were awarded to students of least advantage (Quintile 1, 1.7%) as to students of most advantage (Quintile 5, 0.7%).

Figure 34 shows some differences if you look deeper at University level for 2019/20.

Figure 34: Degree Outcomes for Quintiles 1 and 5



Illustrations produced using core Ulster University data, June 2021

Example outcomes illustrated by Figures 34 are as follows:

- Looking at percentage classifications for each Quintile reveals that Quintile 1 students are less likely to get a 1st than other Quintiles. 28.2% of those from Quintile 1 get a 1st (4.4% of University total), whereas 41.0% of Quintile 5 get a 1st (7.2% of University total).
- 52.3% from Quintile 1 (8.3% of University total) and 46.6% from Quintile 5 (8.2% of University total) achieved 2i.
- 17.8% from Quintile 1 (2.8% of University total) and 11.7% from Quintile 5 (2.1% of University total) achieved 2ii.
- 1.7% from Quintile 1 (0.3% of University total) and 0.7% from Quintile 5 (0.1% of University total) achieved 3rd.

RETENTION AND PROGRESSION

Retention initiatives are key to supporting the diverse WAP population of the University.

Small group teaching, attendance monitoring, student support, the personal tutor system and Peer Assisted Study Sessions (PASS) are just some examples of good practice employed by the University.

With a high proportion of WP student enrolments, the University does not segregate its retention and progression support activities for students and treats all students in need inclusively.

Individual departments engage with supported WP interventions based on their local assessment of need and the evidence of their WP student profile at course level.

Studiosity Student Connect Peer Mentoring Service

During 2021/22 the University will offer a new Studiosity Student Connect Peer Mentoring Service for all first years. This will allow first years to request remote mentoring within their discipline on demand from trained final years students.

PASS

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

PASS has 21 guiding principles¹⁸. It involves trained student mentors facilitating weekly study sessions with groups of younger year student mentees face-to-face, for the most part. Some part-time programmes used blended methods to offer flexibility of pace, place and mode. Mentees are encouraged to set the session agenda with their mentors and during sessions they learn collaboratively in groups. Mentors facilitate discussions and lead group work. Mentors meet weekly with academic leads for debrief sessions to provide staff with regular and ongoing feedback within agreed confidentiality parameters.

The digital pivot from face-to-face to online learning in response to Covid-19 pandemic posed significant new challenges for the effective delivery of PASS from 2020 to date.

Student PASS Leader Mentors required bespoke new support and training to effectively use a range of synchronous and asynchronous technologies as they pivoted to support mentees digitally. When Ulster University announced during 2020/21 that there would be a blended approach to teaching and learning which would include lectures and other teaching online, new longer term training and operational methods were adopted to ensure the effective digital delivery of peer mentoring and debrief sessions during 2020-21.

Evaluation findings from the evaluation phase of the pilot are presented in 1.8.7.

Technology Enhanced Retention

During 2019/20 the University supported initiatives that identify and support student retention. These included: Qwickly (attendance monitoring) and Studiosity (grammar/academic writing support).

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

¹⁸ (<https://www.ulster.ac.uk/about/widening-access/initiatives/pass>).

Studiosity is an on demand personalised service to provide one-to-one help or feedback on academic writing. Ulster is currently in Year 3 of a 5 year contract and has made additional investment in credits to allow students to receive academic writing support.

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

Evaluation findings for Technology enhanced retention are presented as follows at 1.8.6.

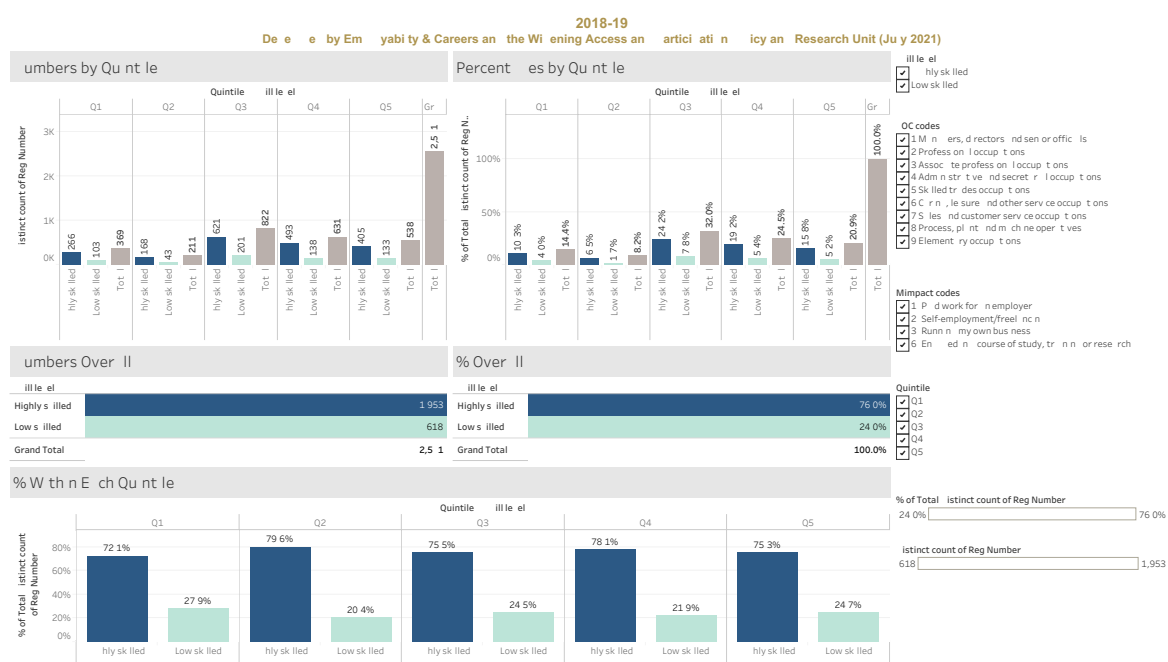
Learning Gain and Employability

The most recent available data for graduate outcomes relates to year 2018/19. A summary of this data is illustrated via Figure 35. Only 2018/19 student leavers that completed the Graduate Outcomes survey and have gained employment have been presented (n=2,571). Analysis reveals a large percentage, 76.0% of these graduates overall are in highly skilled roles, leaving 24.0% in low skill employment.

Figure 35 shows the least number of students that are in highly skilled graduate employment are from Quintiles 1 (266 or 10.3%) and Quintile 2 (168 or 6.5%) overall.

Looking at the proportions within each Quintile for highly skilled and low skilled employment reveals:

- Quintile 1 has the least highly skilled overall (72.1%) and the highest low skilled (27.9%).
- Percentages range from 72.1% to 79.6% (76.0% overall) in employability outcomes across quintiles for highly skilled.
- Percentages range from 20.4% to 27.9% (24.0% overall) in employability outcomes across quintiles for low skilled.

Figure 35: Graduate Employability Outcomes (2018/19)

Employability data also reveals that take-up of EDGE¹⁹ amongst widening participation students is broadly proportional to that amongst all students.

WAP Strategy, Research and Analytics

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

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

Evaluation findings for WP Research and Analytics are presented as follows at 1.8.8.

Taking Boys Seriously (TBS) Project

Taking Boys Seriously 2 (TBS 2) is a continuation of the investigation of the barriers, but also the bridges which support boys in their holistic development and their educational lives. The research has involved using mixed methods of data collection including qualitative, quantitative, participant observation and co-inquiry. A major focus of TBS 2 is studying examples of best practice intervention in schools, youth services and communities.

¹⁹ <https://www.ulster.ac.uk/employability/edge>

The project aims to influence policies, pedagogies, and practices to create improved understanding of systemic and personal barriers and to increase opportunities for young males to succeed in education.

Over the last few years TSB 2 research has found that working class boys, particularly from Quintile 1 communities, experience what has been termed ‘compounded educational disadvantage’ by the project. This term has been developed to refer to the additional barriers for education and learning which arise for boys because of an intersection between poverty and socio-economic class, the current system of selective education, and narratives of hegemonic masculinities within school culture and troublesome masculinities within a post conflict society.

Linked to several of the key findings from the original TSB 1 research, TBS 2 research has found that boys who experience compounded educational disadvantage, thrive in an educational ecosystem that adopts ‘relational’ principles, pedagogies, and practices. The research identifies these boys as ‘Relational Learners’. During 2019/20 TBS 2 developed and began testing a set of holistic ‘relational’ educational principles aimed at igniting boys’ motivation, aspirations and attitudes towards education and learning.

Each principle and practice point has been informed by extensive qualitative and quantitative research findings and robust testing of the principles in a range of formal and informal educational settings.

While this set of principles has been developed from our research experiences with working class boys, it is our strong belief that the principles can be utilised to be of value in any educational setting, and with any young person, but particularly for boys originating from places of greatest social need.

An evaluation summary of Taking Boys’ Seriously Research during 2019/20 is presented as follows at 1.8.9.

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

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

The University target groups defined in Access to Success; these are recorded by total headcount. It is noted that headcount gives equal weighting to FT and PT students, the latter of which is a significantly smaller proportion of the total:

- Quintiles 1 by Multiple Deprivation Measure.
- Young Males in Decile 1 by Multiple Deprivation Measure.

- Self-Declared Disability.
- Receipt of Disability Support Allowance.
- Adult Learners.
- Care Leavers/Experienced.
- Black, Asian and Minority Ethnic Groups (monitoring).

We are considering adding Carers as a new target group and we are currently looking at how we can gather the data to substantiate this. We have defined a Carer as ‘anyone who provides unpaid care to a family member who could not cope without their support. This may be due to illness, disability, a mental health issue, or substance misuse’ or ‘anyone who is the sole carer/provider for dependent children’.

Whilst recognising the well-established track record of Ulster University in widening access and participation, there remains scope for improvement and enhancement based on the evaluation of Section 1.2 previously.

Priorities going forward are:

- i) WAP is explicitly recognised under the strategic vision of the University as Northern Ireland’s Civic University.
- ii) In response to COVID-19 and the move online teaching, a new Technology fund to provide laptops and mifi units for those students who will be least likely to be able to provide the technology themselves was established. The fund directly targeted students using strict eligibility criteria.
- iii) Enhanced WP research capacity and capability leading to a better tracking of participation, retention, progression, success and learning gain as well as evaluation of the impact and effectiveness of measures.
- iv) Improved retention and support of enrolled WP students including: Investments to better identify at-risk students such as Qwickly; An electronic attendance monitoring system, data analytics and interactive dashboards; Peer mentoring including Peer-Assisted Study Sessions (PASS) and a new Studiosity Connect Live Peer Mentoring Service.
- v) Better accessibility to learning resources off-campus.
- vi) Major refresh and scale of educational outreach to schools and communities including new externally funded Community Scholarships.
- vii) Targeted development of intervention on young male participation, including social science research on the effectiveness of WAP measures.
- viii) Sustained progress on flexibility and access for non-traditional learners, including fee waivers.

1.3 (a) TARGETS

You will note that the tables numbered (i) to (vi) below have been pre populated with your institution's average enrolment for the last 3 years. You are now required to insert numerical targets for each of the groups identified across the **3 years 2022/23 – 2024/25**. These groups are regarded as being under represented in Access to Success.

(i) Group: **MDM Quintile 1**

Outcome: **To increase participation of those from NI MDM Q1
(UG FT & PT)**

AVERAGE (based on 4 years 2017- 2020)	Targets/Outcome			
4 Year Average		2022/23	2023/24	2024/25
2,832	NUMBER OF STUDENTS	2,773 (Actual 2019/20, 2,773)	2,773	2,773

(ii) Group: **Students with a Disability**

Outcome: **To increase the number of students who declare a disability
(UG FT & PT)**

AVERAGE (based on 4 years 2017- 2020)	Targets/Outcome			
4 Year Average		2022/23	2023/24	2024/25
2,025	NUMBER OF STUDENTS	2,360 (Actual 2019/20, 2,360)	2,360	2,360

(iii) Group: **Students with a Disability**

Outcome: **To increase the number of students in receipt of DSA**
(UG FT & PT)

AVERAGE (based on 4 years 2017- 2020)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2022/23	2023/24	2024/25
929		1,173 (Actual 2019/20, 1,173)	1,173	1,173

(iv) Group: **Young Males from Quintile 1**

Outcome: **To increase participation of young males from NI MDM Quintile 1**
(UG FT & PT)

AVERAGE (based on 4 years 2017- 2020)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2022/23	2023/24	2024/25
498		487 (Actual 2019/20, 487)	487	487

(v) Group: **Adult Learners**

Outcome: **To increase the number of adult learners participating in HE (UG FT & PT)**

AVERAGE (based on 4 years 2017-2020)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2022/23	2023/24	2024/25
2,793		2,655 (Actual 2019/20, 2,655)	2,655	2,655

As HESA data is largely incomplete for the following area, the Figure that you provided in a previous WAPP for 2016/17 has been inserted as a base line.

(vi) Group: **Number of Care Experienced enrolments**

Outcome: **To increase the number of enrolments for those from a care background**

BASE YEAR	Targets/Outcome			
	Number	2022/23	2023/24	2024/25
Not available		57 (Actual 2019/20, 57)	57	57

1.3(b) The following tables have been provided for you to now insert any other ‘specific’ institutional targets. These may be different to those groups identified in 1.3(a) or may relate

to targets other than enrolments. In all cases you will need to identify the group and highlight what the target outcome will be e.g., outreach, retention etc

(i)

Group:
Outcome:

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
		2022/23	2023/24	2024/25
	Number			
	Percentage			

Please now outline the estimated 'direct' expenditure required to meet the identified objectives in the table below. You may wish to refer to Part 2 of the guidance notes in "How to Complete your Widening Access and Participation Plan" for a definition of direct spend. Whilst we appreciate that Figures for later years are only indicative we do require estimations inserted in each of the categories.

Activity	Estimated Spend 2022/23 (£)	Estimated Spend 2023/24 (£)	Estimated Spend 2024/25 (£)
Bursaries	2,371,341	2,442,481	2,515,756
Scholarships	0	0	0
Other financial Support	85,000	85,000	85,000
Outreach	1,149,559	1,184,046	1,219,567
Retention	580,000	597,400	615,322
Research Activity	236,053	243,135	250,429
Staffing/Administration	131,296	135,235	139,292
TOTAL	4,553,249	4,689,846	4,830,542

1.4 List below the key programmes/projects financed from additional student fees that will contribute towards your institution's performance.

(Please refer to the appropriate section of the guidance notes before completing.)

- 1. WP Research and Analytics** – capacity and capability leading to a better tracking of participation, retention, progression, success and learning gain as well as evaluation of the impact and effectiveness of measures. Aims to provide departmental scorecard relative to the student cohort to allow needs based intervention at the local level.
- 2. Retention and Success**
 - 2.1 Technologies to deliver predictive learning analytics** – Automated attendance monitoring, support in grammar and academic writing, technology enabled peer support and small group teaching coupled to research data from project 1 to better target resources for retention and success. Aims to achieve equable retention and success for WP cohorts relative to the wider cohort.
 - 2.2 Peer Assisted Study Sessions** – Trained PASS Leader Mentors support new entrant WP students and other risk points on the student journey. Aims to achieve improved success, self-esteem and achievement for WP students.
 - 2.3 Studiosity Student Connect Peer Mentoring** – To aid student retention as part of the University's Widening Access and Participation Plan, we are introducing a Peer Mentoring System from Studiosity which will begin in 2021. It should have significant benefits for Mentors, Mentees and Faculties. Especially this year as new students are not only having to adapt to the transition to HE but also having to work/study almost exclusively online. 1st year students will receive study support by connecting in real-time with final year mentors who have completed the same modules, or have the necessary knowledge to provide support.
- 3. Taking Boys Seriously** – Young males participation research and development. Aims to identify key intervention points and actions to improve participation rates from lowest deciles of socioeconomic classifications.
- 4. Contextual Admissions** – WP requirements as integral to the admissions strategy.
- 5. Accredited Flexible Learning** – The Certificate of Personal and Professional Development (CPPD) is a flexible, modular, undergraduate framework. Aims to provide flexible pathways to HE for individuals and organisations. Fee waivers are available for individuals who meet the WP criteria.

6. Schools and Community Outreach – Sustainable transition and expansion of WA outreach to schools, low participation groups, communities and high deprivation neighbourhoods. Includes project expenditure across several established and successful programmes:

- Schools Outreach, for example, numeracy, literacy, STEM, health and well-being, mindfulness and resilience.
- Community Outreach, for example, Staff Civic Ambassador Programme and Civic and community fellowship schemes etc.
- Funded Faculty Outreach Projects.
- Tutoring in Schools.
- Fostering Aspirations.
- Externally funded Community Scholarships.

7. Higher Level Apprenticeships and Upskilling the Workforce – Enhancing the diversity of routes into higher education is important, not only for widening access and increasing social mobility of adult learners but in meeting the skills needs of the region. Recognising the importance of this Ulster established an Apprenticeship and Skills Hub in 2020 to support a sustainable institutional approach to the development of new routes to entry reflecting the needs of the region, the employers and the individuals. The hub has been instrumental in coordinating Ulster's response to the DfE Covid short term skills fund offering hundreds of reskilling opportunities for those economically impacted by covid.

8. Mature and Adult Learners – Adult learning short courses are made available across faculties to meet learning and workforce needs in the areas of STEM, creativity and innovation, hospitality, computing, leadership and teaching, with modules ranging from 5-20 credits.

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

1. **WP Research and Analytics** – Links to Key Actions 1, 2, 3, 4

2. **Retention and Success**

2.1 Technologies to deliver predictive learning analytics – Links to Key Actions 8 & 9

2.2 Peer Assisted Study Sessions – Links to Key Actions 8 & 9

2.3 Studiosity Student Connect Peer Mentoring Service – Links to Key Actions 8 & 9

3. **Taking Boys Seriously** – Links to Key Action 1, 2, 3, 4 & 9

4. **Contextual Admissions** – Links to Key Action 7

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

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

Direct financial support targeted for WAP students includes:

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

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

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

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

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

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

Please provide an additional evaluation on how you think your institution is performing or provide us with relevant documents in line with section 1.8 of the guidance document.

(Full details on how to complete this section are in the guidance notes)

In order to ensure consistency across institutions we would ask that you use the Kirkpatrick Model for this exercise.

The concept is that individual institutions will learn from this self-evaluation and obtain evidence to influence future widening participation activity and plans. You may evaluate the institution's widening participation activity as a whole, or evaluate individual projects.

The following sub headings should help focus your response. The Department expects that most institutions will be able to evaluate widening participation activity to at least Level 3 (as below).

Level 1 Evaluation – Reactions

What participants thought and felt about the programme

Level 2 Evaluation - Learning

The resulting increase in knowledge or capability

Level 3 Evaluation – Transfer

Behaviour - extent of behaviour and capability improvement and implementation/application

Level 4 Evaluation- Results

Results- the effects resulting from performance

Ulster University seeks to evaluate using the Kirkpatrick Evaluation Model. Evidence of evaluation is provided for the following activities which involved participants across schools, communities and research:

1.8.1 Targeted Schools Outreach

1.8.2 Community engagement

1.8.3 Looked-After Children

1.8.4 Adult Learners, Upskilling the Workforce.

1.8.5 Higher Level Apprenticeships and Workforce Development

1.8.6 Technology Enhanced Retention

1.8.7 Peer Assisted Study Sessions (PASS)

1.8.8 WP Research and Analytics

1.8.9 Taking Boys' Seriously Research

1.8.10 External Dissemination of WAP Impact During 2019/20

1.8.1 Targeted Schools Outreach

The mission of Schools Outreach is to diversify the student body at Ulster University by empowering and supporting prospective students from underrepresented backgrounds to access university.

School Partnerships offer a wide range of aspiration/attainment raising activities. Each activity is fully evaluated and efforts are made to capture impact using the Kirkpatrick model of evaluation, from both the pupil participants as well as capturing feedback from teachers and principals.

2019/20 saw the emergence of Covid-19. This has proved a challenging time for everyone in the educational system.

It has significantly altered the typical school outreach engagements at Ulster University. Extensive delivery had been planned for February-June, however this was cut short due to school closures and working from home. 47 programmes had to be reduced to 25.

Established programmes such as Tutoring in Schools (TIS) could not deliver in full during the second semester due to the safeguarding situation around covid and additional visitors to schools. A summary of key evaluation findings are presented below.

Of our educational interventions which preceded Covid-19, we adopted a fully inclusive approach, working with pupils of all abilities. School Partnership Programmes were delivered in maintained, controlled, integrated, Irish Medium, grammar, non-grammar and SEN schools across Northern Ireland. Schools specifically targeted have a free school meals entitlement of over 40%, alongside other indicators such as pupil's progression from Key Stage 4 to Key Stage 5 and social mobility challenges.

During 2019/20, School Partnerships engaged with schools across a range of twenty five programmes. Approximately 2,000 school pupils took part in activities between September 2019 and February 2020 (COVID closures).

This involved working in collaboration with schools, principal forums, learning communities, community organisations and colleagues across the University on a diverse range of programmes and events. These are all deliberately designed to promote fair access to education and sustained widening participation across all campuses/faculties of the University.

The approach adopted ensured that Ulster University delivers a sustained, inclusive and coherent programme of events that raise aspirations and ambitions. These overwhelmingly focused on increasing young people's knowledge about HE and/or their aspirations to HE.

Key areas of involvement across schools outreach for 2019/20 involved empowering children and young people to be independent and self-assured learners with a focus on Progression, Making Informed Decisions, Partnership and Advocacy.

- 'Progression': Supporting Year 13 &14 across to HE, harnessing expectations, motivations, readiness and vision of University Life, alongside curriculum aligned programmes for A Level/HND Level 3.
- 'Making Informed Decisions': Research has indicated that educational interventions with 14-year old are more likely to positively impact on aspiration and educational engagement. Hence, rigorous development of programmes facing Year 10 to enable pathways to progression from GCSE/BTEC, to A' Level/HND or alternative opportunities.
- 'Partnership': Substantial developed partnerships across education and industry in collaboration with schools outreach and continued within our Academy. Partners include: Manchester United Foundation, Belfast Giants, Barclays Bank, Royal Meteorological Society, Royal Academy of Engineers, Chartered Accountants and Microbits.

It is such collaboration that equips pupils with the diversity of the industry specialists alongside the educational pathways provided by outreach.

- ‘Student Advocates’: Across schools outreach we embed “Student advocates” from the current student body. Their contribution is integral to supporting facilitation and endorsing their University experience.

A number of programmes themed around aspiration raising, under-representation in chosen disciplines and the readiness for preparation to university have aims to:

- Widen the participation of females progressing into STEM related programmes.
- Support the gender choices and outcomes in subjects studied at HE level.
- Address the gender stereotypes within subjects, such as, Nursing, Psychology, Dementia Care and promote more males into these subjects.

A link to full reports of School outreach engagements and evaluations are available via *Annex 1 and a summary of evaluation findings are presented at 1.8.1.*

The following are examples of some of the evaluation findings from our events aimed to support transition to HE/FE/Workplace, namely:

- Embracing Talent Programme.
- Prepping for Uni – Ready, Steady, Cook.
- Dream Big – Engineering.
- Tutoring in Schools.

Embracing Talent Programme

The Embracing Talent Programme is aimed at Year 11-14 students to support their progression to FE/HE or employment. The programme was co-designed with Boys Model School Belfast. It was developed to support pupils learn and develop their transferrable and key soft skills required for successful transition to HE/FE or workplace. This is a unique programme delivered as a partnership between Ulster University, Business in the Community and Career Ready.

The programme spanned a 5 week period, focusing on providing practical advice, skill development, breaking down attitudinal barriers to perceived success and giving participants the confidence to strive for more.

The illustrations which follow show some evaluation findings from students:

- 100% agreed their confidence grew during the programme.
- 92% agreed “the programme helped me to believe in myself more”.
- 85% felt that their contribution in school will improve after doing this programme.
- 69% are up to taking on new greater challenges.



Qualitative feedback from those involved in the programme was as follows:

Teacher – Boys Model

"I've been a teacher at the Boys Model and It's been a fantastic Experience with the boys. We would be very much skilled based and this programme has been brilliant in doing that. We got boys who would hardly speak to come out of themselves, take part in communication, and take part in teamwork activities. We would hope to be involved in yearly basis with boys like this who need outside advice from outside agencies as well as ourselves."

Business In Community

"Business In Community are delighted to work alongside Ulster University, Boys Model and Career Ready to deliver this programme. The UU research, the skills barometer research has highlighted that employers do have concerns about the work readiness about young people, whether they are coming out of school, further education or higher education. The really exciting thing about this programme, is that it was designed to actually help young people understand those soft skills, the transferrable skills that employers really value. Problem solving skills, team working skills, communication skills, resilience skills. And an addition to the classroom based learning, it was very practical. One of the things that was really helpful, was to actually bring people in from the world of work in to meet the young boys to talk about their story, their experiences of the world of work, and to highlight all of those soft skills and the right attitude is really important. So Business In Community very much wanted to support the programme, to connect the programme with a range of different companies and individuals who could share their story. We would really love to see that type of thing scale up across Northern Ireland."

Director - Belfast International Airport

"I've only been here for a couple of hours but I think this programme is great, it's a great opportunity for pupils to engage with adults in the workplace, and I think it builds confidence and interaction which today felt like it was genuine and everyone was happy to be here. Thank you very much to the University of Ulster."

Career Ready

"What we decided to do in this Embracing Talent programme, is actually everybody came together so you have Business in Community, Career Ready and University of Ulster; Embracing Talent Programme. So we have all come together collaboratively to deliver this programme. The programme itself is only effectively around 4.5 hours of delivery to students, you then have two half hours of homework that the pupils do, and then you have 4 or 5 hours at the university itself. Some people might think that 10 or 12 hours of a programme does nothing to impact the lives of young people. Can I tell you having watched this, and been a part of this programme for the last month or so: There was 15/16 young fellows who walked into a classroom four weeks ago and they basically sat down quietly with their heads down. Within the four weeks, those young fellows sat upright, they engaged with everybody in the room, engaged with each other and debated with critical thinking. Even walking into the university today, everybody gave me a strong, personal handshake, engaged with employers as they asked really tough and challenging questions. If you think 10 or 12 hours cannot have a major impact on a young person's life, it certainly can. It's been a pleasure on behalf of Career Ready to with the University of Ulster and Business in Community delivering this programme. We hope that going forward, we will roll this programme out and it will get better and better."

Dream Big Engineering

The Dream Big Engineering Programme is aimed at Year 10-14 to support their progression to Engineering discipline courses/subjects. In partnership with Engineers Ireland, Ulster Schools Outreach showcased the wide variety of Engineering disciplines available to study at university level. The event was designed to promote Engineering and inspire the next generation of Engineers in Northern Ireland. It was aimed at all school pupils with an interest in Engineering at University, especially A-Level students.

As illustrated below evaluation findings from students have revealed that:

- 86% enjoyed the Engineering Event.
- 77% are more aware of what an Engineer is.
- 86% found the event informative.
- 69% are interested in studying an Engineering subject.



Qualitative feedback from students who took part in the programme revealed the following:

"I now understand that there are different options that are there in Engineering and how to pursue a career in this area. I learnt about different types of Engineering and how it can change the world. I have been informed about different options for education after secondary school."

"I liked seeing how different fields of engineering are applied in drawings and models. I learned about the different types of engineering and how to pursue a career in them."

"I got to speak to people with experience also people who faced the same choices that I will face civil engineering, with real projects and now understand how wide the industry is. The amount of different companies to talk to and also the film was good."

"I learned about different types of engineering and work experience. I liked talking to professionals. I learned about types of engineering what engineers do to accomplish a task. Insights into careers further abroad."

Prepping for Uni – Ready Steady Cook

The Prepping for Uni – Ready Steady Cook Programme aimed at Year 10-14 to support their progression to university.

This programme provides an introduction to the exciting arena of University Life and the independence that comes with it gives pupils a chance to delve into some of the areas, that our students experience such as having a healthy lifestyle and being able to independently cook and budget.

The programme addresses how pupils' lives are going to be totally different than anything they have ever experienced and how they will be asking questions like "How do I do that?" "Now what?" "Is there anyone who I can ask for help?". These are all normal questions to being able to handle your new independence that comes with being a university student?

Throughout the programme, pupils were mentored by Life and Health Science students, who were able to give practical hands-on experience within the kitchen and Lab sessions.

As illustrated below evaluation findings from students have revealed that:

- 100% enjoyed taking part in Ready, Steady, Cook Challenge.
- 83% are confident in preparing a healthy nutritious meal, using a variety of simple ingredients.
- 100% Agreed that working with Ulster Students, provided easy and helpful advice.



Qualitative feedback from partners who took part in the programme revealed the following:

Teacher
<i>"We had a very positive experience with Ulster university, working with the staff and students to support our pupils across this Ready Steady Cook programme. Taking part has enabled us to build relationships with the university and open disciplines beyond."</i>
Professional Chef
<i>"Delighted to be part of this fantastic schools outreach programme, to support and encourage young people to cook."</i>
Lecturer
<i>"It's so important that school leavers understand the importance of nutrition. Some will be studying nutrition at A' level. We want pupils to be able to have and develop basic cooking skills to support coming to university and to understand what makes a healthy meal."</i>

Tutoring In Schools

Tutoring in Schools (TIS) is a widening access and participation programme that provides Ulster University students with an opportunity to volunteer, in target Primary, Secondary or Special Education Needs schools across the province, promoting civic engagement.

Students support teachers and pupils on projects proposed by host schools, within particular areas of the curriculum.

TIS enables current students to act as ambassadors within schools, ultimately raising aspirations of pupils within the host schools.

Ulster uses the TIS Programme as a widening access tool. It does this in two ways:

1. Ulster Student Tutors become positive role models and ambassadors for school pupils, raising aspirations of young people and encouraging them to consider progression to Higher Education.
2. Faculties are encouraged to use TIS student tutors to ensure the sustainability of Access Agreement Funded Outreach Projects.

TIS aims to raise the achievements and aspirations of young people, by encouraging Ulster students to act as positive role models and ambassadors, with a sense of 'giving something back to their communities'.

The University is committed to the TIS programme and recognises its value to the schools, their pupils and our students, establishing a strong foundation for building future partnerships between local schools and Ulster University.

It targets young people in schools meeting WAP criteria and seeks to raise aspirations and build partnerships to underpin engagement with educational programmes.

Key Outcomes During 2019/20

During 2019/20, 158 UU students completed the TIS programme, resulting in 3500+ school pupils across 76 schools being supported by Ulster University TIS students. Students normally volunteer for a minimum of 32 hours during Semester 2, but the programme was cut short due to Covid-19 (5 weeks @ 3 hours per week). A % of students complete additional hours not reported.

Feedback from schools and students has shown this to be a positive and rewarding experience for all involved.

A summary of the Key Outcomes are as follows:

- 102 Projects.
- 158 Ulster Students.
- 76 Schools Supported.
 - 4 Special Education Needs Schools.

- 46 Primary Schools.
- 26 Post-Primary Schools. 10 Post-Primary Schools less than 50% pupil return post-GCSE.
- 3556 School Pupils engaged.

TIS worked within schools with the following Free School Meal (FSM) entitlements:

- FSM 60% – 100% 12 schools – 15.8%.
- FSM 40% – 59.9% 21 schools – 27.6%.
- FSM 30% – 39.9% 13 schools – 17.1%.
- FSM* 0.00% – 29.9% 30 schools – 39.4%

*Projects in 0–29% FSM worked with WAP target pupils within the school / classroom via teacher identified subject specific areas of learning to support small groups / individuals (i.e. SENCO, EAL, BAME, STEM, Looked After Children).

1.8.2 Community Engagement

Some examples of the impact of community engagement for both Ulster University and community partners during 2019/20 follow. A link to the full report is available via *Annex 2* and a summary of evaluation results via 1.8.2.

Science Shop

Throughout the 2019/20 academic year the Science Shop continued to work with students, staff and community and voluntary partners across Northern Ireland completing much needed community-based action research for partners. 483 undergraduate and post graduate students completed 148 projects for 60 community partners. These projects included evidence-based research reports, marketing, communication strategies, interactive media outputs including motion graphic, animation and film, public relations strategies, social media digital content and exploring psychology at work.



Social Justice Hub

As part of Ulster University's commitment to civic society in Northern Ireland, the legal talents of our student body were mobilised once again, through staff governance, to meet the needs of community-based clients, illustrating the commitment of increasing access to justice for the public.

The Social Justice Hub provided specialist family and employment law accredited training to a range of community, voluntary and student partners strengthening our learning and engagement network. The training was offered at Magee in February and March 2020 with Derry and Strabane Council, NSPCC, Parenting NI, La Dolce Vita and the Simon Community all availing of the training along with Ulster undergraduate and post graduate Law and Social Work students.

Civic Ambassadors

36 Staff Outreach Ambassadors from across all faculties, secured total of 72K of Widening Access funding to support engagement with schools, community organisations and the voluntary sector across NI. Innovative projects aimed at encouraging aspiration and attainment into and through HE was designed and planned, however due to the Covid 19 pandemic many were unable to be completed. The secured funding remains available to all Civic Ambassador projects delivered in the upcoming academic year.

Community Fellows

Representatives from RNIB, The Fountain Cathedral Youth Club, Polish Abroad and community activists from the North West, joined the Community Engagement team for a tour of the Magee campus. During the tour the group saw first-hand the state-of-the-art teaching facilities, the recently refurbished library, visited the Students' Union and engaged in a Q and A session with the team.

Roisin McLaughlin Co-ordinator of the North West Community network and an Ulster Community Fellow commented,

"The group learned a lot and left much more informed about the University and impressed with all of the facilities".

Care Zone

The 'Care Zone' Report was officially launched in Belfast City Hall October 2019 setting out the priorities for addressing poor health indicators in north Belfast, including high levels of suicide. The Care Zone project formed part of the agreed actions emerging from a suicide prevention workshop which took place in September 2016. The project was established as a community development pilot to tackle poor mental health and reduce suicide in the Sacred Heart Parish in north Belfast, an area with a high prevalence of mental health issues and high suicide rates.

The project is led by the Lighthouse Charity and brings together a number of key stakeholders that operate in the area, including statutory, voluntary and community organisations, local residents and Community Engagement team at Ulster University. Through the Ulster Science Shop 100 Faculty of Arts, Humanities & Social Science students from the Interactive Media and Sociology engaged in projects providing evidence-based research on the statutory services available in the area and a range of media outputs including a website and video to support and disseminate the work of with Care Zone.



1.8.3 Looked-After Children

My Laces

Recognising the national focus on the area of Care Leavers, the collaborative My Laces project, Mentoring Young Looked After Children with Educational Support, focuses on earlier intervention. This project offers ten young Looked After Children the opportunity to attend university and be mentored by Ulster University's Social Work Students every Wednesday. The collaboration between the Western Health and Social Care Trust and Ulster University is exclusive to Social Work Students who have volunteered their commitment for this period. The project is distinctive in that it matches the referred children with student social workers for a three-year period and is targeted at earlier intervention in primary school from primary 5 to primary 7 (Key Stage 2).

Tick the Box

Ulster University joined forces with The Fostering Network Northern Ireland and the Health and Social Care Board to launch the Tick the Box campaign for 2019 at the Belfast Campus. This initiative aims to encourage applicants with backgrounds of fostering or social care to declare this by ticking the box on the UCAS application form. In this way students can help ensure they receive appropriate support from the university.

At Ulster we are committed to ensuring that our Widening Access and Participation Plan supports those most in need. For those who have left care or have previously spent time in care and are thinking of applying to the University, we may be able to provide financial support and access to accommodation as well as specialist pastoral care.

We are however reliant on applicants themselves voluntarily declaring their background. By ticking the box applicants from a care background will allow us to help them from the start of the application process. The event was also aimed at foster carers and social work practitioners in order to support young people to go to university. It enables those in the Health Trusts to meet with relevant Higher Education staff and enables them to understand the funding and support processes for the young. In 2019/2020, 57 Looked After and Care Experienced students at Ulster University were eligible and received the Ulster University Care Leavers Bursary.

Pathways

This year Ulster University worked with all our collaborative partners to update the 'Pathways to Further and Higher Education for Looked After and Care Experienced Young People's' Guide. This year we provided both an online and a printed hard copy (for the first time) which we disseminated to:

- All Further and Higher Education Providers in Northern Ireland.
- All Higher Education Providers in Northern Ireland.
- Careers Services NI.
- Department of Education.
- Department for Education.
- Fostering Network.

- All Health and Social Care Boards.
- Include Youth.
- Student Finance NI.
- VOYPIC- Voice of Young People in Care.



1.8.4 Adult Learning and Upskilling the Workforce

Following engagement with the Principal of Ballysally Primary school, the Community Engagement team held a 'Community Conversation' opportunity for parents and guardians of primary school children to come along to meet staff and engage in a Q & A session on pre- and post- entry to Ulster University.

A series of workshops were also delivered by the team in partnership with Focus on Family, based in Ballysally Coleraine. The workshops aimed to raise aspirations and self-esteem, offering support and guidance to adult learners registered on skills-based courses seeking to progress to FE and or HE.

Availability of part time provision at Ulster University is visible to new adult learners at <https://www.ulster.ac.uk/study/part-time>.

Adult learning short courses are made available across faculties to meet learning and workforce needs in the areas of STEM, creativity and innovation, hospitality, computing, leadership and teaching, with modules ranging from 5-20 credits.

In 2019/20 the number of modules with live enrolments was 20, with 478 student enrolments in modules available to the part time external market.

- 267 were adults in the community and 211 were work-based learners achieving level 4 and level 5 accreditation.
- 162 students progressed from access diplomas from 14 different college campuses, (total progressing during 2019/20 access cohort: 681) and have enrolled across 62 programme codes at Ulster.

4,452 students were enrolled within local area-based college partners on Ulster University access provision including foundation degrees and access diplomas during 2019/20.

1.8.5 Higher Level Apprenticeships and Workforce Development

During academic year 2019/20 Ulster sought to enhance the diversity of routes into higher education. This is important, not only for widening access and increasing social mobility of adult learners but in meeting the skills needs of the region.

The effects of the COVID pandemic on the workforce throughout 2019/20 was significant both in terms of employers reduced capacity to recruit apprentices and the furloughing of current employees.

However, Ulster has continued to work with employers to respond to their needs and recruited 138 new apprentices on 7 Degree Apprenticeship programmes across 2019/20, including a newly approved apprenticeship in Leading the Customer Experience, this brought the total number of degree apprentices to 302.

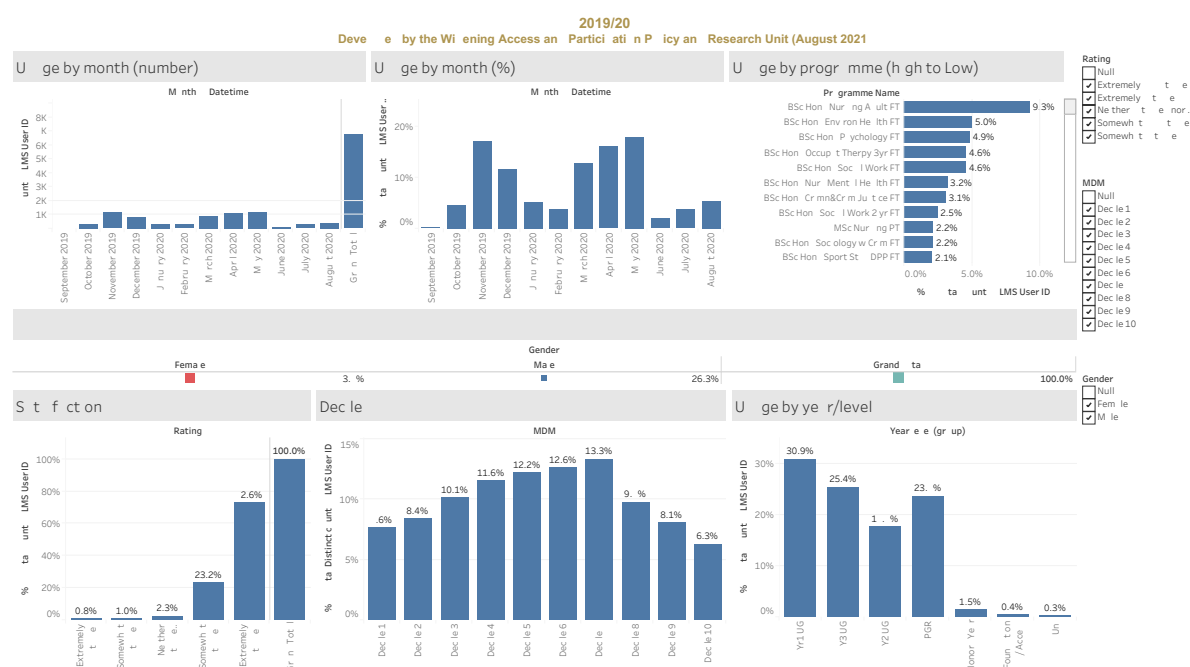
In response to the COVID pandemic and the increasing numbers of redundancies and furlough across Northern Ireland DfE launched a short term skills initiative in June 2020 to support reskilling and upskilling in priority economic sectors. To support this initiative Ulster developed a suite of fully online postgraduate certificates in key areas, resulting in over 400 economically impacted individuals starting these qualifications in late summer 2020.

1.8.6 Technology Enhanced Retention

During 2019-20 the University supported initiatives that identify and support student retention. These include: Qwickly (attendance monitoring) and Studiosity (grammar/academic writing support).

Quality assurance of Studiosity is closely monitored and students who use the service asked to rate their satisfaction.

Figure 36 which follows shows some summary evaluation findings from Studiosity grammar/academic writing support service. In total 6,728 sessions were evaluated. Some students used the service more than once.

Figure 36: Studiosity Writing Service Evaluation Findings for 2019/20**In summary**

- The service was used across the academic year. November (17.1%) and May (17.9%) had the most usage.
- 37.7% of users were from Quintiles 1 and 2.
- 72.6% of sessions were rated 'Extremely satisfied' overall.
- 30.9% of users were UG first years.
- 74% were UG.
- 23.7% were PGR.
- 73.3% of users were female.
- The four programmes that had students who used the service the most were Nursing, Environmental Health, Psychology and Occupational Therapy.

Some examples of qualitative feedback received from users are as follows:

- It was good to get someone else to read this prior to submitting. Thank you.
- Delighted to have constructive feedback, helping me iron out some faults, many thanks.
- Your attention to detail is fantastic, I really appreciate your help, many thanks.
- It is extremely helpful to get honest feedback from experts in academic writing.
- Amazing feedback and really helpful. I am dyslexic and don't always see these mistakes. thank you so much.
- The feedback is absolutely on the ball, I knew there were issues with the assignment but I now have clarity.
- Very insightful and supportive feedback!
- Where has this been all my life.
- Very timely feedback that was comprehensive. I appreciated that the reviewer highlighted areas that read well, alongside areas for improvement.
- Rapid feedback and very useful comments on how to improve the language.

1.8.7 Peer Assisted Study Sessions (PASS)

During 2019/20, a placement student was appointed to support PASS. She is working as a peer learning intern during 2020/21. We are seeking to recruit a new placement student for AY 2021/22 to support PASS and the new Studiosity Student Connect Peer Mentoring Service.

The Kirkpatrick Model has been used to capture the impact and success of PASS using a combination of qualitative and quantitative measures including questionnaires, focus groups and academic performance monitoring. Level one reactions to PASS at training events were captured on interactive PASS training days and throughout debrief sessions by academic leads with PASS Leaders.

PASS Leaders were taught facilitation skills and encouraged to seek reaction feedback throughout PASS sessions on a regular and ongoing basis so that improvements could be implemented as required. This was important as student Mentees usually set the agenda with their PASS Leaders. An instrument to evaluate PASS has been developed and has been used for evaluation purposes and to seek to capture levels two (the amount of learning that has occurred) and three (transfer) of the Kirkpatrick Model.

A Pre and Post Survey was administered to both PASS Leader Mentees and PASS Mentors. Completion rates have been less than anticipated, particularly the final one. During 2019/20, 70 PASS Leaders completed the surveys at the start and 33 completed surveys at the end. 189 Mentees completed the survey at the start and 21 at the end. Focus groups and feedback sessions were also used throughout the academic year.

Figure 37 provides an overview of PASS Leaders that volunteered during the pilot phase. It illustrates that during 2019/20, 88 students volunteered as PASS Leader Mentors. Figure 36 shows PASS leader programme and decile profiles.

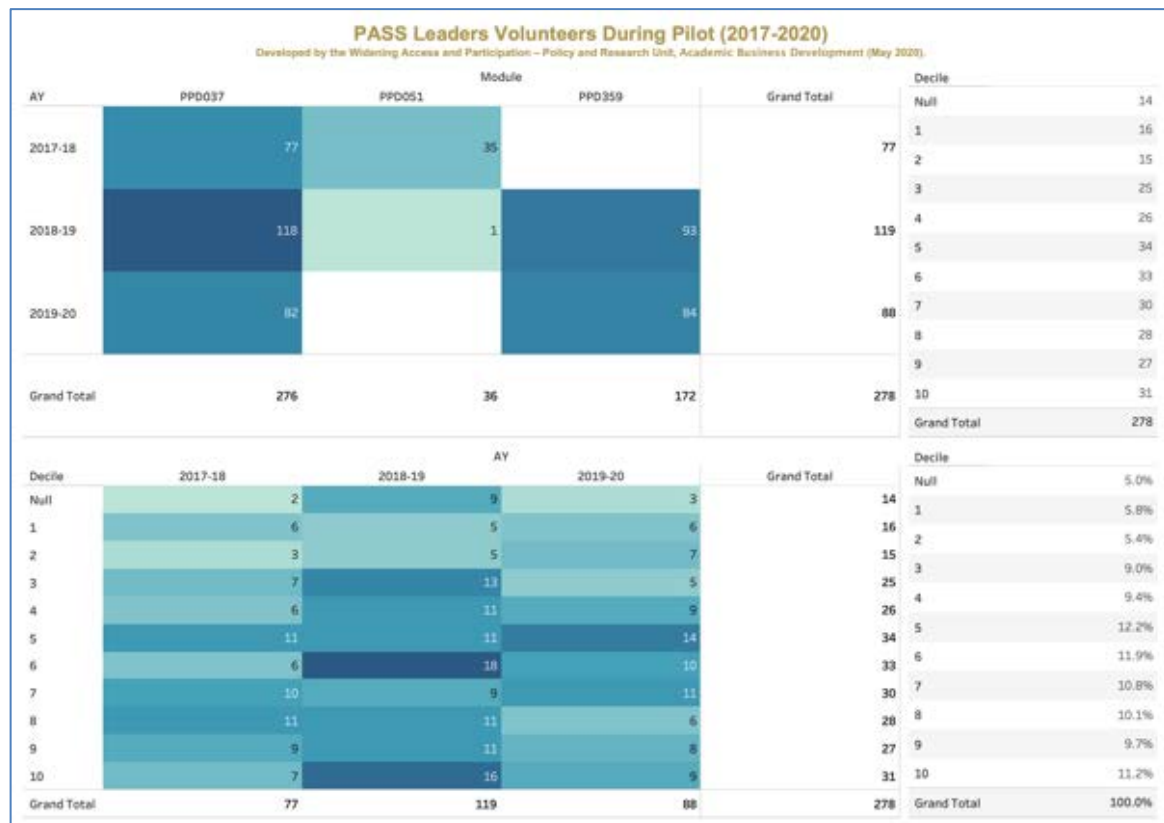
Figure 37: PASS Leader Volunteers During Pilot (2017-2020)

Figure 37 provides an overview of PASS Leaders that volunteered during the pilot phase. It illustrates that during 2019/20, 88 students volunteered as PASS Leader Mentors.

Figure 38 shows PASS leader programme and decile profiles and Figure 39 shows profiles by discipline.

Figure 38: PASS Leader Programme and Decile Profiles

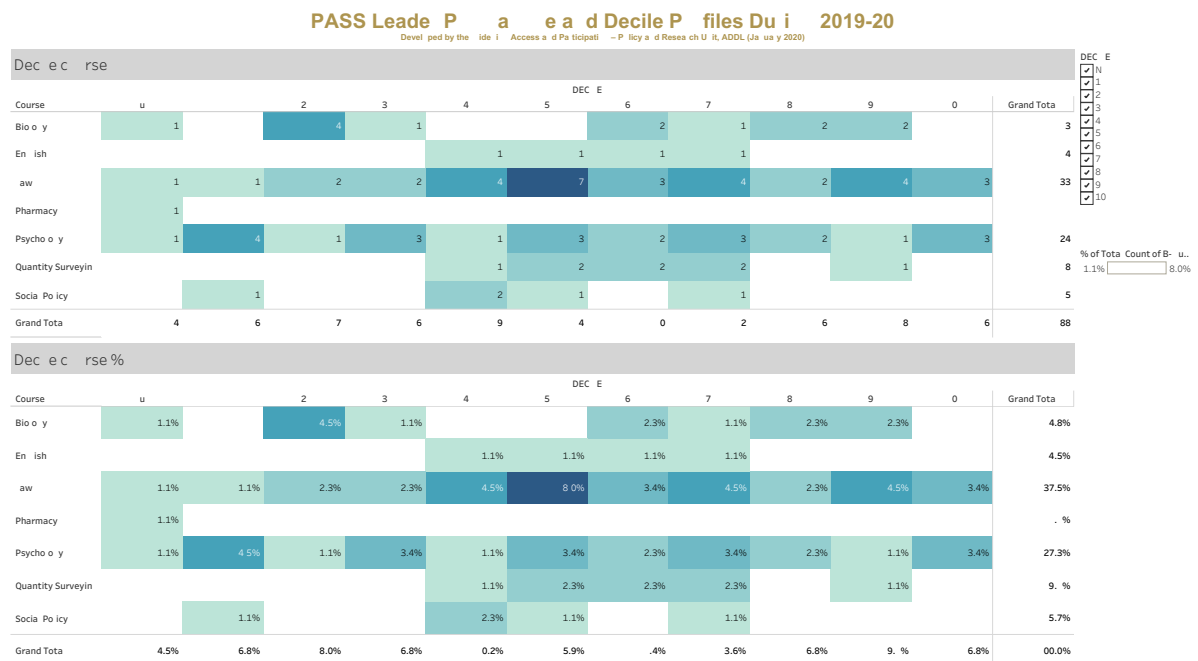
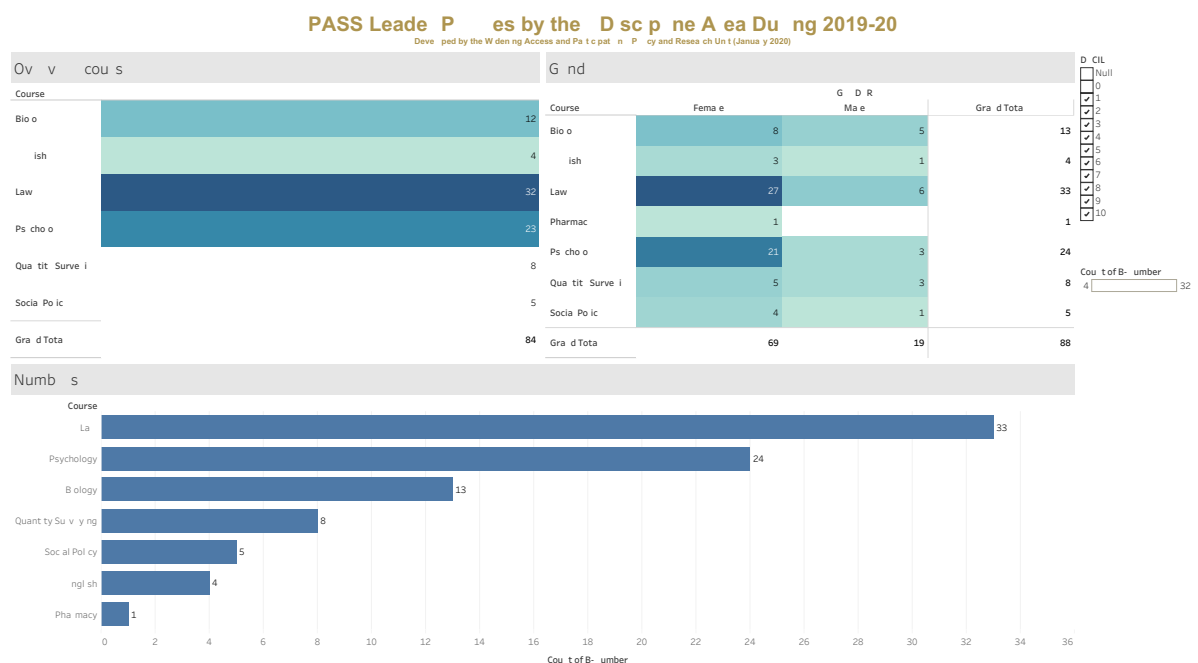
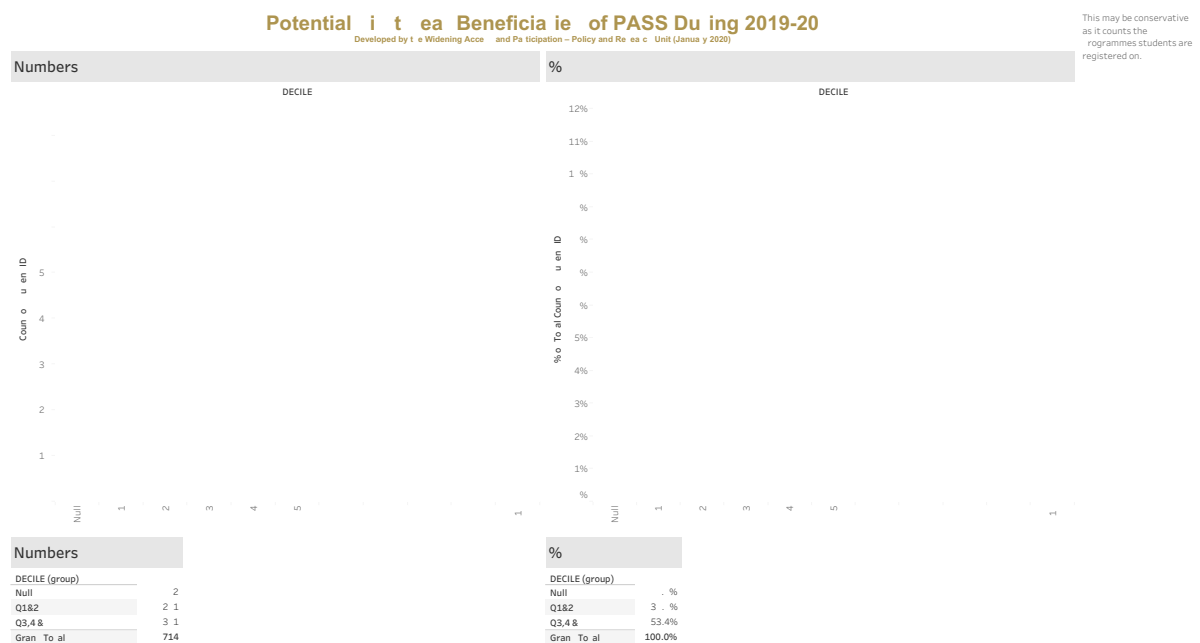
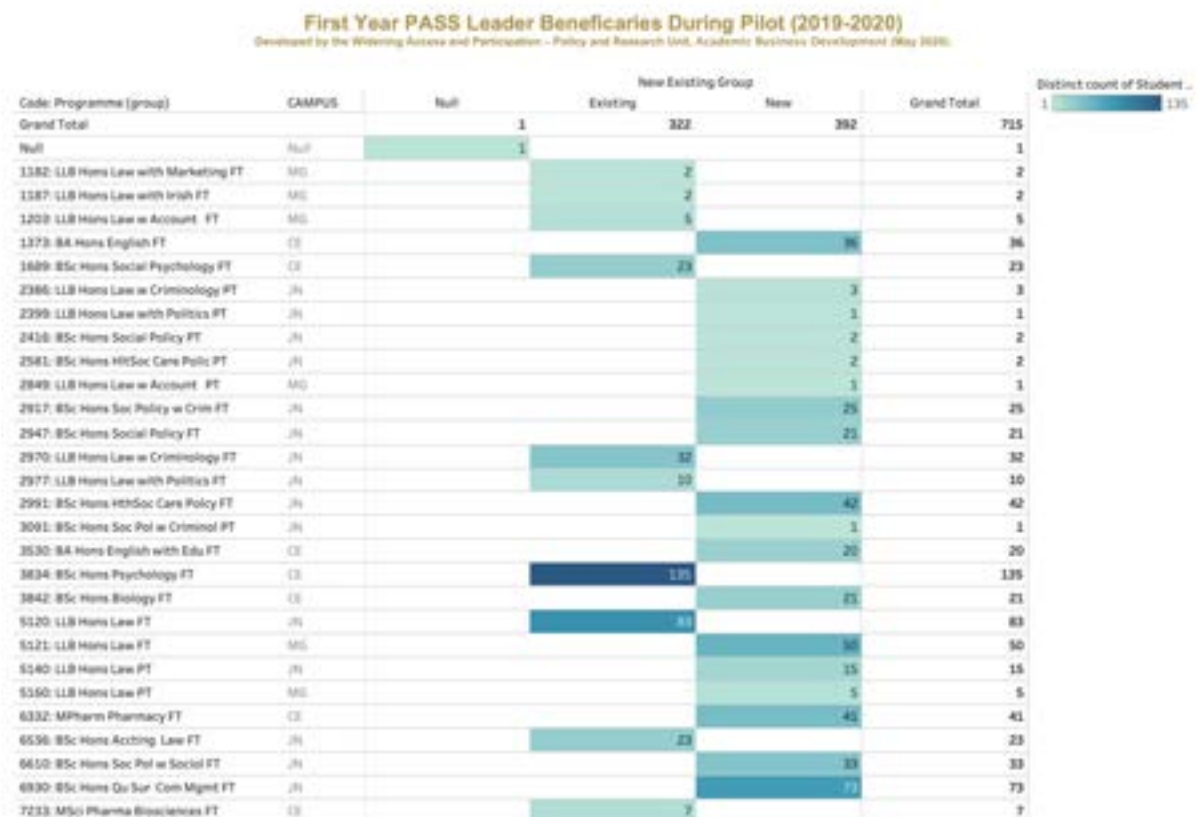


Figure 39: 2019/20 PASS Leader Profiles by Discipline



31.8% of all PASS leaders during 2019/20 were from deciles 1 to 4.

Figures 40 and 41 shows the potential first year beneficiaries during 2019/20.

Figure 40: Potential first year beneficiaries during 2019/20**Figure 41: Potential First Year Beneficiaries During 2019/20 For New And Existing PASS Programmes**

PASS Leader Mentors are required to record mentee attendance at sessions. It has been challenging however to collate this to understand uptake rates fully.

Evaluation results have revealed many benefits for staff, student PASS Leader Mentors and student Mentees.

Table 1 shares examples of what mentees liked most, least and suggested as areas for improvement of PASS.

Table 1: What mentees liked most, least and suggested as areas for improvement

Liked Most	Liked Least	Areas for improvement
Being able to speak to older students and getting their advice.	Pass leaders didn't study my course.	Make a group chat on social media to ease communication between all members.
Good to talk about any worries or fears.	Timing.	It doesn't really need to be improved. I enjoy coming to it every week.
How it has helped me transition into university life.	That it's over.	I feel PASS is a very good group activity for students to be involved in. I would not change anything.

Table 2 shares examples of what mentors liked most, least and suggested as areas for improvement of PASS.

Table 2: What mentors liked most, least and suggested as areas for improvement

Liked Most	Liked Least	Areas for improvement
Furthering my own understanding of topics through helping other people.	That it is only for first years.	Perhaps by creating more clear dos and don'ts rules for the PASS leaders.
Growth in confidence from delivering the sessions.	Hard to get everyone to attend.	For myself the only issue with PASS was attendance.
Makes me feel the sense of community or connectedness.	How successful the sessions are depend largely on attendance.	Encourage more students to attend and how it can benefit them.

Some dashboards have been developed using available University data to help us better understand the impact of PASS.

Achievement of level three of the Kirkpatrick Model, transfer, can be evidenced by acquired skills, knowledge, or attitude being used in the everyday learning environment. New skills, knowledge, and/or attitude was observed by academic leads during weekly debrief sessions with PASS Leaders.

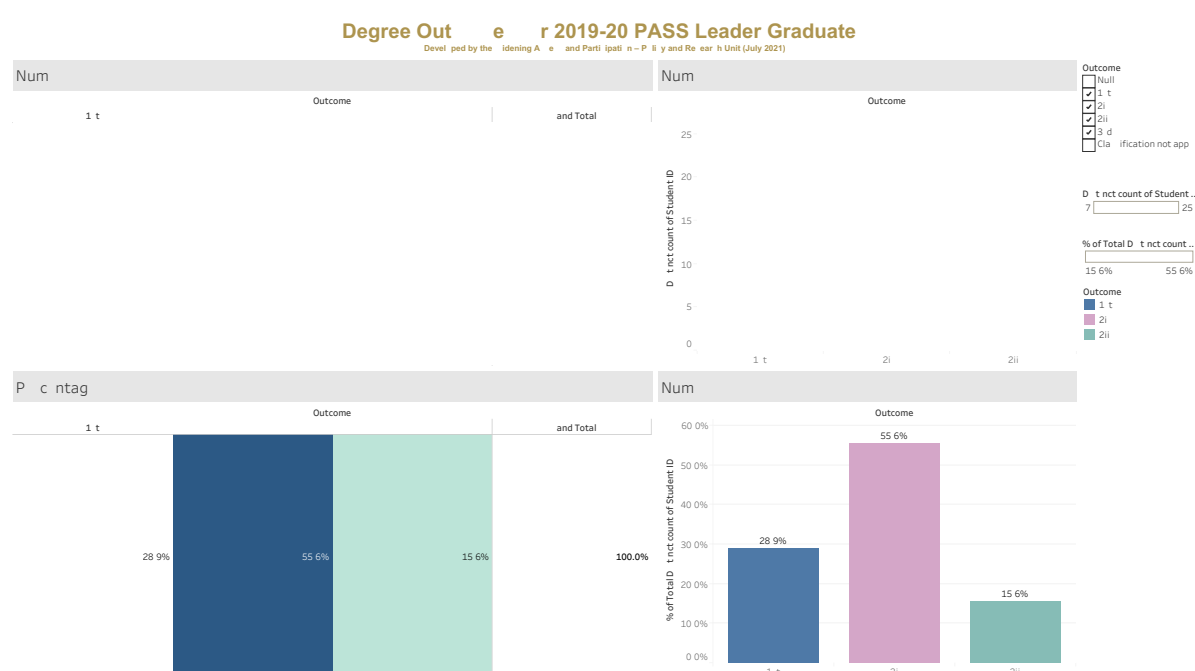
It is also evidenced as 60 students successfully completed PPD037: Peer Assisted Study Skills 1 and 47 completed PPD359: Peer Assisted Study Skills 2, earning 10 and/or 20 Level 3/4 University credits. These modules count towards *Ulster EDGE*.

The *Ulster EDGE Award* is an award that students complete alongside their degree through the completion of developmental extracurricular activities. The objective of the Ulster EDGE Award is to provide a wide range of activities that will support students in developing their employability alongside and complementary to their academic programme.

Staff academic leads and student PASS Leaders analyse plans and evaluations of PASS sessions on a weekly basis during debrief sessions.

Figure 42 shows degree Outcomes for PASS Leader Graduates During 2019/20. During 2019/20, 45 students who had previously been PASS leaders graduated. 28.9% of those achieved first class honours. A further 55.6% received 2:i and 15.6% 2:ii.

Figure 42: Degree Outcomes for PASS Leader Graduates During 2019/20



1.8.8 WP Research and Analytics

WP data is collected, monitored and reviewed to understand the characteristics of the student body. Horizon scanning analysis is undertaken to understand the WP landscape externally and explore the range of internal data and external data sources that are available to Ulster University for WAP purposes.

A range of University, Faculty, School and Programme level demographic reports, infographics and dashboards have been developed for targeting/reporting purposes and in order to inform decision-makers and WAP policy. Evaluation using the Kirkpatrick Model is encouraged and supported.

1.8.9 Taking Boys' Seriously Research

The Taking Boys' Seriously Research regularly engages with a range of stakeholders and seeks to capture impact using the Kirkpatrick model.

Level 1 reactions are regularly captured during interactions and the project is Planning to capture level 2 learning and level 3 transfer in the future.

Case Study reports

Each of case study sites have individual reports detailing and discussing the findings from each.

- Breakthrough' Blessed Trinity College in collaboration with Ashton Centre.
- Boys' Model School in collaboration with Black Mountain Action Group.
- 'In Your Corner' Abbey College in collaboration with Monkstown Boxing Club.

These case studies have been used to inform the future direction of the project in response to the DENI panel set up to consider educational underachievement. In June 2021 a final report and action plan "*a fair start*"²⁰ was released by the expert panel on educational underachievement.

Response to DENI panel for educational underachievement

A response entitled 'Educational Underachievement - Views and evidence from both iterations of TBS research' were submitted on 2020-10-15 18:08:47 to inform the Expert Panel on Under Achievement for the DENI.

A letter was received from the Tackling Educational Disadvantage department in DENI to the research team, pointing towards future collaborations with the TBS 2 research.

"The issues raised are very pertinent to the actions which the panel has recommended within its final report which is due to be launched very shortly. The EA Youth Service with whom the panel met, speaks very positively about the "Taking Boys Seriously" report and the two key areas you highlight within the Expert Panel's Interim Report endeavour to reflect the importance of youth work pedagogy and developing positive relationships with boys to support their learning. The panel has submitted its Final Report and Action Plan to the Minister and Executive for their consideration. Assuming they endorse the report, which we sincerely hope they do, there should be opportunities for DE and UU to collaborate on the outworking's of the report as the work is taken forward."

Development of Educational Principles and Practices to Support Boys as Relational Learners

5 Principles and 5 Practice Points have been developed.

These have been tested with the Project Steering Group: with a teacher from the boy's model intentionally using them with a group of boys attending study skills classes in the Black Mountain Action Group, with a focus group of young men and youth workers within Monkstown Boxing Club and with PGCE Students in UU.

20

<https://www.education-ni.gov.uk/publications/fair-start-final-report-action-plan>

Further plans for in school testing was hampered by COVID restrictions and the impact on the education sector during this last year.

As a result of testing, the principles and practices have been further refined. It is expected in the next iteration of the research that the Principles and Practices developed will be trialled within schools and communities and tested for proof of concept.

Article for publication

An article entitled *“Taking Boys Seriously: A Higher Education WAP longitudinal research investment demonstrating school improvement with working-class boys in North Belfast”* has been written and is being reviewed with consideration of peer comments.

Seminar

TBS findings on Supporting Boys and Young Men as Relational Learners was delivered by request at the inaugural meeting of YouthAction NI Critical Thinking Today as one of a series of seminars for educationalists and youth workers.

“Excellent presentation from Susan Morgan and valuable discussions with colleagues – great to hear more about the learning from this research with a strong set of principles and practices emerging.” Deborah Irwin Participant via Twitter.

Radio Interview

Radio interview conducted for Radio NYP about the Taking Boys Seriously Research. The radio Interview was broadcast in May and remains accessible by podcast.

Future Plans

The final two years of the research will involve development of the three key concepts.

1. Compounded Educational Disadvantage- gathering quantitative data to help make the case to target specific geographical areas.
2. Eco System to support boys to thrive – building a Network that will respond to aspects of boys and help to influence policy, pedagogies, and practice.
3. Principles to support boys as relational learners – Using Participatory Action Research to trial and evolve the principles to support boys as relational learners whilst embedding the principles in practice within schools and youth services.
4. Interventions with young men entering UU from Decile 1 and 2 embedded in the mentoring scheme within WAP.

1.8.10 External Dissemination of WAP Impact During 2019/20

Ulster seeks to:

- Collate and understand WAP data to ensure effective decision-making related to target setting, performance monitoring, identification of areas in need of additional support for students and ensuring that resources are allocated where they are most needed.
- Capture the impact of WAP interventions and projects which have led to student success and can be measured by improved student satisfaction, retention, attainment and/or learning gain.

- Disseminate the impact of projects which have led to successful student outcomes.

The following provides a summary of some of the papers that were disseminated by ADDL during 2019/20.

2019

- C. O'Donnell, T. Lavery and A. Mooney (2018), VEX Robotics' Challenge and Competition Poster at HEA STEM Conference, Newcastle-upon-Tyne
- C. O'Donnell and L. Lavery-Bowen (2018), *ALL SySTEMS Go*, Engaging Young Scientists. *HEA STEM Conference*, Newcastle-upon-Tyne.
URL: <https://www.heacademy.ac.uk/system/files/hub/download/12.5%20O%27Donnell.pdf>
- C. O'Donnell and T. Lavery (2018), VEX Robotics' Challenge and Competition presentation to the Royal Academy of Engineering Expert Panel
- C. O'Donnell, B. Murphy and B. Hunter (2018), "Participation by Numbers: WAP at the core of strategy, leadership, and change management." chapter in *Concepts of Value & Worth: National & International Perspectives on Widening Access & Participation*, (Broadhead et. al. 2018), IBSN
- C. O'Donnell, B. Murphy and B. Hunter (2018), 4D: Developing Dashboards For Data-Driven Decision-Making, Data paper and paper presentation at ICERi (12-14th November 2018). URL: <https://iated.org/iceri/> **ISBN: 978-84-09-05948-5 / ISSN: 2340-1095**
- C. O'Donnell, T. Lavery and A. Mooney (2018), A Robotics Recipe For Success, paper and paper presentation at ICERi (12-14th November 2018).
URL: <https://iated.org/iceri/> **ISBN: 978-84-09-05948-5 / ISSN: 2340-1095**
- C. O'Donnell, Status Report for European SI/PASS/PAL programmes, January 2019, https://www.si-pass.lu.se/en/sites/si-pass.lu.se/en/files/status_report_european_web_feb2019.pdf
- C. O'Donnell, B. Murphy and B. Hunter (May 2019), Widening Access and Participation Dashboards for Data Informed Decision-Making. SEDA Conference, <https://www.seda.ac.uk/events/info/476/programme>
- C. O'Donnell, B. Murphy and B. Hunter (2019), Interactive Learner Analytics: Interactive Dashboards for Widening Access & Participation and Inclusivity at ICERi (11-13th November 2019). URL: <https://iated.org/iceri/> **ISBN: 978-84-09-14755-7**
- C. O'Donnell, B. Murphy and B. Hunter (2019), Peer Assisted Study Sessions (Pass) Peer Mentoring for Widening Access and Inclusivity at ICERi (11-13th November 2019). URL: <https://iated.org/iceri/> **ISBN: 978-84-09-14755-7**
- T. Lavery, and C. O'Donnell (2019), Using Robotics in the Classroom to Develop Skills Needed In The 21st Century Workplace and to Promote Engineering Habits Of

Mind at ICERi (11-13th November 2019). URL: <https://iated.org/iceri/> **ISBN: 978-84-09-14755-7**. This project was delivered in partnership with Ulster University and contributions were acknowledged within the paper.

- T. Lavery (2019), Using Masterclass Maths to Engage Gifted and Talented Pupils from the Lower Socio-Economic Groups at ICERi (11-13th November 2019). URL: <https://iated.org/iceri/> **ISBN: 978-84-09-14755-7**. This project was delivered in partnership with Ulster University and contributions were acknowledged within the paper.

2020

- C. O'Donnell, B. Murphy, S. Lynch and B. Hunter (27-28 MAY 2020), [PASS: Assisting widening access and inclusivity paper](#), Online International Forum for Peer Learning 2020.
- C. O'Donnell, B. Murphy, B. Hunter (9-10 November, 2020). Sharing the Effectiveness of Learner Analytics Dashboards for WAP Planning, Evaluation & Social Gain, especially important During COVID-19 as Students are Forced to spend More Time Off Campus at [ICERi](#). **Pages:** 1538-1545. **ISBN:** 978-84-09-24232-0
- C. O'Donnell, B. Murphy, S. Lynch, B. Hunter (9-10 November, 2020). Evaluating the Impact of Face-to-Face Peer Mentoring and Ensuring Continued Benefits the Digital Pivot to Online Delivery Methods Due to COVID-19 at [ICERi](#). **Pages:** 1528-1537. **ISBN:** 978-84-09-24232-0
- T. Lavery, C. O'Donnell (9-10 November, 2020) Developing Inclusivity in Robotics Education in both Primary and Post-Primary Schools with Engineering Habits of Mind at [ICERi](#). **Pages:** 7209-7213. **ISBN:** 978-84-09-24232-0

*Please note: there may be other papers and/or presentations that have not been added to this list.

PART TWO

WIDENING ACCESS AND PARTICIPATION PLAN

Forward Plan 2022-2023

Part 2 is the forward plan for the institution in the academic year 2022/23. Institutions are required to submit information under each of the headings below. Please see Section 2 of the Guidance

2 Estimated Fee Income

2.1 Level of Fees

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

a) Fees charged at the maximum higher fee

Courses with a fee of £4,630		Additional fee income per student (*£4,630 max fee minus *£1,825 standard fee)	Estimated Number of students in 2022/23	Estimated additional fee income
Course T	Fee (£)			
FTUG	£4,630.00	£2,805.00	12,956	£36,341,580.00
FTUG Sa	£2,300.00	£1,403.00	1,735	£2,434,205.00
	£4,630.00	£2,805.00		£0.00
	£4,630.00	£2,805.00		£0.00
	£4,630.00	£2,805.00		£0.00
Total Students			14691	£38,775,785.00
Estimated Total additional fee income from students charged the maximum higher fees				

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

Courses with a standard fee of at least *£1825 but		Additional fee income per student	Estimated Number of students in 2022/23	Estimated additional fee income
Course T	Fee (£)			
		£2,805.00		£0.00
		£2,805.00		£0.00
		£2,805.00		£0.00
		£2,805.00		£0.00
		£2,805.00		£0.00
Total Students			0	£0.00
Estimated Total additional fee income from students charged the maximum higher fees				

2.2 **Summary – Total Estimated Additional Fee Income for all students in 2022/23 i.e total at 2.1(a) plus total at 2.1(b)**

Total Estimated Additional fee income:	£38,775,785.00
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2.3 **Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2022/23**
[See Guidance notes for 2.3 before completing] Add additional groups as necessary

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203	FTUG	4707	£463.00	£2,179,341.00
				£0.00
				£0.00
				£0.00
	<i>If there are different</i>			£0.00
Other low income groups				£0.00
				£0.00
				£0.00
	<i>If there are different bursary amounts</i>			£0.00
				£0.00
Adult Learners				£0.00
Students with Disabil				£0.00
Young Males from low participation				£0.00
Care Leavers		92	£1,000.00	£92,000.00
Accommodation Bursaries	FTUG	100	£1,000.00	£100,000.00
Total Bursary Spend (£)		4899		£2,371,341.00

(b) Scholarships

Target Groups	Course Type	No of Students	Scholarship Amount per student (£)	Total Scholarship Amount (£)
Students with household income				£0.00
Other low income groups				£0.00
Adult Learners				£0.00
Students with Disabil				£0.00
Young Males from low participation				£0.00
Care Experienced				£0.00
Other - please insert				£0.00
Total Scholarship Spend (£)		0		£0.00

(c) Other Direct Financial Support

(e.g fee waivers, discounts, accomodation, etc)

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

2.4 Estimated Direct Expenditure on Outreach Activities in 2022/23 aimed at Widening Participation students

(i)	Name of Programme/Project	Schools Outreach		
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry aspiration and attainment raising.		
	Target Groups	Pupils in primary, post-primary and special needs schools on the Centre's schools priority index.		
	Estimated Expenditure (£)	£514,170.75	See Appendix:	Appendix 1
	Brief description of activity <i>If not already included in Section 1.4</i>	2022/23 will see the expansion of our digital approach of Ulster University Schools Outreach Academy, blended within traditional schools outreach, to mirror the need of digital teaching online mixed with face to face engagements and initiatives. Further expansion of the partnership of the Manchester United Foundation to further inclusion of schools.		

Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> •Engagement with at least 20% schools with >=40% FSME; 90% post-primary: 10% primary engagement ratio; •At least 200 primary school pupil engagements; •At least 1800 post primary school pupil engagements; •Educational partnerships to scale outreach; eg Man Utd Foundation, Microbit Foundation UK, ICE Institute of Civil Engineers, Kanios •Progression Unit: To support and increase aspiration to progress to university, Year 13 & 14 progression pathways via a mentoring initiative - 'Prepping for Uni' •YoUUr Classroom: Enabling schools disadvantaged with lack of computer suites. •Increased interest in the engaging with education in under represented subjects; aligned to Faculty provision. •Lower barriers to experiencing a university campus via a blended approach; Schools Outreach Academy alongside campus visits, workshops and lectures. •Direct access to subject experts and specialist equipment at university; Blended approach via online learning; Schools Outreach Academy. •Enhanced teacher-academic contact. •Enhancement of central educational themes of Key Stages 3-5. 		
Activity: New or Ongoing i.e undertaken last year	Schools Outreach		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity Type			
Name of any collaborative partner	Manchester United Foundation, Microbit Foundation UK, Peave IV Shared Spaces, Ulster Museum, BBC, Belfast Hills, Royal Meteorological Society, Kainos, Engineers Ireland, Royal Academy of Engineering, NI Science Festival, Belfast Festival of Learning, Maths Week Ireland Local Councils, Professional Bodies, University Faculties and Departments		

(ii)

Name of Programme/Project	Community Engagement including Pathways to Success		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry Aspiration and Attainment Raising/Pre-Entry Access Pathways to Ulster		
Target Groups	<ul style="list-style-type: none"> •Young people and Adult Learners through Community Engagement including community and voluntary sector. •Young People and Adults Pre-entry Aspiration and Attainment Raising. •Young people from a background of care, NEETs and adult returners in target. neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region. •Non-traditional entrants, mature students and adult learners 		
Estimated Expenditure (£)	£418,216.75	See Appendix:	Appendix 2

<p>Brief description of activity</p> <p><i>If not already included in Section 1.4</i></p>	<p>The community facing educational outreach team of the Flexible Education department collaborates across all campuses. Community Engagement seeks to:</p> <ul style="list-style-type: none"> •employ appropriate educational partnership models to ensure visibility and transparent navigation of activity which increases accessibility to Higher Education for organisations, groups and individuals; •Science Shop in the Community explore, broker and engage community needs based opportunities for students to engage in learning and research that contributes to the development of society. •The extended programme will achieve this through internal and external models as follows: •Civic Ambassador - staff contributing development days to NI economy addressing projects which encourage aspiration and attainment into and through HE through innovative engagements including the development and delivery of access modules and workshops; •Community Fellows- competitively recruited to develop adult learner confidence to engage in HE and ensure Ulster's Community Impact map is made visible to each council area; •Increase the participation rate for young people from care and those living with disabilities made visible through innovation projects and bursary allocation; •Design, validation and oversight of HE awards for Level 4 and 5 widening access pathways through FE. •Direct access to modular credit accumulation through a Flexible Framework.
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Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> •20 Staff Civic Ambassadors working with young people and adult learners undertaking educational workshops / modules with community and school partners; •Engage 50 community partners identifying needs-based projects effectively matched with Ulster students and academic staff to increase access and engagement with HE; •Assist and mentor Ulster Associate students with Collaborative FE partners to transition to HE. Recognise and Reward an Associate student at each of our seven collaborative partners in FE Institutions with Endeavor Shield. •Increase the participation rate of care experienced young people and those living with disabilities through innovation projects and bursary allocation; •700 direct entrants via FE pathways; 6,500 students enrolled across NI with FE sector; 400 enrolments on Flexible Framework. 		
Activity: New or Ongoing i.e undertaken last	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity type			
Name of any collaborative partner	Community Leaders, Health and Social Care Trusts and the Fostering Network; Students; Community and Voluntary Sector Organisations and FE collaborative partners.		

(iii)

Name of Programme/Project	Schools Outreach (Year 13 and Year 14 Engagement)		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre Entry		
Target Groups	Widening access pupils in Years 13 and 14 in schools across the province.		
Estimated Expenditure (£)	£217,171.58	See Appendix:	Appendix 3
Brief description of activity <i>If not already included in Section 1.4</i>	In the academic year 2020/21, under the direction of the Interim Dean of Academic Business Development, a new team was tasked with ensuring that Year 13 and 14 pupils in all schools across the province were made aware of their admissions potential and the application process including widening access students in those schools. Accordingly, a proportion of these costs are included as direct expenditure to recruit widening access students.		
Target Outcomes (Should be quantifiable)	Maintaining the University's contribution as the dominant WP HE provider in Northern Ireland.		
Activity: New or Ongoing i.e undertaken last	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity type			
Name of any collaborative partner	Principals/teachers and careers advisers in schools across the province.		

(iv)

Name of Programme/Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	See Appendix:	
Brief description of activity <i>If not already included in Section 1.4</i>			
Target Outcomes (Should be quantifiable)			
Activity: New or Ongoing i.e undertaken last	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing		
Other Activity type			
Name of any collaborative partner			

(v)

Name of Programme/Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	See Appendix:	
Brief description of activity <i>If not already included in Section 1.4</i>			
Target Outcomes (Should be quantifiable)			
Activity: New or Ongoing i.e undertaken last	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing		
Other Activity type			
Name of any collaborative partner			

Estimated 'Direct Expenditure' on Post Entry Retention Activities aimed at Widening Participation students in 2022/23

(i)

Name of Programme/Project	Retention and Success		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Retention and success support targeted for WP students enrolled with the University.		
Target Groups	MDM quintiles 1 and 2; Non-traditional direct entry students from FE.		
Estimated Expenditure (£)	£580,000.00	See Appendix:	Appendix 4
Brief description of activity <i>If not already included in Section 1.4</i>	Group of interventions: 1. Peer-Assisted Study Sessions, PASS - a supported WP mentoring scheme (£20,000 staff time; student intern and resources). 2. Technologies that support academic writing skills, learning analytics and attendance monitoring in support of WP engagement and success (£260,000). 3. Technology Fund to support most disadvantaged students (£200,000).		
Target Outcomes (Should be quantifiable)	Equity in success across Quintiles measured by, retention, progression, achievement and success.		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity type			
Name of any collaborative partner	Institution-wide collaboration		

(ii)

Name of Programme/Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	See Appendix:	
Brief description of activity <i>If not already included in Section 1.4</i>			
Target Outcomes (Should be quantifiable)			
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing		
Name of any collaborative partner			

(iii)

Name of Programme/Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	See Appendix:	
Brief description of activity <i>If not already included in Section 1.4</i>			
Target Outcomes (Should be quantifiable)			
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing		
Name of any collaborative partner			

2.6 Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2022/23

(i)	Title of Research Activity	Research and Analytics and Taking Boys Seriously		
	Research Target Group			
	Estimated Expenditure (£)	£236,053.06	See Appendix:	Appendix 5
	Description Brief description of research programme	1. Research capacity to support WAP analytics, reporting and research. Outputs that guide interventions and help evaluate impact. 2. Action research on gender-based pedagogies and factors affecting educational attainment of disadvantaged boys and young men (Taking Boys Seriously (TBS)).		

Expected Research Outcomes	<p>Research and Analytics</p> <p>WP collection, monitoring and review of the characteristics of the student body to guide interventions and help evaluate impact. Develop customisable dashboards of equity in access and success of student profile by University, Campus, Region, Faculty, School, Programme. Seek and improve the collection of new data to enhance upstanding. Undertake horizon scanning analysis to understand the WP landscape externally and explore the range of internal data and external data sources that are available to Ulster University for WAP purposes. Identify and take advantage of opportunities for dissemination of outcomes.</p> <p>Taking Boys Seriously</p> <ul style="list-style-type: none"> •Conference to launch the PAR trial of the Principles and Practices of relational education with boys and young men targeting schools and community youth services in disadvantaged communities. •Broad regional trial of the Principles and Practices of relational work with boys and young men to impact on pedagogy and practice and include targeted sites for case study to include 2 schools; 2 community projects and the Fermanagh area School Collective. •Podcasts and publication of the principles and practices of working relationally with boys. •Development on the concept of an educational eco system to enable boys and young to thrive; identifying ways to impact policy and practice in HE and Teacher and CYW training. •Development of training tool for CPD on a curriculum for a gender-based pedagogy for boys and young men based on data emerging from the TBS research. •TBS Case study (1-1 interviews and focus groups) to monitor and inform targeted intervention with young men at level 4 in UU from Decile 1&2 in partnership with the UU scholarship programme and Mentoring scheme for young men in WAP group. •Continued WP collection, monitoring and review of the characteristics of the student body in tandem with the targeted intervention above. •Paper on Gender Conscious practice in education
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2.7

Estimated 'Direct' Expenditure on Staffing and Administration in 2022/23

Staffing and Administration costs should be attributed to an individual programme/project and included in the relevant tables above. However where costs cannot be attributed to an individual programme/project they should be included in the table below. Such costs

Estimated Direct Expenditure	£
Estimated apportionment of Administration costs not already attributed to an activity	£183,889.76
Estimated 'other' costs please specify below	
Total:	£183,889.76

2.8

Summary of all Estimated Direct Financial Expenditure in 2022/23

Estimated Direct Expenditure	£
Estimated amount of additional fee income to be spent on bursaries <i>i.e this will be a total that detailed at 2.3(a)</i>	£2,371,341.00
Estimated amount of additional fee income to be spent on scholarships <i>i.e this will be a total of that detailed at 2.3(b)</i>	£0.00
Estimated amount of additional fee income to be spent on 'other financial support' to students <i>i.e this will be a total of that detailed at 2.3(c)</i>	£85,000.00
Estimated amount of additional fee income to be spent on outreach <i>i.e this will be a total of that detailed at 2.4</i>	£1,149,559.08
Estimated amount of additional fee income to be spent on post entry retention activities <i>i.e this will be a total of that detailed at 2.5</i>	£580,000.00
Estimated amount of additional fee income to be spent on research activity <i>i.e this will be a total of that detailed at 2.6</i>	£236,053.06
Estimated amount of additional fee income to be spent on Staffing and Administration <i>i.e this will be a total of that detailed at 2.7</i>	£183,889.76
Total estimated direct expenditure(£)	£4,605,842.90
Total estimated direct expenditure as a proportion of additional fee income %	11.88%

2.9

Estimated 'Indirect' Expenditure on Widening Participation infrastructure and broader

Please detail any other expenditure that is not direct expenditure from additional fee income in the table below. You are advised to read the Guidance notes for 2.9 before completing this part.

Description of Expenditure	Amount (£)
Central University Support for WP	£6,707,991.42
Central Department Support for WP	£4,209,647.00
Total Expenditure (£)	£10,917,638.42

**THANK YOU FOR TAKING THE TIME TO PROVIDE ESTIMATED
FINANCIAL INFORMATION FOR ACADEMIC YEAR 2021/22**

**IN PART 3, YOU WILL BE ASKED TO PROVIDE INFORMATION ON
ACTUAL EXPENDITURE ON WIDENING PARTICIPATION
ACTIVITIES IN ACADEMIC YEAR 2018/19**

PART THREE

WIDENING ACCESS AND PARTICIPATION PLAN

Monitoring Report for 2019/20 Widening Access and Participation Plan

Part 3 is the monitoring report for academic year 2019/20 and will be the actual spend incurred – you will wish to refer to your WAPP for 2019/20 to complete this section of the form

3 Additional Fee Income

3.1 Total Additional Fee Income in 2019/20 (please detail in the table below)

Total Actual additional fee income (£)	£30,048,208.00
Estimated additional fee income (£)	£30,776,491.00
Variance	(£728,283.00)

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

--

3.2 Level of fees

Please provide details of the fees charged for 2019/20 in relation to each of the course types you identify in the table below.

(a) Fees charged at the maximum higher fee

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

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2019/20	Total additional fee income 2019/20
FTUG	£4,275.00	£2,585.00	10891	£28,153,235.00
FTUG SW	£2,125.00	£1,300.00	1400	£1,820,000.00
	£4,275.00	£2,585.00		£0.00
	£4,275.00	£2,585.00		£0.00
Additional fee income from students charged the maximum higher fee (£)			12291	£29,973,235.00

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

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2019/20	Total additional fee income 2019/20
FTUG <120 credit pts average	£1,831.46	£141.46	530	£74,973.80
		-£1,690.00		£0.00
		-£1,690.00		£0.00
Additional fee income from students charged the maximum higher fee (£)			530	£74,973.80

3.3**Actual 'Direct Expenditure' on bursaries and other direct financial support targeted at Widening Participation Students in 2019/20**

In the following sections you are required to provide a comparison summary of the activity and actual expenditure in 2019/2020 against that profiled in your institution's WAPP. You will need to explain any 'variances' identified in the tables 3.3 to 3.6

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203		3637	£427.00	£1,552,999.00
		53	£416.00	£22,048.00
		1	£227.00	£227.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please</i>				£0.00
				£0.00
				£0.00
Other low income groups				£0.00
				£0.00
				£0.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please</i>				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Care Leavers		57	£1,000.00	£57,000.00
Accommodation Vouchers		93	£1,000.00	£93,000.00
Total		3841		£1,725,274.00

Estimated bursary expenditure as detailed in your 2019/20 WAPP (£)	£1,995,400.00
Actual bursary expenditure for 2019/20 (£)	£1,725,274.00
Variance between estimated and actual bursary spend	(£270,126.00)
	-13.54%

Please provide an explanation of any Variance between your Estimated and Actual Spend if less
Expenditure on bursaries is driven by eligibility and demand. The numbers eligible dropped in line with the reduction in student numbers generally.

(b) Scholarships

Target Groups (insert below)	Number of students	Scholarship Amount per student(£)	Total Scholarship expenditure 2019/20
Students with household income up to £19,203			£0.00
Other low income groups			£0.00
Care Leavers			£0.00
Adult Learners			£0.00
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
Total	0		£0.00

Estimated Scholarship expenditure as detailed in your 2019/20 WAPP (£)	£0.00
Actual Scholarship expenditure for 2019/20 (£)	£0.00
Variance between estimated and actual Scholarship spend	£0.00
	#DIV/0!

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

(c) Other Actual Direct Financial Support in 2019/20

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

Target Groups (insert below)	Number of students	Other Amount per student(£)	Total Other expenditure 2019/20 (£)
Adult Learners - fee waivers	478	up to £500	£109,745.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
Total	478		£109,745.00

Estimated Other expenditure as detailed in your 2019/20 WAPP (£)	£85,000.00
Actual Other expenditure for 2019/20 (£)	£109,745.00
Variance between estimated and actual Other spend	£24,745.00
	29.11%

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

The demand for support exceeded expectations.

3.4 'Actual' Direct Expenditure on Outreach Activities in 2019/20 aimed at Widening Participation students

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

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

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

Outreach Activities

(i)	Name of Programme/ Project	WAP Schools Outreach		
	Activity type/s: Pre-Entry e.g. Aspiration	Pre-entry; aspiration raising; attainment raising		
	Target Groups	School children in target schools.		
	Estimated Expenditure (£)	£514,187.00	Actual Expenditure (£)	£458,683.44
	Target Outcomes (Should be quantifiable)	Highly targeted STEM-based engagement with 15% of all target schools in bottom quintile of schools as defined by Ulster's priority schools index.		
	Actual Outcomes (Should be quantifiable)	<p>Across 2019/20 the schools team continues to encourage and raise aspirations to the progression to higher education for all pupils regardless of background or social status. Our school engagements support transformational opportunities to pupils, to help them make informed decisions when pursuing a university pathway.</p> <p>Due to COVID-19, our engagements were limited and were ceased due to safeguarding issues within our campuses and schools.</p> <p>Across 2019/20, School outreach activities/learning interventions actively supported, central themes of Key Stage 2, 3, 4 & 5 across primary and post primary curriculum. Overwhelmingly, focusing on increasing young people's knowledge about HE or their aspirations for HE. From Sept 2019 to early March 2020, the schools team worked with 2441 pupils across 68 schools in Northern Ireland.</p>		
Variance				(£55,503.56)
Explanation of any variance identified (if less than/greater than 10%):				
Covid-19 disrupted plans.				

(ii)

Name of Programme/ Project	Community Engagement and Fostering Aspirations		
Activity type/s: Pre-Entry e.g. Aspiration Raising,	Pre-entry Aspiration and Attainment Raising. Reducing barriers to engagement by outreach through community networks.		
Target Groups	<ul style="list-style-type: none"> •Young people and Adult Learners through Community Engagement including community and voluntary sector. •Young People and Adults Pre-entry Aspiration and Attainment Raising. •Young people from a background of care, NEETs and adult returners in target. neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region. 		
Estimated Expenditure (£)	£313,139.20	Actual Expenditure (£)	£325,180.54
Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> • 25 Staff civic ambassadors working with young people and adult learners undertaking educational workshops / modules; • 11 civic fellows selected and engaged with widening access outreach and activity within Ulster University HE community • 50 community partners identifying needs based projects which are effectively matched with Ulster staff and / or students to increase access and or engagement with HE; • Increase the participation rate for young people from care made visible through innovation projects and bursary allocation. 		
Actual Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> • 36 Staff civic ambassadors working with young people and adult learners undertaking educational workshops / modules;(4 projects completed and 32 pending due to Covid19 disruption) • 12 civic fellows selected and engaged with widening access outreach and activity within Ulster University HE community • 60 community partners identified needs based projects which are effectively matched with Ulster staff and / or students to increase access and or engagement with HE; 483 Ulster students & 148 Science Shop projects completed. • 57 care experienced students received £1,000 widening access bursary Increasing the participation rate for young people from care made visible through innovation projects and bursary allocation. 		
Variance			£12,041.34
Explanation of any variance identified (if less than/greater than 10%):			

(iii)

Name of Programme/ Project	Workforce Development		
Activity type/s: Pre-Entry e.g. Aspiration Raising,	Attainment Raising		
Target Groups	Adult learners, work-based learners		
Estimated Expenditure (£)	£306,121.00	Actual Expenditure (£)	£145,768.51
Target Outcomes (Should be quantifiable)	Availability of flexible learning access pathways to HE; addition of levels 5 and 6 to Flexible Framework with access waivers; short access modules at level 4 for education and community sector.		
Actual Outcomes (Should be quantifiable)	478 adult learners were supported. Activity in this area has been reorganised in an effort to reinvigorate activity.		
Variance			(£160,352.49)
Explanation of any variance identified (if less than/greater than 10%):			
Covid-19 disrupted plans. However, going forward, the Community Engagement and the Pathways to Success teams will be working closely together to assist, encourage and create pathways for Ulster Associate students in FE to transition to HE.			

(iv)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising,			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be quantifiable)			
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			

(v)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be quantifiable)			
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			

(vi)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising,			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be quantifiable)			
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			

(vii)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising,			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be quantifiable)			
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			

3.5 'Actual' Direct Expenditure on Post Entry Retention Activities aimed at Widening Participation students in 2019/20

Retention Activities

(i)

Name of Programme/ Project	Post Entry Retention and Success Activities		
Activity type/s: Pre-Entry e.g. Aspiration Raising,	Post Entry Retention and Success		
Target Groups	To improve equity in retention and success for WP students		
Estimated Expenditure (£)	£867,572.00	Actual Expenditure (£)	£256,120.03
Target Outcomes (Should be quantifiable)	Maintaining and enhancing retention and success		
Actual Outcomes (Should be quantifiable)	1) ATTS (Assistive Technologies and Study Support) in place - to increase efficiency in attendance and engagement monitoring; evidence-supported and informed decision-making and targeting of support resources for WP students; to improve retention, progress, achievement and success. 2) Small Group Teaching embedded across the University.		
Variance			(£611,451.97)
Explanation of any variance identified (if less than/greater than 10%):			
As indicated in the 2018/19 return, since small group tutorials have been embedded across the University as core activity, we have not included expenditure for this activity. We had planned to use £150,000 of the unspent budget to invest in a Technology Fund for our most disadvantaged students but the laptops were not received until after the financial year end and we were therefore not able to include this expenditure which will be carried over to the next year.			

(ii)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising,			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be			
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			

(iii)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising,			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be			
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			

(iv)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising,			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Name of any collaborative partner			
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			

3.6 'Actual' Direct Expenditure on Research Activities aimed at Widening Participation students in 2019/20			
Title of Research Activity	Research and Analytics		
Research Target Group	In addition to the ongoing collection, monitoring and review of the characteristics of the student body, the ADDL Directorate, together with colleagues in the School of Sociology and Applied Social Studies have embarked on a five year longitudinal active research programme investigating the underachievement of young boys.		
Estimated Expenditure (£)	£151,761.00	Actual Expenditure (£)	£141,649.18
Target Research Outcomes	<p>On-going WP collection, monitoring and review of the characteristics of the student body.</p> <p>TBS is a five year longitudinal study which ultimately is expected to result in an increase of young males in the participating schools progressing to further or higher education.</p>		
Actual Research Outcomes	<p>WAP Analytics: *WP collection, monitoring and review of the characteristics of the student body.</p> <ul style="list-style-type: none"> • Undertook horizon scanning analysis to understand the WP landscape externally and explore the range of internal data and external data sources that are available to Ulster University for WAP purposes. • Developed a range of University, Faculty, School and Programme level demographic reports, infographics and dashboards for targeting/reporting purposes and in order to inform decision-makers and WAP policy. • Worked with different stakeholders who required data and delivered anonymised WP data summaries for a range of departments/purposes as required on request. For example, bespoke reports and dashboards for employability, alumni, student marketing, student support, quality management and learning analytics working groups etc. • Investigated, monitored and illustrated visually the profiles of protected characteristics across different academic years including gender, age, declared religion, disability, care leaver, ethnicity etc. • Completed HESA data protection training for authorised access to Heidi Gold. • Evaluated outreach interventions and disseminated research findings externally. For example, in relation to Data informed WAP decision making, PASS and EX Robotics Ulster University. For dissemination details see 1.8. • Attended and or hosted events for WAP knowledge gain and/or knowledge transfer. For example, Meta product owner for the 2020 Widening Participation Jisc/HESA Analytics Labs teams and Scientific Advisory Board member for the International Conference of Education, Research and Innovation. • Undertook action research entitled "Taking Boys Seriously" which includes qualitative and quantitative methods to provide data and dashboards for steering group and stakeholders. <p>TBS: Data Collection Activities: Qualitative data including one-on-one interviews with Key Stakeholders in Youth Centres and School leaders across 6 case-study partners (all locations in North Belfast). Seven Focus Groups with boys undertaken across case study locations. All recorded interviews and focus groups transcribed, data coding and analysis undertaken and completed. Literature Review undertaken and reviewed for planned academic publication. Quantitative data collected and analysis undertaken including spatial analysis of ward-level data pertaining to legacies of conflict</p>		

	and their link to male educational under-attainment. Case Study Reports written for each of the three youth and school-based collaborative intervention partners to summarise data collected at each site and analysis of key findings. Academic journal article writing begun. Quarterly Steering groups meeting held with key educational stakeholder group.
	Variance (£10,111.82)
Explanation of any variance identified (if less than/greater than 10%):	

3.7 'Actual' Direct Expenditure on Staffing and Administration in 2019/20

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

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual apportionment of Administration costs	£152,814.10	£134,391.05
Total Actual Direct expenditure (£)	£152,814.10	£134,391.05

3.8 Summary of 'Actual' Financial Expenditure in 2019/20

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual spend on bursary support to students (£) <i>this will be a total of that detailed at table 3.3(a)</i>	£1,995,400.00	£1,725,274.00
Actual amount of additional fee income spent on scholarships (£) <i>this will be a total of that detailed at 3.3(b)</i>	£0.00	£0.00
Actual amount of additional fee income spent on other direct support (£) <i>this will be a total of that detailed at table 3.3(c)</i>	£85,000.00	£109,745.00
Actual amount of additional fee income spent on outreach (£) <i>this will be a total of that detailed at table 3.4</i>	£1,133,447.45	£929,632.49
Actual amount of additional fee income spent on retention and success (£) <i>see table 3.5</i>	£867,572.00	£256,120.03
Actual amount of additional fee income spent on research (£) <i>see table 3.6</i>	£151,761.00	£141,649.18
Actual amount of additional fee income spent on Staffing and Administration (£) <i>see table 3.7</i>	£152,814.10	£134,391.05
Total Direct expenditure committed in 2019/20 (£)	£4,385,994.55	£3,296,811.75
Total Direct expenditure committed in 2019/20	14.25%	10.97%
Total Underspend in 2019/20 (£) (if appropriate)		£1,089,182.80
Total Underspend carried forward from 2018/19 (£) (if appropriate)		£0.00
Total Underspend to be reallocated in 2019/20 (£)		£0.00

The Department is keen to report on all activities undertaken to support Widening Participation and will require 'Indirect' expenditure to be included in 3.9.

Actual 'Indirect' Expenditure on Widening Participation infrastructure and broader student support
Please detail any other expenditure that is not direct expenditure from additional fee income in the table below. You may add additional rows as necessary.

3.9

Description of Expenditure	Amount (£)
Central Department Support for WP	£5,663,408.00
Central University Support for WP	£1,166,307.00
Central WP Staffing	£371,378.00
Total Actual Indirect Expenditure (£)	£7,201,093.00

The Department is interested in measuring participation rates of various groups and how you see these changing over the years.

3.10 What were your institution's target outcomes and milestones as identified in your WAPP for 2019/20 and have these been achieved?

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

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	2,773 is 126 lower than the 2,899 target. This target was set in 2018 based on an average of 4 years, 2013-2017. There are 34 more Quintile 1 students in 2019/20 (2,773) than there was in 2018/19 (2,739).
2,899 (UG)	2,773 of 16,857 16.5% (UG)	<p>A DfE performance indicators report received in June 2021 stated the HE sector average is 14.0% and that Ulster (16.8%) is 2.8% above the sector average (DfE counted 2,775 of 16,535).</p> <p>We have counted all modes including 90 dormant undergraduate students (16,857). If dormant students are not included it could alternatively be viewed as 2,756 of 16,767, 16.4% (UG).</p>

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

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	We have counted all modes including 190 dormant students (20, 991 ALL) or 90 dormant (16,857 UG).
1,911 (ALL) 1,722 (UG)	2,772 of 20,989 13.2% (ALL) 2,360 of 16,857 14.0% (UG)	<p>If dormant students are not included it could alternatively be viewed as 2,738 of 20,799, 13.2% (ALL) or 2,340 of 16,767, 14.0% (UG).</p>

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

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	We have counted all modes including 190 dormant students (20, 991 ALL) or 90 dormant (16,857 UG).
840 (ALL) 763 (UG)	1,298 of 20,989 6.2% (ALL) 1,173 of 16,857 7.0% (UG)	If dormant students are not included it could alternatively be viewed as 1,283 of 20,799, 6.2% (ALL) or 1,162 of 16,767, 6.9% (UG).

(iv)	Group:	Young Males from Quintile 1 (FT & PT)
	Target/Milestone:	To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	487 is 38 lower than the 525 target. This target was set in 2018 based on an average of 4 years, 2013-2017. In 2018-19 there were 498 such enrolments. Therefore this could alternatively be viewed as 11 less enrolments than in 2018/19.
525	487 of 16,857 2.9% (UG)	A DfE performance indicators report received in June 2021 stated the HE sector average is 2.6% and that Ulster (3.0%) is 0.4% above the sector average (DfE counted 495 of 16,535). We have counted all modes including 90 dormant undergraduate students (16,857). If dormant students are not included it could alternatively be viewed as 484 of 16,767, 2.9% (UG).

(v)	Group:	Adult Learners (FT & PT)
	Target/Milestone:	To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	2,655 is 336 lower than the 2,991 target. This target was set in 2018 based on an average of 4 years, 2013-2017. In 2018/19 there were 2,572 such enrolments. Therefore this could alternatively be viewed as 83 more enrolments than in 2018/19.
	2,655 of 16,857 15.8% (UG)	A DfE performance indicators report received in June 2021 stated the HE sector average is 23.4% and that Ulster (15.1%) is 8.3% below the sector average (DfE was counting 2505 of 16,535). We have counted all modes including 90 dormant undergraduate students (16,859). If dormant students are not included it could alternatively be viewed as 2,628 of 16,767, 15.7% (UG), 1,386 of 16,767, 8.3% (UG FT) or 1,242 of 16,767, 7.4% (UG PT).
	1,413 of 16,857 8.4% (UG FT)	
2,991 (ALL UG)	1,242 of 16,857 7.4% (UG PT)	

(vi)	Group:	Care Experienced
	Target/Milestone:	To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	58 care experienced were eligible however one was on a leave of absence and was not contactable during 2019/20. This student has now returned to study.
	57 of 20,989 0.3% (ALL)	
58 (ALL)		

(vii)	Group:	Ethnicity
	Target/Milestone:	To monitor participation from BAME Groups

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	A DfE performance indicators report received in June 2021 did not have HE sector average or counts. If dormant students are not included it could alternatively be viewed as 517 of 20,799, 2.5% (ALL) or 389 of 16,767, 2.3% (UG).
	520 of 20,989 2.5% (ALL)	
397 (ALL/2%) 326 (UG/1.9%)	390 of 16,857 2.3% (UG)	

(viii) Group:

Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	

(ix) Group:

Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	

(x) Group:

Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2019/20	2019/20	

PART FOUR

WIDENING ACCESS AND PARTICIPATION PLAN

Validation

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

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

4.1 Comment by the Student Union Body

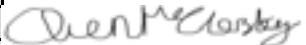
This part of the form must be completed by the student body with a signature included from the Student President

We are pleased to note that Ulster University continues to exercise its resources to ensure higher education is viable for all, and as such the Students' Union welcomes the ongoing effort to make higher education more accessible for students from under-represented backgrounds. We're also heartened that this continued emphasis on widening access & participation is evidenced in Ulster University being the most significant WAP provider in Northern Ireland.

The outreach activities detailed in this plan targeting those of all ages from under-represented backgrounds are particularly welcome. This is of real relevance over the next few of years as we hope to transition to a more normal way of working, studying, and living once more. It remains vital that Ulster ensures that their commitment to widening access and participation is fulfilled after the recruitment process, with students requiring continued support post-enrolment.

All the data collected over the pandemic period has clearly demonstrated that mental health issues have been exacerbated for students. This remains particularly prevalent in the lower socio-economic backgrounds, which is why it's vital that we continue to surround students with mental health support- especially for those facing economic hardship.

The Students' Union welcomes the proposed increased in attracting those who can benefit from bursary schemes, as this can only assist with ensuring those from the lowest income families have university as an attainable option. This is again much more relevant as the economy and jobs market recovers from the pandemic period. Such a general economic downturn within Northern Ireland over this period highlights the continued and increasing need for widening access initiatives.

Name:	Owen McCloskey
Position:	President: Ulster University Students' Union
Signed:	
Date:	23/08/2021

4.2 Validation

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

Name:	Professor Brian Murphy
Position:	Director: Academic Business Development
Signed:	
Date:	23/08/2021

4.3 WIDENING ACCESS AND PARTICIPATION PLAN 2021/22 - 2023/24

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

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

Name:	Professor Terri Scott
Position:	Pro-Vice-Chancellor (Academic Operations and Portfolio Development)
Signed:	
Date:	



Ulster University Schools Outreach

Inspiring Our Next Generation

Ulster University is working with primary and post primary schools across Northern Ireland to engage and inspire the next generation.

Ulster University has a strong sense of civic purpose with values grounded in helping to advance society in Northern Ireland.

With campuses that are accessible across the region at Belfast/Jordanstown, Coleraine and Magee and an extensive network of validated provision across the FE sector of Northern Ireland, the University has a wide range of admissions, access pathways and financial packages to support those with difficult circumstances to overcome disadvantage and enter higher education.

The University's contribution to widening access and participation for Northern Ireland is considerable.

To achieve this the University works in partnership through schools and community outreach, to ensure that **all pupils have fair opportunity to access and success in higher education.**

The University is committed to engaging school pupils across the region in high quality Educational Outreach projects, specifically designed to motivate and inspire the next generation.

This outreach has given pupils the opportunity to participate in programmes co-designed by Ulster University academics, to provide information on higher education - to raise awareness, remove barriers and create pathways to Ulster, to ensure that personal backgrounds do not determine future prospects.

The Covid-19 pandemic has led to many significant changes in the way we live, learn and work. The need to quickly adapt how education is provided has been a key priority of Ulster University. Throughout 2019/20, Schools Outreach continued to engage and partner with schools, through a blend of online delivery.



Embracing Talent Programme

Embracing Talent was designed to increase the **employability skills** of A level students who are seeking to move through to FE. Aimed at Year 13 pupils to develop professional attitude & people management skills.

Using the findings from the 2030 Skills Barometer report this pilot programme comprised of 4 interactive educational workshops followed by a trip to the University to meet industry professional and employers. ETP focused on HOW to develop these skills which saw Yr13 pupils actively engaged in a productive learning environment to work on and develop these key employability skills.

I learned...

- ...That I'm a good team leader
- ...I have a good professional attitude
- ...I know more than what I think I know
- ...I am more confident to talk in front of big groups
- ...How to communicate better with people

Boys Model pupils, Belfast



Embracing Talent

The Embracing Talent programme was developed to help Year 13 pupils learn more about the transferrable and key soft skills required for successful transition to tomorrow's workforce. This unique programme was delivered as partnership between Ulster University, Business in the Community and Career Ready.

A cohort of pupils from Belfast Boys Model took part in the programme. Content was delivered over a 5 week period, focusing on providing practical advice skill development, breaking down attitudinal barriers to perceived success and giving participants the confidence to strive for more.



100%
agree their
confidence
grew during the
programme



92% agree
with... "the
programme
helped me to
believe in
myself more"



85% feel that
their
contribution
in school will
improve after
doing this
programme



69%
are up to taking
on new,
greater
challenges



Dispelling the Myths of Entrepreneurship

'Pitch Perfect' worked with a small cohort of Year 11 female pupils from Belfast Model School for Girls over a four week period in January 2020. The programme was designed to complement the current GCSE in Business Studies specifically Unit 1: Starting a Business.

Pupils were initially introduced to theories and concepts on business start up via an interactive lecture and guided discovery learning activities. They were then set a challenge on coming up with a new business proposal that would solve an issue or problem faced by young people their age. Pupils worked in small groups over a two week period before presenting their ideas to a panel of judges at the Eagles Lab in Ormeau Baths.

Pitch Perfect



UU senior leaders, Students' Union Officers, academics, school teachers and business leaders engaged in conversations with students. This multi-stakeholder event challenged students' assumptions, stretched minds, strengthened beliefs and raised their ambitions.

100% are more aware of what an Entrepreneur is



100% agree the event was informative



100% enjoyed the event



86%
of pupils agree taking part has made them more interested in studying Business



Ready Steady Cook

Ulster University's **Ready, Steady, Cook Competition** was based on the TV show, with the aim of the competition to plan and prepare a healthy dish in 30 minutes using all the ingredients provided. Each school was given the ingredients to allow for 30 participants during the 4 weeks of learning and competition contained within.

These workshops were designed in partnership with schools, whilst considering the recommendations of the Northern Ireland Obesity Campaign. The aim of this campaign is not only to engage the students in the health campaigns, but to offer outreach and information to parents on nutritional areas such as reducing sugar in the diet/impact of energy drinks; how to reduce fats and sugar in particular focusing on snacking and on-the-go eating; the importance of breakfast and making time and finally how to link a healthy diet to exercise during the school or working week. This will link in with emotional wellbeing and promote self-esteem.



100%
enjoyed taking
part in Ready,
Steady, Cook
Challenge



83%
are confident in
preparing a
healthy,
nutritious meal
using a variety of
simple ingredients



100%
agree the Ulster
University
students were
helpful and
friendly



Ready, Steady, Cook!

My favourite part of the challenge was experimenting with new dishes & ingredients and working with my team!

Now, I know how to cook nutritious & healthy meals with basic ingredients. And keeping the costs low!

I can present, manage time better and cook well under pressure.



Do Leaders Matter?

Year 13/14 **Business and Politics Students** from three schools are invited to Ulster University courtesy of Ulster University Business School. During this two-hour 'leadership forum', students will be given an opportunity to discuss findings of a survey, which had the same the aims stated above, and was conducted in December 2019.

At the event, academics, business leaders, teachers and student union leaders will share and shape students' understandings of leaders and their relevance. It is anticipated that this data-driven, multi-stakeholder event will help develop the leadership capabilities of participants in relation to leadership, grassroots and aspirations.

Attendees discussed the following three questions in small groups:

- Do we need leaders at all in today's world?
- Can anyone participate in the leadership process?
- What kinds of opportunities are needed for students to learn leadership?



Leadership Development Programme 2020



87% learnt something new about leaders & leadership today



87% agree this event raised their leadership ambitions



80% feel inspired after attending the event



83% overall satisfaction rate for the LDP

**Fun
Brilliant
Inspiring
Educational
Challenging
Interesting
Useful
Beneficial
Informative
Motivational**

UU senior leaders, Students' Union Officers, academics, school teachers and business leaders engaged in conversations with students. This multi-stakeholder event challenged students' assumptions, stretched minds, strengthened beliefs and raised their ambitions.





Riverside Youth Theatre

Riverside Youth Theatre (RYT) was started in 1982 to provide opportunities for young people aged between 12 and 18 who have an interest in drama. Pupils can join the acting team or the technical, and many members choose to experience both. Productions range from period costume drama to musicals and are always demanding.

Pupils are encouraged to develop skills and experience in all aspects of theatre. Actors experience auditions, rehearsals and the staging of real productions which are presented to live audiences. Alongside this, the stage crew will be designing, building and planning the stage set, gathering props and choosing costumes.



Schools Outreach support a range of bursaries for pupils who study Art and Drama, to support them across their GCSE and A ' Level pathways.

The bursary supports pupils who wish to join the Riverside Theatre as extra curriculum activity. Riverside Youth Theatre housed within our campus Riverside Theatre, provides opportunities for young people aged 12 - 18 who have an interest in drama. Pupils can join the acting team or the technical, and many members choose to experience both. Productions range from period costume drama to musicals and are always demanding.

Research has indicated positive influences from drama, theatre and the performing arts, especially for children & young people. The benefits can be physical, emotional and social.

Being creative and learning to make creative choices help young people to be better at thinking of new ideas, allowing them to view the world around them in new ways.

Through their workshops and productions RYT aims to develop the next generation of 'big thinkers'.



Business Blitz

Business Blitz is a new and exciting addition to Ulster Business School's portfolio of School Outreach programmes. Designed to introduce the world of business to Year 10 pupils, Business Blitz features a series of interactive, fun, educational workshops delivered by members of academic staff on each University campus. The main aim is to stimulate interest in the world of business and encourage school pupils to include Business Studies as a GCSE choice. Held across 3 days, each day focused on different activities.

#1: Pupils aged 13-14 experience a festival of activities featuring Travel & Tourism, Event Management & Food Sensory challenges.

#2: Further sessions in Finance, Marketing & People Management.

#3: Exploring Culinary Arts and Event & Hotel Management disciplines. Some excellent ideas from brilliant young minds!

Ulster
University

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"A big thank you for the great day yesterday. The pupils loved it and they were buzzing on the way home."

The programme launched on 8th October 2019 at the Coleraine Campus with 82 pupils from St Mary's Limavady, Limavady High School and Our Lady of Lourdes taking part in workshops in Travel & Tourism, Events Management and Consumer Studies.

"We would **LOVE** to be **INVOLVED AGAIN** in the **FUTURE**."

Teacher
Our Lady of Lourdes School



64% are likely to choose **Business Studies** as a GCSE



100% would like to attend other events like this in the future



96% are now more interested in learning about **business**



98% enjoyed **Business Blitz**



Dream Big Engineering

Dream Big Engineering, showcased engineering disciplines to a wider audience on the Belfast Campus.

Engineers Ireland in partnership with Ulster University invited you to attend 'Dream Big Movie Night - Engineering Our World'. The event was designed to promote Engineering and inspire the next generation of Engineers in Northern Ireland. It is aimed at school pupils with an interest in Engineering, specifically A-level students, who have an interest in studying Engineering at University.



Dream Big: Engineering Our World is a first of its kind film, with the aim to transform how we think about engineering. From the Great Wall of China and the world's tallest buildings, to underwater robots, solar cars and smart, sustainable cities, Dream Big celebrates the human ingenuity behind engineering marvels big and small.



83%

Know more about the different fields of engineering



93%

Found the event informative



86%

Now feel more prepared for the workplace

WHAT I LEARNT TODAY...

Different options that are there in Engineering and how to pursue a career in this area. I learnt about different types of Engineering and how it can change the world. I have been informed about different options for education after secondary school.





Dementia Awareness Drama Piece

'The Songbirds' is a play about memory, about humanity, about love and life. It is also a play that celebrates the lives and stories, and the multitude of ways the diagnosis has been navigated.

Its ultimate aim is to increase public awareness and understanding of a life with dementia and to challenge the stigma and attitudes associated with the word 'dementia'. To this end, it has been written to appeal to a broad audience of post primary school pupils. Brought to pupils via the School of Nursing

Songbirds Takeaways

The 'Songbirds' is an innovative new piece of theatre, produced by An Grianán Theatre, and made in association with the Ulster University School of Nursing and Dementia Northern Ireland. It's a play about dementia, but not really, it's more a play about memory, humanity and life, and how one family finds a way to navigate a diagnosis of Alzheimer's disease.

Based on extensive research by the University, face to face interviews with Dementia Dyads (person with dementia and their primary carer) and contributions and suggestions from people living with dementia, the play explores the issues surrounding the disease, the diagnosis and one family's journey through it all. It's a play filled with humour, music, dancing and love.

Its ultimate aim is to increase public awareness and understanding of a life with dementia and to challenge the stigma and attitudes associated with the word 'dementia'. To this end, it has been written to appeal to a broad audience of post primary school pupils.



97%

feel **comfortable**
around people with
dementia



97%

agree there are **a lot**
of things people with
dementia can do



96%

agree **spending time**
with people with dementia can
be very enjoyable



91%

agree people with dementia
can **learn new skills**





Dispelling the Myths of Accountancy

Working collaboratively with **Chartered Accountants Ireland**, this project aimed to dispel the many myths surrounding accounting and business and introduce Year 13 students via a schools' competition, to the many interesting careers available.

Pupils were split into teams (mentored by student volunteers from the Department of Accounting, Finance and Economics) and competed against each other to solve a business dilemma and present their solution to a panel of judges.

Industry professionals from a range of local businesses also attended providing pupils with a series of inspirational and interactive 'Raising Aspirations' talks.



Dispelling the Myths of Accountancy



"I learned that an accountant has a very wide variety of job options and is a flexible career choice. Being an accountant is not boring and I am now interested in accountancy as a job prospect."



87%

are now more **aware** of what an **Accountant** does



64%

are now more **interested** in studying **Accounting**



87%
would like
to attend
events like
this in the
future



Take up the Challenge

Student Mentoring in action!

In this 4 day event Take up the Challenge, over 100 pupils from local schools on campus learning about marketing, enterprise & branding from our students. Proud of our amazing students and pupils working in partnership.

This primary School initiative aims to introduce P6 children to the world of enterprise and marketing. Through a series of interactive sessions, children learn about the 4P's, eco-friendly product development and upcycle a product, before pitching their company name and product in a Dragons Den style finale.



Take Up The Challenge



77% more aware
of what **Marketing
& Enterprise** is



80% agree the event
was **informative**



89% enjoyed
Take Up The Challenge

// I LIKED...

- ...Getting judged by Dragons
- ...The teamwork
- ...Designing our own products
- ...Finding out and learning new things
- ...Finding out everything about the real world of business //



Higher Level Apprenticeships Showcase

Higher Level Apprenticeships (levels 6 and 7) in priority skills areas were discussed in depth at this event for both parents and sixth form pupils. Attendees could gain insight from current or past apprenticeship students, hear their real-life testimonies and understand their journey as well as networking with academic staff and prospective employers.

Professor Gillian Armstrong led the Higher Level Apprenticeship information evening. Exploring the different routes to experiencing university full time, part time and work based. Current DanskeFutures students took the opportunity to talk about their success so far by joining the BSc Hons Managing Customer Contact in partnership with UUBS.

Professor Brian Murphy supported Higher Level Apprenticeships as a worthwhile alternative route to gain skills, qualifications and employment in the private sector.



Walking in Schools Project

The 'Walking in Schools Project (**WISH**)' study aims to assess the effectiveness of a low-cost school-based, peer-led brisk walking intervention in increasing PA in adolescent girls when delivered across the school year in a fully powered trial in schools across Northern Ireland and the Border region of Ireland.

Intervention participants were encouraged to take part in short peer-led walks delivered across the school day in or around the school grounds, led by older pupils (aged 16-18 years) trained as walk leaders. Using physical activity monitors (accelerometers) we will objectively assess the effectiveness of the intervention at increasing total activity and reducing sedentary behaviours among pupils at the mid-point and end of the school year.

It would benefit adolescent girls in the defined target area and have potential for adoption by schools across the entire island of Ireland resulting in sustainable, long-term, positive impacts on child population health.





Broadening Horizons in Health Sciences

A focus for schools in recent years has been to address **mental health** challenges as one in five children and adolescents have reported significant mental health difficulties (e.g. anxiety, depression) during their school years.

St Josephs High School has a population of male pupils from diverse backgrounds and is committed to a strategy to promote positive mental health, empowering families and strengthening the community through future opportunities in education and work. Through this programme, they found the importance of using mindfulness & sensory strategies to support their educational journey.



Discover Biomedical Science

The Discover Biomedical Science '**taster**' **workshop** aims to provide a good advantage for those wishing to pursue a career in science by providing opportunity of experiencing laboratory work-based skills in university setting and an insight into the required practical and interpersonal skills such as problem solving, creativity, critical thinking, collaboration, communication and accountability, noted as desired by employers (Global Digital Citizen, 2019).

This event will showcase what Biomedical Sciences entails through the opportunity to engage in a series of science-based practical sessions. These sessions would consider clinical Biomedical Science roles and practical skills applicable to other scientific careers. There would also be an informal careers seminar providing pupils with the opportunity to network and become more informed about careers in science.





Engineering the Future

Connecting with NI Science Festival, pupils were given the opportunity to take part in Ulster's Engineering the Future.

Research has indicated that educational interventions before the age of 14 are more likely to positively impact on aspiration and engagement (Harland and McCready, 2012).

Furthermore, evidence suggests that pupils are already forming ideas about their future careers. (Archer et al, 2014).

Engineering: The Future is an exciting interactive event for schools demonstrating how engineering will change the lives of everyone for the better. Students will learn how engineering can be used to provide clean drinking water for marginalised communities in developing countries and detect if water is safe to drink.



Students Will Learn:

- How health technologies and biomedical engineering can change and even save lives
- How composites engineering can make transport more sustainable
- How nanomaterials can be used to make fuel cells for energy or convert carbon dioxide to fuels using solar energy
- How nanomaterials are used to clean water or remove pollutants from the atmosphere
- How nanomaterials are used in targeted drug delivery.

Partnering with NI Science Festival, all activities are featured within the NI Science Festival programme. With over 180 events across 50+ venues, the collaboration with NI Science Festival offers a stimulating and wide range of events focusing on the wonders of science, technology, engineering and mathematics.



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Dispelling the Myths of Accountancy



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are now more **aware** of what an **Accountant** does



64%

are now more **interested** in studying **Accounting**



87%
would like
to attend
events like
this in the
future





Diversity Through Education

'Diversity through Education is the Key to Success' was the theme of this conference. Its key objective was to provide access information to all levels of education in Northern Ireland, from educators specifically tailored for the Eastern European ethnic minority community.

The aim was to provide support to schools that educate children from these backgrounds, inform and give guidance to parents/carers of these children to ensure they have clear information on the educational pathways across Northern Ireland from early years, primary education/GL & AQE transfer examinations, post primary choices to further and higher education.

The feedback received from the conference delegates has been positive. It acknowledges the participation of all the contributors who were instrumental in the success of the conference by sharing their broader outlook on the educational opportunities available to the wider ethnic minority community in Northern Ireland and beyond, which will encourage a diverse university community.



Fighting Words

At the Fighting Words workshop, the group set out on a **story-making** journey with trained volunteer mentors, working at first collaboratively and then individually to create brand-new tales. All participants leave as published writers with their own storybook.

The project's aim is to 'empower children and young people to become the authors of their own lives'. All Fighting Words workshops take place outside a classroom setting, helping to 'de-school' the creative writing experience. Fighting Words exists to respect and amplify the voices and imaginations of all our young people and works tirelessly to empower them through the art of storytelling.





Manchester United Foundation

The Manchester United Foundation and Ulster University jointly delivers a programme designed to help young people achieve their full potential.

Within 2018/19 eight post-primary schools across the Foyle Learning Community were involved in the new initiative on the Magee campus in Derry/Londonderry supporting Year 9 pupils.

'United...The Business', is the first education programme delivered by the Manchester United Foundation outside Greater Manchester.

The programme provides young people with an insight into what it takes for Manchester United to be as successful off the pitch, as they are on it. Looking at the club as a business and teaching students the skills to become successful themselves.



Aims of the programme include...

- Reduce under-achievement and improve educational attainment amongst young people
- Improve employability and life skills to enable young people to be more work ready
- Increase awareness and understanding of business and enterprise and/or entrepreneurship amongst young people

Believe.

Focus.

Achieve.

Succeed.

Dream.

COMMUNITY ENGAGEMENT ANNUAL REVIEW

Widening Access - Academic Business Development

A photograph of four young women standing outdoors in front of a brick building under construction. They are all smiling and looking upwards. The woman on the far left has her right arm raised. They are surrounded by a large amount of blue and white confetti that is falling through the air. The background shows a multi-story brick building with many windows, some of which are covered in scaffolding, indicating it is under construction. The sky is a clear, pale blue.

2019
2020

CONTENTS

4-5	Community Engagement Team	27	Sports
6-7	Tick The Box	28-29	Psychology at Work
8-9	Social Justice Hub	30	Cancer Charities
10-11	Family and Employment Law Training	31	First Steps Women's Centre Dungannon
12	Civic Ambassadors	32	My Laces
13	Community Fellows	33	Take up the Challenge
14-15	Coffee Morning	34-35	Front stage Festival
16-17	Science Shop	36-37	Belfast campus tour
18-19	End of Year Show	38	Endeavour Shield
20-21	Ulster Business School	39	Song Birds
22-23	Great Place North Belfast	40	Design for Kindness
24-25	Care Zone	41	Creatives against COVID
26	Architecture		



COMMUNITY ENGAGEMENT TEAM

Ulster University actively seeks to build and engage in sustainable partnerships with the primary aim of positively influencing individuals and communities across the region through encouraging achievement, recognising success and improving educational attainment.

This Annual Review showcases the wide range of Community Engagement activities the team have engaged in 2019-2020.

We have relocated to The Gatehouse on the Magee campus, accommodating the Community Hub and the new Social Justice Hub, accessible from the main campus and from the Northland Road Gateway entrance.

If you require any further information on the work of the team or our activities, contact community@ulster.ac.uk

Claire Mulrone
Community Engagement Manager

TICK THE BOX



Ulster University joined forces with The Fostering Network Northern Ireland and the Health and Social Care Board to launch the Tick the Box campaign for 2019 at the Belfast Campus.

This initiative aims to encourage applicants with backgrounds of fostering or social care to declare this by ticking the box on the UCAS application form. In this way students can help ensure they receive appropriate support from the university.

At Ulster we are committed to ensuring that our Widening Access and Participation Plan reaches those most in need. For those who have left care or have previously spent time in care and are thinking of applying to the

University, we may be able to provide financial support and access to accommodation as well as specialist pastoral care.

We are however reliant on applicants themselves voluntarily declaring their background. By ticking the box applicants from a care background will allow us to help them from the start of the application process.

The event was also aimed at foster carers and social work practitioners in order support young people to go to university. It enables those in the Health Trusts to meet with relevant HE staff and enables them to understand the funding and support processes for the young person attending university.

£57,000

Care Leavers Bursary

08/09 09/10 10/11 11/12 12/13 13/14 14/15 15/16 16/17 17/18 18/19 19/20

No. of students

8 14 22 29 31 34 42 48 58 59 57 57

Payments

0 7000 11000 14500 15500 34000 42000 48000 58000 59000 57000 57000

SOCIAL JUSTICE HUB

The Social Justice Hub on the Magee campus, provides free legal advice on Social Security, Employment and aspects of Family Law. Cases are taken by undergraduate and postgraduate students under the supervision of experienced law staff.

The Ulster University Law Clinic provides advice and representation in areas of;

SOCIAL SECURITY LAW

Disability Living Allowance (DLA)
Personal Independence Payment (PIP)
Employment & Support Allowance (ESA)

EMPLOYMENT LAW

FAMILY LAW

McKenzie Friend assistance for the following proceedings:
Domestic Violence
Contact & Residency
Ancillary Relief (Financial Remedies)

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Claire Mulrone

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FAMILY AND EMPLOYMENT LAW TRAINING



Councillor Mary Durkan BL facilitated the Family Law Training with Dr Esther McGuinness and Claire Mulrone with community and students partners.

#SOCIALJUSTICE #PROUDOFUU

The Social Justice Hub at Magee is delighted to be rolling out Family Law training to community partners, social work and law students at Magee for the next two week helping to support people, with real problems in real time.
@UlsterFlexEd

#COMMUNITYENGAGEMENT

The Social Justice Hub provided specialist family and employment law accredited training to a range of community, voluntary and student partners strengthening our learning and engagement network. The training was offered at Magee in February and March with Derry and Strabane Council, NSPCC, Parenting NI, La Dolce Vita and the Simon Community all availing of the training along with Ulster under and post graduate Law and Social Work students.



CIVIC AMBASSADORS

36 Staff Outreach Ambassadors from across all faculties, secured widening access funding to support engagement with schools, community organisations and the voluntary sector across NI.

Innovative projects aimed at encouraging aspiration and attainment into and through HE were designed and planned, however due to the Covid 19 pandemic many were unable to be completed.

The secured funded remains available to all Civic Ambassadors to enable projects to be scheduled and delivered in the upcoming academic year.



COMMUNITY FELLOWS

Representatives from RNIB, The Fountain Cathedral Youth Club, Polish Abroad and community activists from the North West, joined the Community Engagement team for a tour of the Magee campus.

During the tour the group saw first hand the state-of-the-art teaching facilities, the recently refurbished library, visited the Students' Union and engaged in a Q and A session with the team.

Róisín McLaughlin, Coordinator of North West Community Network and an Ulster University Community Fellow says

"the group learned a lot and left much more informed about the University and impressed with all of the facilities"



COFFEE MORNING

In memory of 'Wee John' (White)
Proceeds in aid of Foyle Hospice



Photo L-R –
Emma Hetherington Community Engagement Ulster University,
Dr Malachy O'Neill Provost Ulster University Magee campus,
Anne Mooney Community Engagement Ulster University,
Patricia Doherty (John's sister) Donall and
Paul Cassidy Community Engagement Ulster University.

The Annual Science Shop Awards

The Annual Science Shop Students Awards recognises the achievements of Ulster students who have completed projects for a Science Shop partner. The Science Shop provides students with community-based learning opportunities while meeting the demand for evidence informed research from our community and voluntary partners.

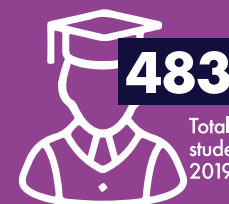
This years winner's are...
Julie Smith Leddy and Alannah Stephens

Julie Smith Leddy won the first prize, LLM Access to Justice, engaged with La Dolce Vita and explored the barriers to reporting domestic violence: a local perspective.

Alannah Stephens, BSc Hons Comm Management and Public Relations worked with Ulster Rugby and undertook an evaluation of the communications methods used by Ulster Rugby in attracting, engaging and retaining female players"



STUDENT STATS AND FACTS 2019-2020



Total number of students 2019-2020

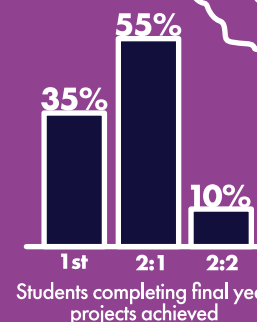
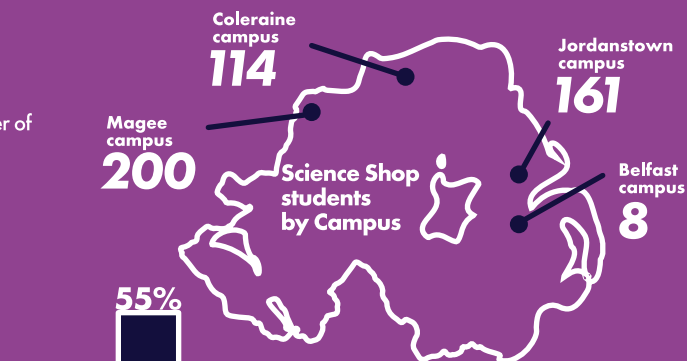


Total number of community partners



148

Total number of Science Shop projects



200 Ulster Business School Students

40 Projects completed

4 Community Partners

Student fundraised over

£19K

Foyle Search and Rescue, Foyle Hospice, Foyle Down Syndrome Trust and Pink Ladies Cancer Charity



Annual Science Shop Awards
(prize fund £1,000)

1st
2nd

Julie Smith Leddy MSc Employment Law and Practice with La Dolce Vita
Alannah Stephens BSc (Hons) Communications and Public Relations with Ulster Rugby



Annual Science Shop Digital Media Award
(prize fund £500)

1st

Jenny Lindsay, Alex McQuitty, Bethany McMordie
BSc (Hons) Interactive Media with Female Sports Forum Northern Ireland

182 Arts, Humanities & Social Science students

55 Projects completed

14 Community Partners

93 Life and Health Sciences students

45 Projects completed

39 Community Partners

8 Computing, Engineering and the Built Environment students

8 Projects completed

3 Community Partners

END OF YEAR SHOW

10.01.2020

SHOWCASE

INTERACTIVE MEDIA DESIGN SHOWCASE

In January 2020 Interim Vice Chancel Professor Paul Bartholomew hosted the EOYS at the Coleraine Campus celebrating the work of final year Interactive Media students who worked with nine Science Shop community partners. The students in small teams worked on a variety of live media briefs for their Project Social Module.

This forty-credit module seen students produce professional media outputs including, new visual identities, logos, websites, video, motion graphics, merchandise, and corporate communication guidelines.

Partners included
YEHA, Triangle Housing, HERe, Greater Village Regeneration Trust, Pink Ladies Cancer Charity, Care Zone, Sports Forum NI and Great Place North Belfast.



Annual Science Shop Digital Media Award winners Bethany McMordie, Alex McQuitty and Jenny Lindsay, with Adrian Hickey, Interim Vice Chancellor Professor Paul Bartholomew and Claire Mulrone.



ULSTER BUSINESS SCHOOL

Every year all first year Ulster Business students at Magee undertake Academic Career Enhancement module (ACE) developed in partnership with the

Science Shop. The students in small team work in partnership with one of four local Foyle based Charities to raise much needed funds.

Science Shop Students from @UlsterBizSchool Magee campus raised a staggering £19,216.69 for four local Charities. Congratulations to the @UlsterUni staff, students and our Science Shop partners

**@pinkladiesderry
@Foylerescue
@FoyleHospice
@FDSTrust**

#ProudofUU #CommunityEngagement



"Engagement with the Science Shop has had an immensely positive impact: the Magee students' generosity has enabled us to meet the sensory, educational, social and personal development needs of children and young people with Down syndrome aged 0-30"

Christopher Cooper, Manager of Foyle Down Syndrome Trust



Our People Stories Heritage

This year the Science Shop joined forces with the Belfast Charitable Society and their partners to develop a contemporary exhibition showcasing the built heritage in North Belfast for young people in the area. Interactive Media students at Coleraine campus took up the challenge. The consultation process for Great Place North was officially launched at Ulster's Belfast campus in February with the exhibition opening July 2020.



Paula Reynolds Belfast Charitable Society
Duncan Morrow Ulster University
Stella Bryne National Lottery Heritage Fund

PRESENTATION

Delighted to attend Our Heritage Our Future 2020 event at Ulster's Belfast campus. Great to see Science Shop Interactive Media student design outputs being used to launch the Great Place North Belfast Project. @UlsterFlexEd #Communityengagement #ProudofUU

GREAT PLACE NORTH BELFAST

CARE ZONE



Lunch of the
Care Zone
reports in Belfast
City Hall



The 'Care Zone' Report was officially launched in Belfast City Hall October 2019 setting out the priorities for addressing poor health indicators in north Belfast, including high levels of suicide.

The Care Zone project formed part of the agreed actions emerging from a suicide prevention workshop which took place in September 2016. The project was established as a community development pilot to tackle poor mental health and reduce suicide in the Sacred Heart Parish in north Belfast, an area with a high prevalence of mental health issues and high suicide rates. The project is led by the Lighthouse Charity and brings together a number of key stakeholders that operate in the area, including statutory, voluntary and community organisations and local residents.

This year over 100 Arts, Humanities & Social Science students from Interactive Media with Adrian Hickey and Sociology with Ciaran Acton undertook projects with Care Zone.



Interactive
Media
Students



Care Zone Champions

ARCHITECTURE

Architecture student continue to engage with local Science Shop partners in North Belfast. Fifth year students worked with St Joseph's Church in Sailortown developing architectural designs for the Church and the adjoining parochial house for potential housing units and a community hub.

Second year undergraduate students engaged with young people at Ardoyne Youth Enterprise (AYE) and Youth Education Health and Advice (YEHA) to develop a garden design to repurpose a piece of waste ground in the area.



SPORTS

Each year under the leadership of Tandy Hughey, final year Sports Coaching & Performance students at Jordanstown campus undertake projects work in partnership with sporting organisations including;

Youth Sport Trust - Leander Swimming Club - Powerchair Football - Castlewellan GAC - Malone Rugby Club - Salto Gymnastics Club - Ballynafeigh Tennis Club - Tullycarnet football club

In addition two of these final year students also undertook their dissertation projects with Special

Olympic Ulster and Swim Ireland Coaches.. The first with Science Shop partners, exploring the Psychological Impact their Coach-Athlete Relationship with athletes with intellectual disabilities. The second with Female Sports forum NI examining how to encourage females to participate and flourish in sport and physical activity. #ActiveFitSporty.

This year the Female Sport Forum challenged Interactive Media students to develop and new visual identity, logo, web and promotional video for the organisation.



PSYCHOLOGY AT WORK

Psychology at Work is new final year module that engaged six Science Shop partners where Psychology students used their skills and knowledge to explore projects brokered with our partners: La Dolce Vita, Carers NI, Nexus, Abbeyfield and Wesley, Triangle Housing and

Pink Ladies Cancer Charity. Dr James Houston and Claire Mulrone received an Ulster University Distinguished Education Excellence Awards in Professional Practice Innovation for their partnership in the development and delivery of the module.

"Congratulations to the 60 final year Psychology students undertaking the new Psychology at Work module. Students presented their findings to six Science Shop community partners at the Collab LAB at Ulster's Coleraine campus."

@KariseKc

**@UlsterUni
#proudoofUU #CommunityEngagement**



James Houston and Claire Mulrone with Professor Melanie Giles, Sally Campton volunteer and Community Outreach Manager at Abbeyfield and Wesley with the winning student team who won a Science Shop Prize. James Houston and Claire Mulrone who developed this module in partnership have also recieved a Distinguished Education Excellence Award for Professional Practice Innovation Award

CANCER CHARITIES

Every year students across our Ulster campuses partner with a variety of Cancer Charities through the Science Shop.

This year we have engaged undergraduate Psychology, Interactive Media and postgraduate Communications students. With Phil Ramsey Public relation students partnered with with Cancer Focus NI to develop PR strategies targeting outdoor workers to be Sun Aware and Sun Safe.

The Pink Ladies projects included how best to support their services user psychological needs and the development of a new visual identity, web page, video and media outputs developed to raise their online preventing, supporting educating and preventing cancer.



Pink Ladies
Cancer Charity

Stepping Stones Women's Centre Dungannon INTERNATIONAL WOMEN'S DAY

We were delighted to be invited by Michael McGoldrick Chief Executive, of First Steps Women's Centre, to attend their International Women's day event and listen to the incredible story of Maud Kells, the 75-year-old nurse and missionary from Northern Ireland

who survived being shot twice by bandits in central Africa.

On our visit we distributed copies of the You Are Awesome, guide, journal and book by Matthew Syed to women who attend the Centre.

Inspired @FSWC joining women from Poland, Lithuania, Portugal, Latvia, East Timor and NI supporting access to education and health. A privilege to hear Maud Kells and others share brave and determined journeys.
@UlsterUni

@SouthernHSCT
#InternationalWomensDay2020
#WorldBookDay



MY LACES

Recognising the national focus on the area of Care Leavers, the collaborative My LACES project, Mentoring Young Looked After Children with Educational Support, focuses on earlier intervention. This project offers ten young Looked After Children, LAC, the opportunity to attend university and be mentored by Ulster University's social work (SW) students every Wednesday. The collaboration between the Western Health and Social Care Trust and Ulster University is exclusive to Social Work Students who have volunteered their commitment for this period. The project is distinctive in that it matches the referred children with student social workers for a three-year period and is targeted at earlier intervention in primary school from primary 5 to primary 7 (Key Stage 2).



TAKE UP THE CHALLENGE

Student Mentoring in Action! Day 1 of 4 of, "Take up the Challenge." Over 100 pupils from local schools on campus learning about marketing, enterprise & branding from our students. Proud of our amazing students and pupils working in partnership.

CHALLENGE



Anne, Paul and Andrea from the Community Engagement team attended a festival of learning event by Include Youth in The Mac on 5 November. They hosted a stand and facilitated an "employer speed dating" activity

As a free event for young people Include Youth brought over 650 attendees together in an exclusive MAC building takeover to learn, listen, enjoy and participate in issues and themes that the young people themselves have identified as important to them.

With over 40 guest speakers along with sofa discussions, exhibitions, workshops, employability speed dating and advice. The conference covered issues as wide as the arts, acting, mobile photography, the creative industries, climate change, youth campaigning, politics, technology, sports, health and wellbeing and even yoga, there truly was something for everyone.

"It's fantastic. There just something for everyone. It gives us such an opportunity to go in an experience so many different things in one place. It's brilliant!"

Young attendee speaking on BBC Radio Ulster

<https://hirethemacs.com/success-stories/front-stage-festival-include-youth>



employer speed dating



We have invited a total of 15 employers, covering a wide and diverse range of sectors, to give you advice. Simply sit down at one of their booths and ask any question you want for pathway advice in their area of expertise.

- Session One (10:00 -12:00) -

KFC - winner winner chicken dinner with advice to take away
Ulster Rugby - sport, fitness, backroom and beyond
The MAC - for all your arts based questions
Skin Works - how to get into the industry of inked
Graham Barn - build your knowledge with construction advice



- Session Two (12:00 -14:00) -

Boojum - wrapped up in the food industry
Into Film - get creative with film, lights and sound
Multiply - multiply your recruitment chances
Belfast Health Trust - trust worthy advice in the health sector
University of Ulster - learn how to advance with a university course

- Session Three (14:00 -16:00) -

Work Plus - engineer a career with Work Plus's app
NI Fire & Rescue - warn to this emergency service advice
Proud Ice Creams - whip up a storm in the social economy sector
Oh Yeah - Music to your ears with sound advice
Europa - suite advice on the hospitality industry



boojum

650 Young People
aged 16-24

40 Guest
Speakers

BELFAST CAMPUS TOUR

Placement and Intern students from the Widening Access team enjoying a site visit to our new enhanced Belfast campus.



"A big thanks to Nuala and Connor for an engaging and exciting tour at our new campus. Creating a gateway for learning with space for partnership and growth!"
@UlsterFlexEd

#WeAreUU #inspirational

ENDEAVOUR SHIELD

Ulster University in conjunction with Community Education Partners, have established the Ulster University Endeavour Shield. It seeks to support, recognition of talent out with the university and in the wider campus communities in Northern Ireland as part of the recognition of the educational programmes being delivered.

This will be awarded annually to a single adult learner or group of adult learners.

Open initially to adults engaged in an accredited learning provision delivered by community education partner. The Ulster University Endeavour Shield will be presented at a Provost Winter or Spring Reception in a local campus of the University during semesters one or two during each academic year.



SONG BIRDS

Pupils involved in a novel way to disseminate research & raise career insights into nursing in particular Dementia care With academic partners Assumpta Ryan, Claire McAuley, Alan Hook and students from Interactive Media we captured a live performance of

Songbirds at Ulster Riverside Theatre in Coleraine. The editing and final production have been delayed due to Covid19 : but this very moving and educational production will be available online for those living with or caring for people living with dementia.

The Songbirds is a drama based on research of people living with dementia who participated in an @UlsterUni research study @UlsterUniNurse



DESIGN FOR KINDNESS

During the Easter break, placement student Emma Hetherington from Community Engagement entered a T-shirt competition with Make Thread, a social marketplace for aspiring designers to start their own fashion line and to give to a worthy cause.

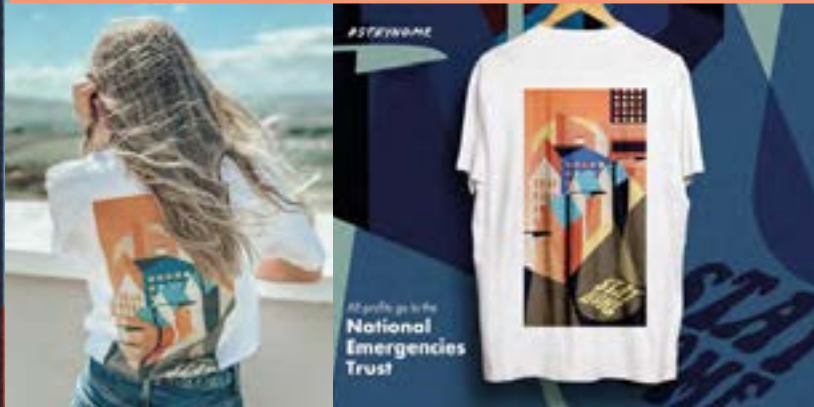
Emma entered their Kindness Campaign, to design a T-shirt relating to the current PANDEMIC COVID-19, successful designers would have the chance to get their T-shirts printed with the proceeds donated to the National Emergencies Trust.

Having designed a T-Shirt themed Stay Home, the design was a modern

colourful elongated empty streetscape graphic and if you look closely enough you can see silhouettes in the windows reminding us that there is still life behind every door.

My message is; even though our streets are empty our world still has routine. Our conversation, love and self-care has not been cancelled, our biggest show of love! right now, is staying Home and Protecting the NHS.

Emmas design was chosen and her campaign was successful so all proceeds from her T-shirt is going to the National Emergencies Trust.



CREATIVES AGAINST COVID

Emma also designed a poster for the "Creatives against Covid-19" relating to the theme, "Soon." The campaign asked designers to forward Designs for posters and raise funds for Women's Aid and ISPCC Childline, helping vulnerable women and children impacted by self-isolation during COVID-19. The

campaign has been highly successful and well-known designers from across the globe has come together to raise funds.

Emmas poster will also be exhibited in the Guinness Warehouse in Summer 2020, as part of the, 'Creatives Against Covid,' exhibition.



This publication was designed and edited by Emma Hetherington, Community Engagement, Digital Media Design Assistant



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