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**Cover sheet of a Widening Access and Participation Plan for 2017/18 - 2019/20**

*The cover sheet is for internal Departmental use – it will not be published by the Department*

<b>Institution:</b>	<b>ULSTER UNIVERSITY</b>
<b>Principal Contact for Widening Access and Participation Plans</b>	
<b>Title:</b>	Professor
<b>First Name:</b>	Brian
<b>Last Name:</b>	Murphy
<b>Post Held:</b>	Director, Access, Digital and Distributed Learning
<b>Telephone:</b>	02890 368027
<b>E-mail:</b>	b.murphy1@ulster.ac.uk
<b>Senior management responsibility for Widening Access and Participation Plan: This should be the person that the named contact reports to</b>	
<b>Title:</b>	Professor
<b>First Name:</b>	Denise
<b>Last Name:</b>	McAlister
<b>Post Held:</b>	Pro-Vice-Chancellor (Learning, Teaching and Student Experience)
<b>Telephone:</b>	02890 366164
<b>E-mail:</b>	da.mcalister@ulster.ac.uk
<b>Signature of head of institution:</b>	
<b>Date:</b>	30th June 2016

## **WIDENING ACCESS AND PARTICIPATION PLAN 2017/18 – 2019/20**

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

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

Ulster University is emerging from a period of strategic review with a refreshed vision and mission as *Northern Ireland's civic university*.

This vision acknowledges civic roots that stretch back to the 1840s when Magee was founded in Derry~Londonderry and the School of Art and Design was inaugurated in Belfast. Both founding institutions were very much civic in nature, having been established through the altruism of civic leaders of that era.

The Ulster University that is recognised today was established in 1984. Since then it has continued to operate from an ethos of the contribution of higher education to civil society and with a reputation for widening access to higher education across Northern Ireland. This has meant substantial and sustained contribution to social mobility through high rates of participation and achievement by those normally less well represented in the student body of the sector.

More broadly, the new vision is expressed in an ambition to:

- encourage a diverse university community
- transform lives, stretch minds, develop skills and raise ambitions
- make a positive contribution to society as a whole
- deliver globally significant research with local relevance.

Progressing as a modern civic university means widening access and participation remains the keystone of re-vitalised values and is at the core of civic contribution.

Uniquely, Ulster University is located at campuses across the region of its name: Belfast/Jordanstown, Coleraine and Magee. In addition, the University has an extensive validated network of Foundation Degrees with the FE sector across Northern Ireland, and an out-centre arrangement with an FE provider for part-time degrees in the southwest of Northern Ireland. The latter operates under the aegis of 'Project 10' of *Access to Success* - the integrated regional strategy for widening access and participation in higher education.

The University Strategy for Widening Access and Participation 2011/12 to 2015/16 has now completed its planned cycle and will be reviewed in context of the new strategic vision of a modern civic university. The strategy can be found here:

<http://addl.ulster.ac.uk/wap>

Governance of Widening Access and Participation (WAP) at the University comes under the remit of the directorate of Access, Digital and Distributed Learning and the Widening Access and Community Engagement Sub-Committee. Together these bodies ensure that WAP at the University is centrally planned, monitored and institutionally embedded. WAP Plans of the University together with further information can be found here:

<http://addl.ulster.ac.uk/wap>

Internationally the university is amongst the top 3% of universities in the world and within the world's top 150 'young universities'. Student satisfaction as measured by the annual UK National Student Survey is currently rated at 89% overall; a measure that places the University in the top 15% for student experience in the UK. These positive measures of achievement benefit all with the ability to succeed. The University takes pride in the fact that these achievements include assessments drawn from across the student body, including the high proportion of students who originate from less advantaged communities.

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

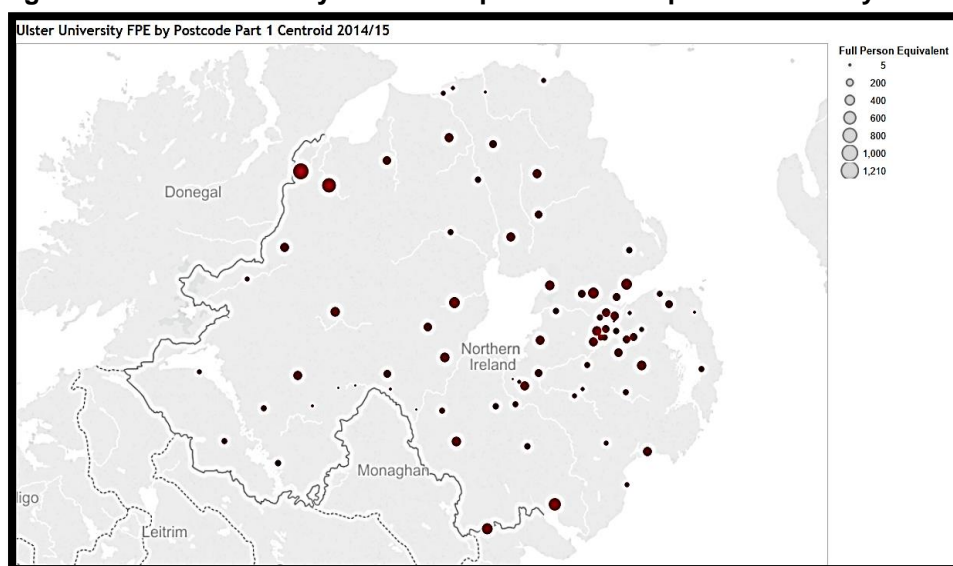
### Recruitment 1: Student Population and Demographics

With over 27,000 students (2014/15 census) Ulster University is a large university by UK measures and one of the largest on the island of Ireland. Of the 27,000 enrolments across undergraduate and postgraduate taught provision and postgraduate research, 19,000 are full-time and 8,000 part-time. Belfast/Jordanstown has the largest student population at around 15,000 followed by Coleraine and Magee, each with over 5,000 students. The remaining students are located on the London and Birmingham campuses managed under collaborative provision arrangements.

Of the 19,000 full-time enrolments, approximately 14,000 are NI-domiciled undergraduates. Of these, 46% are male and 54% are female.

Figure 1 illustrates the regional distribution in Full Person Equivalent 'hot spots' by point of Home Address of the student population of Ulster University. This demonstrates clearly that the student body at Ulster is drawn significantly and substantially from the main centres of population across Northern Ireland.

**Figure 1: Ulster University Student Population 'Hot Spots' 2014-15 by Postcode**



The student population for 2015/16 is distributed across the four campuses as detailed in

Table 1. This will change as the new Belfast campus develops and the student body migrates from Jordanstown. Notable in the WAP context, is that the new Belfast campus will be located within the catchment of some of the most disadvantaged and educationally underachieving districts in western Europe.

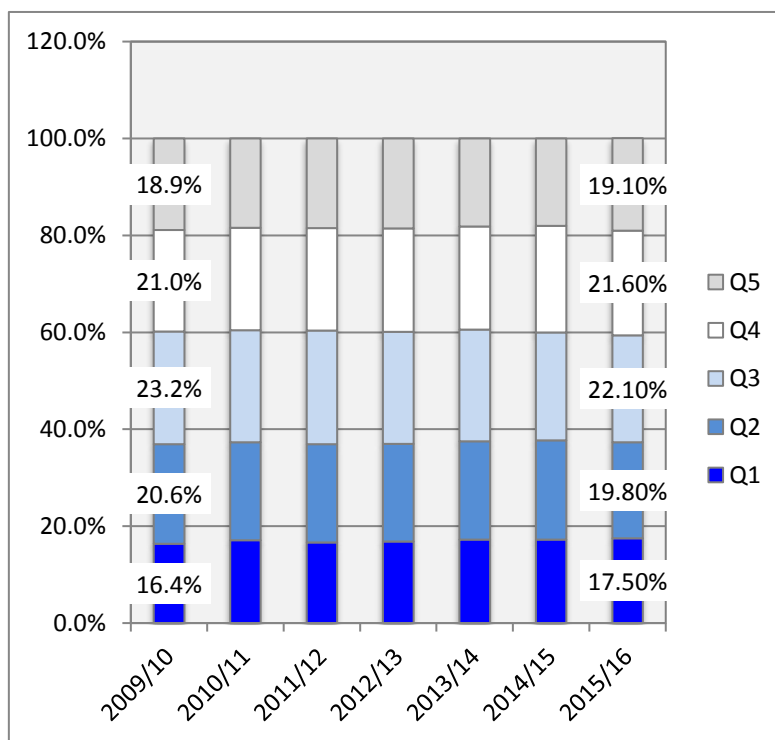
As shown in both Table 1 and Figure 2, the University has a record of sustained recruitment of NI-domiciled students from socially and economically disadvantaged backgrounds. Table 1 captures this as National Statistics Socio-Economic Classification categories 5 to 7, or NS-SEC 5-7. Figure 2 uses Northern Ireland Multiple Deprivation Measure, or MDM, which measures deprivation by:

- Income 25%
- Employment 25%
- Health and Disability 15%
- Education, Skills and Training 15%
- Proximity to Services 10%
- Living Environment 5%
- Crime and Disorder 5%

**Table 1: NI-Domiciled Full-Time Undergraduate New Entrants by Socio Economic Classification**

Academic Year	Total Enrolment	NS-SEC 5-7	%
2012-13	4177	1098	26.3
2013-14	4699	1212	25.8
2014-15	4566	1230	26.9
2015-16	3941	1068	27.1

**Figure 2: NI-Domiciled Students by Deprivation Quintile**



The data illustrates consistent and sustained success in recruitment of Widening Participation students.

### **Recruitment 2: Part-Time Provision/ Flexible Learning Solutions**

Part-time provision is key in delivering HE to the workforce and to enabling adult learners. As indicated above, a significant proportion of enrolment is part-time (8,000). Of these approximately half are undergraduate; and of these almost one-third (1,300) are flexible modular learners.

Flexible and Continuing Education within the Access, Digital and Distributed Learning Directorate, provides the framework for accredited flexible learning on a modular basis which is critical to transitioning adult returners and re-engaging those that have left formal education. Since 2009, over 5,000 learners have been awarded University credit, enabling progression toward a University award at Level 4 of the Certificate in Personal and Professional Development (CPPD).

This performance demonstrates sustained success and growth in flexible access to higher education.

### **Recruitment 3: HE in FE – Validated and Collaborative Provision**

Ulster University continues to collaborate with educational partners across Northern Ireland to validate intermediate higher level qualifications, including Access courses and Foundation Degrees that provide alternative pathways to higher level study. University data indicates that there are an estimated 6,500 learners on these programmes across Northern Ireland.

Widening access to work-based learners is a key ambition of *Access to Success*. It is also the central feature of the regional strategy *Graduating to Success* and has been embodied in 'Project 10' - the promotion of greater collaboration between HE and FE to bring access to HE closer to the point of need and, in particular, into rural districts. In this connection, Ulster University and South West College have entered into a formal agreement of mutual development which, *inter alia*, includes objectives that realise the ambitions of Project 10 - in this case specifically, Level 6 provision by September 2016 in Computing and in Sustainable Construction.

The extent of collaborative and 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.

### **Recruitment 4: WP Risk and HE Funding**

Recruitment of WP students is inextricably linked to general recruitment and HE funding by the dual grant/additional tuition-fee system. When the system shrinks there is a risk of a disproportionate impact on WP students.

As noted in a briefing paper for the Committee for Employment and Learning (March 2016) – *Economic impact of cuts to the Higher Education Sector* - the Executive's 2016-17 budget included further public expenditure reductions for higher education institutions across

Northern Ireland. The funding grant fell from £230 million in 2010/11, to £174.3 million in 2014/15 - a reduction of £55.7 million (or 24%). In this same period the total number of students in the system increased. With the unit of resource declining, the academic plans of the two main universities in Northern Ireland projected shrinkage in funded student numbers of the order of 2,300 over three years from 2015/16. Ulster University planned for a reduction in student numbers in order to uphold the unit of resource and the quality of provision for all students, and for the wider reputation of the sector nationally.

The targets for WAP provided in section 1.3 are compliant but are at risk during the planned period of reducing student numbers. To mitigate this risk the University will work closely with government and the sector. Whilst Ulster University upholds a major share of WP performance across Northern Ireland, and whilst the University has also mitigated disproportionate impact on WP in 2015/16, the first of three years of planned contraction. - see Figure 1: 37.3% Quintile 1 and 2 student population by MDM - there is concern that this resilience may not hold in subsequent years. Further, in respect of WAP targets, it is the view of the University that targets with benchmarks set according to baselines in years with higher student numbers are at risk. (See section 1.3).

In identifying flat-lined targets for 2017/18 relative to the most current three years, the University is, on the one hand acting to uphold an ambition of 'no diminution' in WP performance, and on the other is raising awareness to the risk associated with this approach to targets.

### **Retention and Progression**

National measures of achievement and employment are testimony to the University's contribution to social mobility. In this respect, 82% of students complete their degrees with 67% of those completing receiving a good honours degree. (Source: Complete University Guide). These statistics compare favourably with UK universities of similar mission group.

Over the last decade, Ulster has engaged intensively in retention initiatives that are key to supporting the diverse WAP population of the University. Small group teaching, attendance monitoring, the personal tutor system and Peer Assisted Student Support (PASS) are just some example of good practice found across faculties and departments. With a high proportion of WP student enrolments, the University does not discriminate by student in its retention and progression support activities; individual departments make provision based on their local assessment of academic need. The TESS funding (Teaching Enhancement and Student Success) which is integrated into the funding grant is passed on to faculties to support local action on retention.

The University through the Widening Access and Community Engagement Sub Committee has recently reviewed these measures and has accepted that monitoring of the effectiveness of retention and success for WP students is appropriate. Further, the success of the PASS scheme both nationally and where implemented at the University is recognised. Accordingly, funding is being made available to support roll-out of PASS across the University in future years. This will be on a targeted basis to support subject areas and departments with high proportions of WAP students. The funding will be derived from reinvestment of under-expenditure in previous WAP Plans. In this scheme, trained student mentors will be assigned students from lower years to support and mentor through the critical pinch points of

the student journey.

Removing hurdles to the mobility of WP students to take study leave and placement is a further initiative that this Plan returns to. The funding to support this will be derived, as is the case for PASS, from reinvestment of under-expenditure in previous WAP Plans. The aim of this investment is to remove economic barriers to experience greater diversity of educational and peer group experiences and to promote maturity and confidence building as the foundations of personal success.

### **General Widening Participation – Protected Characteristics**

Protected characteristics relate to those characteristics of an individual that are protected by equality legislation and that make it unlawful to discriminate on the grounds of these characteristics. Typical protected characteristics are: age, gender, disability, marital status, race, sexual orientation, religion or belief. The University takes every precaution in its admissions and academic regulations to eliminate such discrimination.

The University statistically monitors student self-declarations in this regard. While this system protects the individual, there remains a risk of under-recording of statistics due to the nature of self-declaration. Religion is a case in point given the Northern Ireland context. In this context, it is noted is long-standing evidence of lower participation by Young Protestant Males (YPMs), particularly those from disadvantaged backgrounds. Action to support Young Males (Boys to Men) is a new development of this Plan.

Disability is an example of what can be objectively measured and what relies on declaration. Receipt of Disability Support Allowance is a clear and objective indicator but it does not necessarily provide a definitive picture of the wide spectrum of special educational needs. In this regard, this Plan marks engagement with the pilot for Project 18 – contextual admissions for certifiable disadvantage due to disability. (See also below).

The University has the region's dominant share of care-leaver enrolments. This is supported by special dedicated outreach, bursary, mentoring and support measures.

The University accepts the case for better monitoring of participation, retention, progression and success for WP target groups. In response, Access, Digital and Distributed Learning, in conjunction with the Student Administration and Planning, will undertake to devise and develop evidence-based estimates and confidence bandwidths. Measures, with such confidence limits, will better reflect the University's effectiveness in ensuring equitable access, social mobility and learning gain for such groups.

### **Project 18 – Use of Contextual Data to Enable Exceptional Routes for Entry to HE**

Ulster University has progressively improved its participation rate and met its targets for students with a disability (from 6.2% in 2011/12 to 9.5% in 2015/16). Nevertheless, the University accepts the national position that students with disability are generally under-represented. Accordingly, the University is participating in Project 18. The first stage of this is to test the potential for exceptional application routes for applicants with verified disabilities, followed by consistent, affirmative action.

### Participation Targets

Ulster University has a record of achieving targets identified in the (former) Access Agreement and the current WAP Plan. The figures in Table 2 below record the targets for the most recent complete cycle of 2014/15. Past targets as a baseline from 2011/12 are provided for comparison. In all but one case (SEC and Religion) the in-year targets have been achieved or are deemed within tolerance of measurement. In the case of SEC and Religion it is noted that a higher than usual level of uncertainty must be taken into account when using 'declared' data of this nature. Looking across to 2011/12 as a reference point, a similar pattern of improvement is evident, as is the resilience of SEC and Religion to improvement. It is noted that going forward, refined targets, measures and benchmarks will apply (see Section 1.3a). Further, the new WAP Plan will develop specific actions on SEC and Religion around Young Male participation.

**Table 2: WAP Targets for 2014/15**

	2014/15		2011/12	
	Target (%)	Actual (%)	Actual(%)	Target(%)
<b>Disability</b>	8.3	9.5	8.1	6.2
<b>Ethnicity</b>	1.7	1.9	1.3	1.4
<b>SEC &amp; Religion</b>	13.5	12.8	13.6	16.6
<b>SEC (4-7)</b>	47.3	46.9	47.5	47.2

### Outreach

Ulster University maintains an extensive and successful outreach programme. This is derived from the following key activities:

- Tutoring in Schools (an voluntary ambassadorial scheme for students to assist teachers in specialist subject fields)
- Step Up to Science (a cross-community educational partnership with inner city schools in Belfast and Derry-Londonderry)
- Ulster Sports Outreach (schools engagement through sport)
- General Schools Outreach (special events for targeted schools on a cross-community basis)
- Community Engagement (cross-community liaison and special needs interventions with learning credit).

These interventions result in almost 30,000 engagements each year and have reached 75% of inner city schools which have a free-school meal entitlement for over 40% of their pupils.

Step Up, which began as a funded initiative, has successfully completed a formal evaluation cycle. This demonstrated that the programme addressed a market failure in the system; namely: progression of pupils from inner city schools and of less advantaged family backgrounds. The evaluation also found that while it proved impossible to identify economic benchmarks, the level of investment over a decade was substantial. The Programme is currently undergoing a full sustainability and scalability review with a view to extended discipline and geographic outreach. It is expected that the new model will be very different in its delivery but will retain the core educational partnerships and widening access



ambitions.

### 1.3 Please outline the Widening Participation aims, objectives and targets for next 3 years at Ulster University.

*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 will target groups defined in *Access to Success*; these are recorded by volume:

- Quintiles 1 and 2 by Multiple Deprivation Measure
- Young Males in Decile 1 by Multiple Deprivation Measure
- Declared Disability
- Receipt of Disability Support Allowance
- Adult Learners.

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

- i. WAP explicitly recognised under the refreshed strategic vision of the University as: *Northern Ireland's Civic University*.
- ii. Enhanced 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.
- iii. Improved retention and support of enrolled WP students.
- iv. Improved outward mobility for the development and employability of enrolled WP students.
- v. Sustainable transition and expansion of WA outreach to schools, low participation groups, communities and neighbourhoods.
- vi. Targeted intervention on young male participation.
- vii. Successful students as role models and ambassadors.
- viii. Sustained progress on flexibility and access for non-traditional learners.

These priorities will be enabled by investment in staffing and recurrent for outreach and participation projects together with direct financial support as follows:

- Bursaries for students from low income families.
- Enhanced bursaries and support for students from care-leaver backgrounds.
- Direct financial support for outward educational mobility for those most able but least likely.
- Fee waivers for flexible modular learning by low-participation sectors.
- Targeted outreach programmes to priority schools, communities and inner city catchments.
- Expansion of the range and impact of outreach to schools.
- Investment in research to improve WAP targeting and effectiveness monitoring.
- Institution-wide funding and adoption of PASS to improve targeted WP retention and progression.

### 1.3 (a) TARGETS

You will note that the tables numbered (i) to (vii) below have been pre populated with your institutions 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 2017/18 – 2019/20. These groups are regarded as being under represented in Access to Success.

- (i) Group: **MDM Quintile 1**  
Outcome: **To increase participation**

AVERAGE (based on 3 years 2012- 2015)	Targets/Outcome*			
3 Year Average	NUMBER OF STUDENTS	2017/18	2018/19	2019/20
3266		3266	3266	3266

- (ii) Group: **MDM Quintile 2**  
Outcome: **To increase participation**

<b>AVERAGE</b> (based on 3 years 2012- 2015)	<b>Targets/Outcome*</b>			
<b>3 Year Average</b>		<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
<b>3558</b>	<b>NUMBER OF STUDENTS</b>	3558	3558	3558

- (iii) Group: **Students who declare a Disability**  
Outcome: **To increase participation**

<b>AVERAGE</b> (based on 3 years 2012- 2015)	<b>Targets/Outcome*</b>			
<b>3 Year Average</b>		<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
<b>1593</b>	<b>NUMBER OF STUDENTS</b>	1593	1593	1593

- (iv) Group: **Students with a Disability**  
Outcome: **To increase participation**

<b>AVERAGE</b> (based on 3 years 2012- 2015)	<b>Targets/Outcome*</b>			
<b>3 Year Average</b>		<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
<b>785</b>	<b>NUMBER OF STUDENTS</b>	785	785	785

- (v) Group: **Young Males from Quintile 1**  
Outcome: **To increase participation**

AVERAGE (based on 3 years 2012- 2015)	Targets/Outcome*			
3 Year Average	NUMBER OF STUDENTS	2017/18	2018/19	2019/20
<b>819</b>		819	819	819

- (vi) Group: **Adult Learners – FT UG NI Domiciled**  
Outcome: **To increase participation**

AVERAGE (based on 3 years 2012- 2015)	Targets/Outcome*			
3 Year Average	NUMBER OF STUDENTS	2017/18	2018/19	2019/20
<b>3533</b>		3533	3533	3533

\*Refer to risk commentary in Section 1.2 - Recruitment 4: WP Risk and HE Funding

HESA data is largely incomplete for this area. Therefore we are asking institutions to determine 2014/15 year as a base year using your own enrolment data.

- (vii) Group: **Number of Care Experienced enrolments**  
Outcome: **To increase participation**

BASE YEAR	Targets/Outcome			
2014/15	NUMBER OF STUDENTS	2017/18	2018/19	2019/20
39		60	61	62

**1.3(b)** The following tables have been provided for you to now insert any other ‘specific’ institutional targets for Ulster University. 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 eg outreach, retention etc.

(i)

Group:
Outcome

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
	2013/14	2017/18	2018/19	2019/20
	Number	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Percentage	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 2017/18 (£)	Estimated Spend 2018/19 (£)	Estimated Spend 2019/20 (£)
Bursaries	1,931,532	1,995,400	2,055,262
Scholarships	0	0	0
Other financial Support	200,000	85,000	85,000
Outreach	1,275,920	1,101,575	1,134,622
Retention	938,092*	902,815*	929,899*
Research Activity	140,788	142,387	146,659
Staffing/ Administration	198,570	146,767	151,170
<b>TOTAL</b>	<b>4,684,902</b>	<b>4,373,944</b>	<b>4,502,261</b>

\*Includes £150,000 per annum in each year for Peer-Assisted Student Support (PASS) and WP Student Mobility programmes which will be funded over a four-year period out of carried forward under-expenditure from 2014/15.

1.4 Outline below the key programmes/projects financed from additional student fees that will contribute towards your Institution's performance? (it would be advisable to refer to the appropriate section of the guidance notes before completing this response)

- 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. Aims to provide departmental scorecard relative to the student cohort to allow needs based intervention at the local level.
- Retention and Success** – learning analytics, attendance monitoring and small group teaching coupled to research data from project 1 to better target resources for retention and success. Aims to achieve equitable retention and success for WP cohorts relative to

the wider cohort.

3. **Peer-Assisted Student Support** – Trained successful WP mentors to 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. (Funded from under-expenditure from 2014/15)
4. **Outward WP Mobility** – funded expenses for international mobility and employability of WP students. (Funded from under-expenditure from 2014/15)
5. **Boys to Men** - Young male participation research and development. Aims to identify key intervention points, develop educational networks and actions to improve participation rates from the lowest deciles of socioeconomic classification.
6. **Fostering Aspirations** - A intervention for WP students with care-leaver backgrounds. In addition to the provision of a care-leaver bursary, year-round accommodation in halls as well as guidance and support from a dedicated advisor, the project also funds a two-week residential taster. Aims to help the young people feel comfortable and welcome in the environment of University and plant a seed of thought about their educational futures. It is a specific attainment-raising project clearly aimed at one of the most disadvantaged groups in our society.
7. **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.
8. **Targeted 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 and Community Outreach
  - Tutoring in Schools (student ambassadors)
  - Ulster Sports Outreach.

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

The range of activities covers those promoted through *Access to Success*. These include:

- direct financial support to students of the University
- educational outreach programmes generally across Northern Ireland
- targetted outreach to schools and communities with defined WP characteristics
- reseach to better track WP success and the effectiveness of interventions.

Apart from direct payment of the Bursary to eligible students, there are eight pogrammes of

outreach and intervention.

**WP Research** - is underpinning of all WAP activities; it improves the analytics that identify gaps, informs intervention, helps direct resource, and provides evidence of impact.

**Retention and Success** and **Peer-Assisted Student Support** - are direct actions to support retention of WP students as defined by the target groups in *Access to Success*.

**Outward WP Mobility** – provides resource to reduce financial barriers to travel for work experience or study abroad; ultimately this aims to improve the success in WP students through greater levels of achievement and self-esteem.

**Boys to Men** and **Fostering Aspirations** – represent interventions for key target groups with persistently low participation rates. Young males feature prominently in both these groups; this being a priority area identified in *Access to Success*.

**Accredited Flexible Learning** – brings part-time adult learners and communities to HE that are not otherwise catered for by FE.

**Targeted Outreach** – marks altruistic contribution regionally to raise educational aspiration and attainment by those not yet qualified for entry to the sector.

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

Direct financial support targeted for WAP students includes:

- Widening Access Bursary
- Care-Leaver Bursary
- Fee Waivers for participation in the Flexible Pathways Framework.

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>
- for Care Leavers by direct email to all students who “tick the box” indicating that they come from a background of care by a dedicated Support Officer.

General information on financial support is available on the University’s website at:



<http://www.studentsupport.ulster.ac.uk/2013/finance/prospective.html>

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

Monitoring of progress against targets are reviewed and outcomes evaluated by the Widening Access and Community Engagement Sub Committee which reports to the Academic Development and Enhancement Committee. An improved and cascaded approach to targets will ensure that targets are distributed appropriately with defined owners at institutional and faculty levels. The introduction of more robust research and analytics will ensure that financial measures as well as outreach interventions are targeted for those most in need; that progress towards stated goals can be monitored, impact assessed and good practice identified and disseminated.

**1.8** As part of the ongoing development of the WAPP we would now like you to provide us with an additional evaluation on how you think your institution is performing. In order to ensure consistency across the institutions we would ask that you use the Kirkpatrick Model for this exercise. To assist you in this exercise we have provided sub headings from the model to help focus your response. *(full details on how to complete this section are in the Guidance document)*

## **EVALUATION**

The University has, to date, tailored its evaluation to fit with the particular characteristics of the programme delivered. It will, going forward, design and agree an evaluation process that aligns with the Kirkpatrick model. Evidence is provided below of the evaluations that are currently in place.

Evidence of evaluation is provided for those activities which involved participants across schools and communities as listed below.

- A. Flexible Access Pathways**
- B. Step Up**
- C. Tutoring in Schools**
- D. Fostering Aspirations**
- E. Ulster Sports Outreach**

### **A. FLEXIBLE ACCESS PATHWAYS**

The Flexible Access Pathways award, agreed by Widening Access and Community Engagement Sub Committee in conjunction with Access, Digital and Distributed Learning 2014/15, has enabled the Centre for Flexible and Continuing Education, to provide support

for 414 adult learners accessing modular provision. This equates to approximately 25% of the total number of adult learners registering through FCE during 2014/15.

Aimed at part-time adult learners, the fee-waiver scheme has provided additional financial support for individuals from a widening access background to undertake accredited courses. During the period 2014/15, funding was made available in the form of fee waivers (see table below) and return-to-study packs for qualifying adult learners.

**Table: Fee Waivers**

Academic Level	Student Enrolments	Total Funding Allocation
Undergraduate (CPPD)	375	45,634.77
Postgraduate (PGCPD)	41	14,530
Total	414	60,164.77

Support of the wider student experience included: internet connectivity for the learning community, and recognition of achievement. The return-to-study pack included the distribution of core curriculum texts for adult learners. Recognition of student achievement included a Community Celebration event held in November 2014 with 400 learners and family members attending a formal celebration at the University campus in Jordanstown. Derek Baker, Permanent Secretary (DEL) actively supported the event through delivery of a keynote speech and progression of a press article in the Belfast Telegraph further promoting the achievement and success of learners.

## **B. STEP-UP**

### Participating schools in Northwest:

St Mary's College, Lisneal, St Joseph's College, St Cecilia's College, St Brigid's College.

Total Pupil enrolment: 119      Yr 1: 81; Yr2: 54

### Participating Schools in Belfast:

Ashfield Boys High School; Ashfield Girls High School; St Joseph's College, CBS, Corpus Christi College, St Rose's Dominican College (Pupils taught wholly at Corpus Christi College), Belfast Model School for Girls, Belfast Boys Model School.

Total Pupil enrolment: 171      Yr: 1 100; Yr 2: 81

### Summer School Achievement

The programme awards Ulster entry tariff of up to 60 points based on the assessment of the Summer School research project. These points are redeemable against entry to Ulster University courses.

Of the Belfast 2013 intake, 75 pupils completed Summer School. Of these 69% were awarded 60 Tariff points; 21% were awarded 40 Tariff points; and 3% received 20 Tariff points; pupils not receiving Tariff points equated to 7%.

Of the North West 2013 intake, 49 pupils completed the Summer School. Of these, 69% were awarded 60 Tariff points; 25% were awarded 40 Tariff points; 4% were awarded 20 tariff points; pupils not receiving Tariff points equated to 2%.

#### Graduation

The successful completion of the Step-Up programme was marked by the annual graduation ceremony in August 2014 with 47 pupils graduating from the North West Programme (2012 Intake) and an additional 66 pupils graduating from the Belfast Programme (2012 Intake).

#### Progression

Number of students registered at Ulster (First Year Undergraduate): 45

Number of mentors: 9

The residential summer schools held in June 2015 resulted in 153 students submitting coursework for assessment.

The destination profile varies between the graduating cohorts. The data is nevertheless indicative of significant HE participation, including progression to Ulster University.

A total of 91% of the North West cohort progressed to further/higher education or further study/employment; 59% progressed to Ulster; 15% to other HEIs; 17% to FE; and 9% to 'other' destinations, including returning to school to repeat A-Level components.

Similarly, 78% of the Belfast cohort progressed to further/higher education or further study/employment; 38% progressed directly to Ulster; 20% to other HEIs; 12% to FE; 8% to employment and 22% to 'other' destinations.

### **D. TUTORING IN SCHOOLS**

#### Sample of Teacher Feedback:

Teacher 1: *The [TIS Student] was a great enthusiast and role model these yr-13 pupils preparing for University. His help was invaluable and he was prepared at all times.*

Teacher 2: *The [TIS Student] provided an excellent level of one to one tutoring service in her time with us, she was very professional, yet friendly with students, and she was universally liked by students and staff. She provided a great role model for GCSE and AS level students, and was willing and able to share knowledge and clear, concise, helpful advice to the students she was tasked to assist. [The UU TIS Student] often brought her own notebooks with her and was able to show AS portfolio student's exemplar practice in idea development and contextual study. The experience of working with a student tutor like [UU TIS Student] has made us really appreciate the benefit of fresh eyes on our own students' work and practice. This has been an extremely useful experience and one we would be very happy to repeat in the future if the opportunity presented.*

Teacher 3: *We were delighted to have another set of hands and young fresh mind in the department. We weren't honestly expecting her to be as proactive, energetic and motivational. Not only did she inspire the pupils but she inspired the staff as well. Her time keeping and punctuality were excellent. She brought new skills and knowledge into the department. She became another staff member with such ease. She was friendly, bubbly and fitted right in. She did some one-to-one work with the A-level pupils which they really appreciated. She was able to show how her skills could contribute to each of their individual units of work.*

### Sample of Student Feedback:

*Student 1: Overall I have learned a whole range of transferrable skills, on management of a class, how to interact with students with different abilities and some behaviour issues along with students who have disabilities as well as enabling me to instil confidence in the students too. I have seen the pressure the staff at the school are under with funding cuts taking a hold and with more to come, however I can say from my experience the pupils are extremely lucky to be at the school of my placement, as they are catered for so well. I have also realised with the placement that I am doing that with the extra help that I have been able to assist with children who might have been left behind, this through working with them on a one-to-one bases or in small groups, and in the classroom settings. The biggest aspect of what I have learned is that every child deserves the same opportunities as every other child no matter where they come from or their circumstances, therefore my placement is so rewarding as in some small part I am giving back to the next generation of bright young people.*

*Student 2: Every Individual has a different way of learning and taking in information, for me it was imperative that it was a fun-filled, chilled atmosphere with a drive to work. I came into this TIS project lacking in confidence and interaction skills. Over the past 10 weeks these skills have strengthened. By sharing my experiences with other people made me learn new strategies with dealing with certain issues in the classroom, by getting feedback shown me how any other individual would have approached it. Not only did I have a great TIS placement but a link with this school that could help me in the future. My teacher had said that my presence working one to one with certain individuals has really made them come out of their artistic shell, a new pair of eyes and a fresher intake of ideas help those individuals gain confidence and be more enthusiastic about the work they are producing. TIS was a totally rewarding experience for me.*

*Student 3: I completely now understand what was said at our TIS induction "once you've taught a class or helped teach you can literally be able to talk to anyone and work anywhere." From this experience I have gained confidence, connections in my local area and extra work experience for my CV by being asked to stay on at the school. I have more ability to multitask now by juggling placement in the schools on a Monday, Uni work, part time job and other volunteering commitments. From this experience I also got talking to other teachers and gained another opportunity at work experience in a special school teaching gardening and retail skills starting in September. I would recommend this programme to anyone wither its due to a general interest of going into teaching or just to bulk up your CV I have nothing but praise for programme.*

### **E. FOSTERING ASPIRATION**

Supported by the Buttle UK Quality Mark, the service was developed with the benefit of supporting both students and potential students whilst raising aspirations.

For 2014/15 UCAS data showed there were 76 individuals from this category who indicated a period in care. The corresponding figures for 2013/14 and 2012/13 were 72 and 67 respectively. The University received 164 course applications from this cohort of students. Out of 76 applicants 55 were made offers. The University received an intake of 17 new entrants from care in 2014/15 - 2 more than 2013/14. The average number of applications from care leavers has risen by around 15 per institution since 2008/09 (Source: Buttle). The actual intake by the University has risen by 27 since 2008/09.

In total, 45 students in year 2014/15 declared they had a care system background for a period; four more than 2013/14. Of these students 91% were eligible for the Care Leavers Bursary . This is an increase of 7% on 2013/14. Of the students that were unsuccessful in

applying for the Care Leavers Bursary, many experienced problems with documentary evidence when the period of care related to early childhood. All were advised to apply for alternative support funds via Student Support.

## **F. ULSTER SPORTS OUTREACH**

### **Youth Engagement through Sport (YES)**

#### 1. Pre-programme entry criteria

Initial intake to the programme was based on several pre-determined factors. Teachers were asked to choose participants against these factors to ensure we were working with the right cohort:

- 100% had a keen interest in sport
- 97 % had no tradition of HE involvement in family
- 56 % lacked engagement in school
- 50 % had incomplete homework's
- 44 % had school attendance issues
- 16 % were deemed to be at risk of falling into NEET category.

#### 2. Participant satisfaction evaluation

Weekly evaluations (10 as high; 1 as low) were completed by all participants in relation to both the physical activity sessions and the CPPD module delivery.

All schools - Sports: 8.73 , CPPD: 8.06 , Overall 8.4

- Downshire School - Sports: 8.24 , CPPD: 7.45 , Overall 7.85
- Glengormley High School - Sports: 9.21 , CPPD: 8.67 , Overall 8.94.

#### 3. CPPD Evaluation

School	Good Practice in Children's Sport	Good Relations and Integration through Sport and Physical Activity
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	No of participants entered for assessment	Pass rate	No of participants entered for assessment	Pass rate
Malone College	13	100%	13	92%
Glengormley High School	10	70%	8	87.5%

#### 4. Teacher Evaluation

- 100% agreed the YES programme improved their understanding of how to deliver a raising aspirations / sport for development programme
- 100% agreed the YES programme was pitched at an appropriate level for the pupils
- 100% wished to receive the programme again next year
- 100% strongly agreed that the student volunteers were approachable and facilitated a good learning environment.

### **SportABILITY Evaluation**

#### 1. Student volunteer Evaluation

- 100% found that the issues covered in the course were useful
- 100% volunteers described the knowledge of the trainers as excellent
- 100% described the standard of delivery by the trainers as excellent.

#### 2. Teacher Evaluation

- 100% agreed that SportABILITY programme was pitched at an appropriate level for the pupils
- 100% wished to receive the programme again next year
- 100% agreed that the student volunteers were approachable and facilitated a good learning environment
- 100% agreed they will include SportABILITY into their physical education lessons
- 75% agreed that the SportABILITY programme improved their understanding of how to deliver a physical activity session to KS2 children.

### **eHoops – with Victory Scholars**

#### Weekly Evaluation Outcomes

- CPPD Module Rating – 7.89/10
- Sports and physical activity rating – 8.53/10
- Overall rating – 8.58/10.

#### Summary of 285 'NEET' participants

42 NEET female participants with an average age of 18.

- 3 attended an East Belfast EHOOPS programme
- 31 attended a North Belfast EHOOPS programme
- 2 attended a West Belfast EHOOPS programme
- 6 were 'walk-ins'.

243 NEET male participants with an average age group of 20.

- 65 attended an East Belfast EHOOPS programme
- 97 attended a North Belfast EHOOPS programme
- 31 attended a West Belfast EHOOPS programme
- 50 were 'walk-ins'.

#### Religion

- 34% participants did not disclose their religion
- 2% are either Protestant or Catholic
- 49% participants were Protestant
- 14% participants were Catholic.

#### Summary of 151 'NEET' participants who left eHoops before programme ended.

- 44% of young people went into employment
- 19% returned to education or began further training
- 3% completed eHoops not having attained employment or returned to education or training. One of these had turned 25 so no longer eligible for this programme. Three remain on our list for reconnection for the next available eHoops programme.
- 5% categorised as 'other' left for personal reasons.

Of the 68% we actively engaged with 63% became employed and 29% went into Education or Training. Although the eHoops programmes funded by DEL are now complete, Sport Changes Life continues to work with the 47% of participants who had not left during the eHoops programme.

**PART TWO****WIDENING ACCESS AND PARTICIPATION PLAN****Forward Plan 2017-2018**

Part 2 is the **forward plan** for the institution in the academic year 2017/18. Institutions are required to submit information under each of the headings below. Please see Section 2 of the Guidance notes for help with completing this return

**2 Estimated Fee Income****2.1 Level of Fees**

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

**a) Fees charged at the maximum higher fee**

Courses with a fee of £4030		Additional fee income per student	Estimated Number of students in 2017/18	Estimated additional fee income
Course Type	Fee (£)			
Undergraduate	£4,030.00	£2,444	12391	£30,283,604.00
Placement	£1,994.00	£1,201	755	£906,755.00
				£0.00
				£0.00
				£0.00
Total Students			13146	£31,190,359.00
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 £1595 but less than		Additional fee income per student	Estimated Number of students in 2017/18	Estimated additional fee income
Course Type	Fee (£)			
				£0.00
				£0.00
				£0.00
				£0.00
				£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 2017/18 i.e total at 2.1(a) plus total at 2.1(b)**

<b>Total Estimated Additional fee income:</b>	<b>£31,190,359.00</b>
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**2.3 Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2017/18**  
[See Guidance notes for 2.3 before completing] Add additional groups as necessary

**(a) Bursaries**

<b>Target Groups</b>	<b>Course Type</b>	<b>No of Students</b>	<b>Bursary Amount per student (£)</b>	<b>Total Bursary Amount (£)</b>
Students with household income up to £19,203		4644	£403.00	£1,871,532.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average</i>				£0.00
				£0.00
				£0.00
				£0.00
Other low income groups				£0.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>				£0.00
				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Care Leaver Bursaries		60	£1,000.00	£60,000.00
<b>Total Bursary Spend (£)</b>		<b>4704</b>		<b>£1,931,532.00</b>

## (b) Scholarships

Target Groups	Course Type	No of Students	Scholarship Amount per student (£)	Total Scholarship Amount (£)
Students with household income up to £19,203				£0.00
Other low income groups				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other - Eg Care Leavers				£0.00
Other - please insert				£0.00
<b>Total Scholarship Spend (£)</b>		<b>0</b>		<b>£0.00</b>

## (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 up to £19,203				
Other low income groups				£0.00
Adult Learners	Flexible Pathways Awards - Fee Waivers	400	Up to £500	£200,000.00
Adult Learners				
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other - eg Care Leavers				£0.00
Other - please insert				£0.00
<b>Total 'Other' Direct Financial Spend (£)</b>		<b>400</b>		<b>£200,000.00</b>

**2.4 Estimated Direct Expenditure on Outreach Activities in 2018/19 aimed at Widening Participation students**

**Outreach Activities**

i)	<b>Name of Programme/Project</b>	Schools Outreach		
	<b>Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising</b>	Pre-Entry aspiration and attainment raising.		
	<b>Target Groups</b>	Pupils in primary, post-primary and special needs schools on the Centre's schools priority index.		
	<b>Estimated Expenditure (£)</b>	£583,948.00	<b>See Appendix:</b>	<b>Appendix 1</b>
	<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	<p>The new Discovery Framework and Scholarship Scheme (Appendix 6), will provide a strategic and recognition platform which will support the development of confidence and aspiration as well as the transition into higher education, for talented young people from hard to reach and under represented areas. The success will be determined in part, through being able to increase our participation by at least 40% with NI Schools and young people from under-represented areas. Support for both Faculty and Departments to build solutions within a framework will bring coherence to both internal and external stakeholders and support the development of a recognition system that is made visible through an Ulster Scholarship Scheme at Bronze, Silver and Gold levels.</p> <p>Activities will be defined through an engagement model which recognises Engage, Connect, Action and Champion modes of interaction. The criteria which defines each engagement will be made visible to all stakeholders.</p> <p>Advanced standing for access to Ulster will continue to be supported within clearly defined champion activities that enable young people to master learning activities, employ and apply knowledge and learning from previous explorations, problem solve and empower others to learn.</p>		

	<p>The Centre for Flexible Education will provide:</p> <ul style="list-style-type: none"> <li>• Centrally coordinated support and dedicated key contacts to support Discovery Partner Agreements and Learning and Engagement Plans for NI Schools;</li> <li>• Financial support to enable resourcing of activity for distributed Faculty offering;</li> <li>• Cross Faculty and cross department communities of practice;</li> <li>• Recognition and dissemination of effort and activity through publication and events;</li> <li>• Evidence based engagements informed through structured evaluation using the Kirkpatrick model.</li> </ul> <p>The support and guidance necessary to add activity to the framework will be made available through an online guide for University Schools and Faculties with a contact point for Faculty identified from within Flexible and Continuing Education.</p>		
<b>Target Outcomes (Should be quantifiable)</b>	<p>The overall framework targets in 2018/19 to include:</p> <p>Engagements set at 30% (minimum) of all target schools in the bottom quintile of schools as defined by Ulster's WAP Priority Index. Made visible through:</p> <ul style="list-style-type: none"> <li>• 1000 primary school pupil engagements;</li> <li>• 600 post primary school pupil engagements;</li> <li>• 200 pupils receiving an identified award status ;</li> <li>• 100 pupils receiving Ulster scholarship points for advanced standing;</li> <li>• 80% of those receiving scholarship points progressing to FE, HE and/or employment;</li> <li>• 40% progression rate to Ulster University.</li> </ul>		
<b>Activity: New or Ongoing i.e undertaken last year</b>	<b>New</b>	X	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Ongoing</b>	X	
<b>Other Activity Type</b>			
<b>Name of any collaborative partner</b>	Schools across the province, Professional Bodies and Industrial partners.		

ii)

## Outreach Activities

<b>Name of Programme/Project</b>	Community Engagement		
<b>Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment</b>	Pre-Entry Aspiration and Attainment Raising.		
<b>Target Groups</b>	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.		
<b>Estimated Expenditure (£)</b>	£401,096.25	<b>See Appendix:</b>	Appendix 2
<b>Brief description of activity</b>  <b><i>If not already included in Section 1.4</i></b>	<p>The Centre for Flexible Education forms the hub and catalyst for community engagement at Ulster University. Working collaboratively across the campus infrastructure and through the Education portfolio. Community Engagement seeks to</p> <ul style="list-style-type: none"> <li>• employ appropriate educational partnership models to ensure visibility and transparent navigation of activity which increases accessibility to Higher Education for organisations, groups and individuals.;</li> <li>• explore, broker and engage community needs based opportunities for students to engage in learning and research that contributes to the development of society.</li> </ul> <p>The extended programme (Appendix 8) will achieve this through internal and external models as follows:</p> <ul style="list-style-type: none"> <li>• Staff Ambassador Programme 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;</li> <li>• Civic and Community Fellowship Scheme 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;</li> <li>• Science Shop in the Community actively supports access and achievement into HE for community groups and individuals;</li> <li>• Regional Partnership Agreements which seek to build an engaging infrastructure for educational engagement across communities and Ulster University;</li> <li>• Proactively encourage young people from a background in Care to transition through education and consider HE as an alternative.</li> </ul>		

<b>Target Outcomes (Should be quantifiable)</b>	<ul style="list-style-type: none"><li>• 25 Staff civic ambassadors resulting in a minimum of 400 adult learners undertaking educational workshops / modules;</li><li>• 11 civic fellows selected and engaged resulting in a minimum of 200 young people/adults from local communities connecting and engaging with Ulster University through the Discovery Framework;</li><li>• 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;</li><li>• Increase the participation rate for young people from care made visible through innovation projects and bursary allocation;</li><li>• Develop a minimum of 2 regional partners year on year and establish an educational partnership agreement with benefits for the wider community internally and externally (4 partners by 18/19).</li></ul>		
<b>Activity: New or Ongoing i.e undertaken last year</b>	<b>New</b>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Ongoing</b>	X	
<b>Other Activity type</b>			
<b>Name of any collaborative partner</b>	Community Leaders, Health and Social Care Trusts and the Fostering Network		

iii)

## Outreach Activities

<b>Name of Programme/Project</b>	Upskilling the Workforce: Mature and Adult Learners		
<b>Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising</b>	Attainment Raising		
<b>Target Groups</b>	Adult Learners already in the workforce.		
<b>Estimated Expenditure (£)</b>	£290,875.45	<b>See Appendix:</b>	Appendix 3
<b>Brief description of activity</b>  <b><i>If not already included in Section 1.4</i></b>	<p>Enhancing the diversity of routes into higher education is important, not only for widening access and for increasing social mobility of adult learners but in meeting the skills needs of the region. 80% of the NI 2020 workforce has already completed formal education, and thus routes into higher education need to reflect the needs of the region, the employers and the individuals. Ulster University provides flexible routes into higher education for adult learners through a range of initiatives including foundation degrees, taster modules, community learning and work based learning.</p> <p>To support the diversity of routes and entry to higher education for adult learners and those already in the workplace Ulster will:</p> <ul style="list-style-type: none"> <li>• Develop a work based learning applied degree pathway for adults already in employment;</li> <li>• Identify and develop adult learning courses in key skills areas;</li> <li>• Support the NI Higher and Degree Apprenticeship Agenda, both through the provision of foundation degrees and establishment of level 6 and 7 apprenticeship opportunities;</li> <li>• Provide a point of contact for adult learners to discuss access pathways, funding opportunities and apprenticeships;</li> <li>• Offer CPD opportunities for teachers, trainers, and teaching assistants employed in schools/organisations in areas of high under representation;</li> <li>• Provide fee waivers for adults meeting prescribed widening participation criteria;</li> <li>• Develop and distribute information to employers regarding workforce skills, learning needs, apprenticeships and available support;</li> <li>• Establish Ulster as the NI authority within the UK HE sector on widening participation of the workforce.</li> </ul>		

<b>Target Outcomes (Should be quantifiable)</b>	<ul style="list-style-type: none"> <li>• The launch and implementation of a new applied professional practice/development degree pathway for adult learners;</li> <li>• CPD short course programmes giving access to a minimum of 100 work-based participants from the education and /or community sectors;</li> <li>• Increase the progression rate of adult learners from within foundation degree programmes;</li> <li>• Further targets to be identified as pathways and models develop.</li> </ul>		
<b>Activity: New or Ongoing i.e undertaken last year</b>	<b>New</b>	X	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Ongoing</b>		
<b>Other Activity type</b>			
<b>Name of any collaborative partner</b>	Educational, Community and Industrial Partners		



**2.5 Estimated 'Direct Expenditure' on Post Entry Retention Activities aimed at Widening Participation students in 2017/18**

<b>Name of Programme/Project</b>	Faculty Post Entry Retention and Success Activities		
<b>Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising</b>	Post Entry Retention and Success		
<b>Target Groups</b>	Widening access students at risk of non-progression		
<b>Estimated Expenditure (£)</b>	£788,091.80	<b>See Appendix:</b>	Appendix 4
<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	<p>In addition to the Attendance Monitoring and Small Group Teaching initiatives currently undertaken by Faculties, each of the four Faculties will have ring-fenced resource for their students to undertake two specific projects aimed at aiding retention:</p> <p>1. Peer Assisted Student Support (PASS): mentoring of widening access students at risk of non-progression (Appendix ;</p> <p>2. Fund for International Travel (FIT): widening access students will be given the opportunity to apply for funding to enable them to undertake international placements.</p> <p>Both of these projects, which will be funded from the 2014/15 carried forward underspend, will be monitored and assessed for impact and good practice identified will be disseminated.</p>		
<b>Target Outcomes (Should be quantifiable)</b>	Improve retention rates.		
<b>Activity: New or Ongoing i.e undertaken last year</b>	<b>New</b>	X	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Ongoing</b>	X	
<b>Other Activity type</b>			
<b>Name of any collaborative partner</b>	Internal institution-wide activity.		

**Note: This does not include the £150,000 for PASS and FIT which will be accounted for separately as agreed with Department for the Economies**

**2.6 Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2017/18**

<b>Title of Research Activity</b>	WAP Strategy, Research and Analytics		
<b>Research Target Group</b>			
<b>Estimated Expenditure (£)</b>	£140,788.00	<b>See Appendix:</b>	Appendix 5
<b>Description</b>  Brief description of research programme	Development of informational datasets to facilitate the establishment of new milestones and targets and to enhance appropriate monitoring, evaluation and review. In addition to this, additional resources will be targeted at undertaking research into the low participation rates of young males.		
<b>Expected Research Outcomes</b>	A 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 as reporting evidence of impact and dissemination of good practice.		

**2.7 Estimated 'Direct' Expenditure on Staffing and Administration in 2017/18**

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

<b>Estimated Direct Expenditure</b>	<b>£</b>
Estimated apportionment of Administration costs not already attributed to an activity	£198,570.20
Estimated 'other' costs please specify below	
<b>Total:</b>	<b>£198,570.20</b>

## 2.8 Summary of all Estimated Direct Financial Expenditure in 2017/18

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>	£1,931,532.00
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>	£200,000.00
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>	£1,275,919.70
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>	£788,091.80
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>	£140,788.00
Estimated amount of additional fee income to be spent on Staffing and Administration <i>i.e this will be a total of that detailed at 2.7</i>	£198,570.20
<b>Total estimated direct expenditure(£)</b>	<b>£4,534,901.70</b>
<b>Total estimated direct expenditure as a proportion of additional fee income %</b>	<b>14.54%</b>

**NOTE: This does not include the £150,000 for the new Post Entry Retention Initiatives (PASS and FIT), funded from the 2014/15 carried forward underspend.**

## 2.9 Estimated 'Indirect' Expenditure on Widening Participation

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 (£)
Student Marketing and Employability	£563,388.64
Central University Support for WP	£5,790,984.90
Central WP Staffing	£165,061.00
<b>Total Expenditure (£)</b>	<b>£6,519,434.54</b>

**THANK YOU FOR TAKING THE TIME TO PROVIDE ESTIMATED  
FINANCIAL INFORMATION FOR ACADEMIC YEAR 2017/18**

**IN PART 3, YOU WILL BE ASKED TO PROVIDE INFORMATION ON  
ACTUAL EXPENDITURE ON WIDENING PARTICIPATION  
ACTIVITIES IN ACADEMIC YEAR 2014/15**

## PART THREE

### WIDENING ACCESS AND PARTICIPATION PLAN

#### Monitoring Report for Access Agreement 2014/15

Part 3 is the monitoring report for academic year 2014/15 and will be the actual spend incurred – you will wish to refer to your WAPP for 2014/15 to complete this section of the form

Those institutions that did not have a WAPP for 2014/15 are not required to complete Part 3. However, we would be grateful if you could provide some information on your widening participation activities and expenditure in 2014/15 in order to allow us to prepare a more complete composite report for widening participation across all of Northern Ireland

### 3 Additional Fee Income

#### 3.1 Total Additional Fee Income in 2014/15 (please detail in the table below)

Total Actual additional fee income (£)	£28,614,425.00
Estimated additional fee income (£)	£28,862,995.00
Variance	<b>-£248,570.00</b>

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 2014/15 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 2014/15	Total additional fee income 2014/15
FT Undergraduate	£3,685.00	£2,220.00	12076	£26,808,720.00
Placement/Sandwich year fee	£1,835.00	£1,115.00	1331	£1,484,065.00
				£0.00
				£0.00
Additional fee income from students charged the maximum higher fee (£)			13407	£28,292,785.00

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

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2014/15	Total additional fee income 2014/15
FT Undergraduates registered for less	£2,196.00	£731.00	440	£321,640.00
				£0.00
				£0.00
Additional fee income from students charged the maximum higher fee (£)			440	£321,640.00

### 3.3 Actual 'Direct Expenditure' on bursaries and other direct financial support targeted at Widening Participation Students in 2013/14

In the following sections you are required to provide a comparison summary of the activity and actual expenditure in 2014/2015 against that profiled in your institutions 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	Average Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203  <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>	Year 2010 Entry	45	£906.00	£40,748.00
	Year 2011 Entry	499	£748.00	£373,067.00
	Year 2012 Entry	518	£381.00	£197,609.00
	Year 2013 Entry	1252	£361.00	£451,972.00
	Year 2014 Entry	1284	£364.00	£467,136.00
				£0.00
Other low income groups  <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>	Partial state support	39	£368.00	£14,326.00
	No income data/unknown*	1368	£461.00	£631,251.00
				£0.00
				£0.00
				£0.00
Care LeaversBursary		39	£1,000.00	£39,000.00
<b>Total</b>		<b>5044</b>		<b>£2,215,109.00</b>

<b>Estimated bursary expenditure as detailed in your 2014/15 WAPP (£)</b>	£1,864,000.00
<b>Actual bursary expenditure for 2014/15 (£)</b>	£2,215,109.00
<b>Variance between estimated and actual bursary spend</b>	£351,109.00
	15.85%

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

The economic crisis facing the country and the widespread job losses was thought to be the main reason for the higher than expected number of applicants being eligible for Widening Access Bursaries.

#### Note:

No income data refers to returning and some new students who are in receipt of a bursary but their household income is being sample checked by Student Finance to ensure continued eligibility. During this process household income is not available.

Unknown/£0 refers to students whose household income is solely benefits. Households dependent on benefits are automatically classed as having zero income.

**(b) Scholarships**

Target Groups (insert below)	Number of students	Scholarship Amount per student(£)	Total Scholarship expenditure 2014/15 (£)
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
<b>Total</b>	<b>0</b>		<b>£0.00</b>

<b>Estimated Scholarship expenditure as detailed in your 2014/15 WAPP (£)</b>	
<b>Actual Scholarship expenditure for 2014/15 (£)</b>	£0.00
<b>Variance between estimated and actual Scholarship spend</b>	£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:

Within Ulster, Bursaries are the primary mechanism for the distribution of monies to support widening access students.

**(c) Other Actual Direct Financial Support in 2014/15**

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

Target Groups (insert below)	Number of students	Average Other Amount per student(£)	Total Other expenditure 2014/15 (£)
Flexible Pathways Bursaries (CPPD Fee Waivers)	375	£122.00	£45,634.77
Flexible Pathways Bursaries (PgCPD Fee Waivers)	41	£354.00	£14,530.00
WAP Fund International Study	78	Up to £5000	£87,099.31
WAP Fund Work Experience			£117,502.51
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
<b>Total</b>			<b>£264,766.59</b>

<b>Estimated Other expenditure as detailed in your 2014/15 WAPP (£)</b>	£370,000.00
<b>Actual Other expenditure for 2014/15 (£)</b>	£264,766.59
<b>Variance between estimated and actual Other spend</b>	<b>-£105,233.41</b>
	-39.75%

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

Transitioning to 10% created a degree of uncertainty around planning the required level of expenditure.



## 3.4

**'Actual' Direct Expenditure on Outreach Activities in 2014/15 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**

<b>Name of Programme/ Project</b>	Step-Up		
<b>Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Pre-entry Attainment Raising		
<b>Target Groups</b>	Young people in schools in the most disadvantaged Quintile and other key WP characteristics such as YPM, ethnicity and females into STEM.		
<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	Step Up is Ulster's long-standing and hugely successful flagship widening access programme that provides new learning opportunities for talented young people living in areas of social and economic disadvantage. It is an enrichment programme comprising a highly structured programme labs, lectures, practical and industrial visits aligned to the schools' curriculum and delivered in partnership with schools, local industry, hospitals and government agencies, which aims to raise academic aspirations, expectations and attainment. Attainment being underpinned both by the curriculum-aligned learning and entry tariff discounts of up to 60 points for those participants that successfully complete the assessed Summer School.		
<b>Estimated Expenditure (£)</b>	£384,000.00	<b>Actual Expenditure (£)</b>	£401,387.31
<b>Target Outcomes (Should be quantifiable)</b>	From 2015/16 onwards in line with guidance from DELN and consistent with the requirements of the WAP Planning process, the University has explicitly noted targets for each project/expenditure stream. This was not, however, a feature or requirement of the Access Agreements previously.		

Actual Outcomes (Should be quantifiable)	Participating schools in Northwest: St Mary's College, Lisneal, St Joseph's College, St Cecilia's College, St Brigid's College		
	Total Pupil enrolment: 119              Yr 1 81   Yr2 54		
	Participating Schools in Belfast: Ashfield Boys High School; Ashfield Girls High School; St Joseph's College, CBS, Corpus Christi College, St Rose's Dominican College (Pupils taught wholly at Corpus Christi College), Belfast Model School for Girls, Belfast Boys Model School		
	Total Pupil enrolment: 171              Yr 1 100   Yr 2 81		
	Summer School Achievement The programme awards entry tariff discounts of up to 60 points (redeemable against entry to Ulster Univeristy courses) based on the assessment of the Summer School research project.  75 pupils from the Belfast programme (2013 Intake) completed Summer School with 69% receiving 60 Tariff points, 21% receiving 40 tariff points and 3% receiving 20 Tariff points (pupils not receiving Tariff points equating to 7%).		
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	
Name of any collaborative partner	Target schools across the region as defined by Ulster's WAP Priority Schools Index.		
Variance			£17,387.31
Explanation of any variance identified:			

## Outreach Activities

<b>Name of Programme/ Project</b>	Tutoring in Schools		
<b>Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Tutoring in Schools enables current students to act as ambassadors within schools, ultimately raising aspirations of pupils within the host schools.		
<b>Target Groups</b>	Young people in the most disadvantaged quintile.		
<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	<p>Tutoring in Schools (TiS) places Ulster students in primary, post-primary or special needs schools across the province, providing student volunteers to work alongside teachers and pupils on a variety of school-based projects. The programme establishes strong partnerships between Ulster and schools across the region.</p> <p>Although TiS is open to all schools, it is notable that the vast majority of participating schools have a higher than average proportion of pupils on free school meals.</p> <p>Ulster uses TiS as a widening access tool. It does this in two ways:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Faculties are encouraged to use TiS Student Tutors to ensure the sustainability of Access Agreement Funded Outreach Projects.</li> </ul>		
<b>Estimated Expenditure (£)</b>	£120,000.00	<b>Actual Expenditure (£)</b>	£97,132.91
<b>Target Outcomes (Should be quantifiable)</b>	From 2015/16 onwards in line with guidance from DELN and consistent with the requirements of the WAP Planning process, the University has explicitly noted targets for each project/expenditure stream. This was not, however, a feature or requirement of the Access Agreements previously.		
<b>Actual Outcomes (Should be quantifiable)</b>	<p>Total No of projects    251                      No of participating schools    167</p> <p>No of participating students    401              No of pupils engaged    23015</p> <p>No of placements in primary schools 81            22.78% of which had a FSM Entitlement of over 60%            20.25% of which had a FSM entitlement of between 40% and 59.9%            36.71% of which had a FSM entitlement of between 20% and 39.9%</p> <p>No of placements in secondary schools 49            4.44% of which had a FSM entitlement of over 60%            40.0% of which had a FSM entitlement of between 40% and 59.9%</p> <p>42.20% of which had a FSM entitlement of between 20% and 39.9%.</p>		

Activity: New or Ongoing i.e. undertaken last year	New <i>Please tick</i>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	x	
Name of any collaborative partner	Target schools across the region as defined by Ulster's WAP Priority Schools Index.		
Variance			-£22,867.09
Explanation of any variance identified:			
Student Volunteers are eligible to claim travelling expenses. A significant proportion of the students do not claim the expenses they are entitled to which can lead to an underspend.			

## Outreach Activities

<b>Name of Programme/ Project</b>	Sports Outreach (School of Sport)		
<b>Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment</b>	SHINE@ULSTER Portfolio (Raising Aspiration Sport and Physical Activity initiatives)		
<b>Target Groups</b>	Young people from areas of disadvantage		
<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	Based in the School of Sport and led by professionals in the area of physical education and sports development, SO facilitates a range of programmes aimed at raising aspirations and widening access to sport and physical activity, to young people in areas of disadvantage across the province, while also serving to increase the knowledge and skill set of students who are the future sporting workforce in these areas of deprivation.		
<b>Estimated Expenditure (£)</b>	£178,000.00	<b>Actual Expenditure (£)</b>	£176,874.61
<b>Target Outcomes (Should be quantifiable)</b>	To maintain our reach to schools in areas of disadvantage across the province.		
<b>Actual Outcomes (Should be quantifiable)</b>	2812 sports and physical activity sessions delivered creating 72,769 participation opportunities in 14 secondary schools and 33 primary Schools (full breakdown in attached spreadsheet)		
<b>Activity: New or Ongoing i.e. undertaken last year</b>	<b>New</b>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Ongoing</b>	x	
<b>Name of any collaborative partner</b>	Various Schools and National Governing Bodies of Sport as per attached spreadsheet		
<b>Variance</b>			<b>-£1,125.39</b>
<b>Explanation of any variance identified:</b>			
<b>Explanation of any variance identified:</b>			

## Outreach Activities

<b>Name of Programme/ Project</b>	WAP Schools Outreach		
<b>Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Pre-Entry Aspiration and Attainment Raising		
<b>Target Groups</b>	Young people in schools in the most disadvantaged Quintile (according to Ulster's WAP Priority Schools Index) and other key WP characteristics such as YPM, ethnicity and females into STEM-based subjects.		
<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	<p>The Access, Digital and Distributed Learning Directorate takes a leading role in the design, development and delivery of an extensive programme of STEM-based educational outreach activities (including: lectures, lab-based practicals, mentor-led projects, interactive and engaging workshops, large-scale events, competitions and school visits) aimed at primary, post-primary and special school pupils.</p> <p>The 2014/15 outreach programme aimed to raise aspiration and attainment through a coordinated and coherent series of highly targeted curriculum-aligned outreach activities.</p>		
<b>Estimated Expenditure (£)</b>	£157,000.00	<b>Actual Expenditure (£)</b>	£137,087.20
<b>Target Outcomes (Should be quantifiable)</b>	From 2015/16 onwards in line with guidance from DELNI and consistent with the requirements of the WAP Planning process, the University has explicitly noted targets for each project/expenditure stream. This was not, however, a feature or requirement of the Access Agreements previously.		
<b>Actual Outcomes (Should be quantifiable)</b>	During 2014-15 a total of 2453 Key Stage 2 pupils and 1561 Key Stage 3 pupils took part in STEM based outreach lectures, workshops, lab-based practicals, projects, competitions and school visits to Key Stage 2 and 3 pupils from target schools across the province, with all activities offered at zero-cost to the schools and pupils involved.		

*Christmas Lecture*

914 pupils and 73 teachers from 22 primary schools

852 pupils and 57 teachers from 15 post primary schools

*Maths Week Ireland*

722 pupils and 60 teachers from 16 primary schools

410 pupils and 22 teachers from 7 post primary schools

*It IS Rocket Science*

447 pupils from 11 primary schools

*GIS Student for a Day*

25 GCSE pupils from Dunclug College

*Maths Factor*

246 pupils and 18 teachers from 6 primary schools

*Maths with Sport*

124 pupils from 3 primary schools

*VEX Robotics Challenge (first VEX Robotics Challenge held in Northern Ireland, planned and delivered in collaboration with the Royal Academy of Engineering)*

36 pupils and 6 teachers from 6 post-primary schools

*STEM Careers Day*

An introductory talk on STEM careers followed by interactive activities.

30 pupils at Limavady High School.

50 pupils at Fleming Fulton Special Needs School.

158 pupils at Belfast Girls' Model.

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	
Name of any collaborative partner	Schools across the region as defined by Ulster's WAP Priority Schools Index.		
Variance			-£19,912.80
Explanation of any variance identified:			
The underspend incurred was a result of staff vacancies. Staff who remained in post ensured that this in no way impacted on the target activities/interventions.			



## Outreach Activities

<b>Name of Programme/ Project</b>	Community Engagement		
<b>Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment</b>	Pre-entry Aspiration and Attainment Raising		
<b>Target Groups</b>	Young people (NEETs) and adult returners in target neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region.		
<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	<p>The Access, Digital and Distributed Learning Directorate takes a leading role in the design, development and delivery of an extensive programme of STEM-based educational outreach activities with target communities (including: lectures, lab-based practicals, mentor-led projects, interactive and engaging workshops, large-scale events, competitions and school visits).</p> <p>Flexible and Continuing Education provides flexible education solutions to targeted disadvantaged groups to enhance HE aspiration and attainment through the provision of small-credit point 'taster' modules that can be accumulated into a 60 point Certificate.</p>		
<b>Estimated Expenditure (£)</b>	£285,000.00	<b>Actual Expenditure (£)</b>	£298,155.75
<b>Target Outcomes (Should be quantifiable)</b>	From 2015/16 onwards in line with guidance from DELNI and consistent with the requirements of the WAP Planning process, the University has explicitly noted targets for each project/expenditure stream. This was not, however, a feature or requirement of the Access Agreements previously.		
<b>Actual Outcomes (Should be quantifiable)</b>	In addition to fee waivers which enabled 414 adult learners to access accredited HE module provision at Ulster, the Flexible Access Pathways Award also provided internet connectivity for the learning community, return to study packs and recognition of achievement. The return to study pack, where appropriate, included core curriculum texts for adult learners. Community Achievement was recognised at a formal celebratory event at which Derek Baker, Permanent Secretary (DEL) delivered the keynote address.		
<b>Activity: New or Ongoing i.e. undertaken last year</b>	<b>New</b>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Ongoing</b>	x	
<b>Name of any collaborative partner</b>	Coverage of schools and communities across the region as defined by NIMDM and Ulster's WAP Priority Schools Index.		
		<b>Variance</b>	£13,155.75
<b>Explanation of any variance identified:</b>			

## Outreach Activities

<b>Name of Programme/ Project</b>	Fostering Aspiration		
<b>Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Pre-Entry Aspiration and Attainment Raising and on-Course Support.		
<b>Target Groups</b>	Young people and adult returners from a background of care.		
<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	The WAP Outreach Fund supports a wide range of projects and activities that look to raise the educational aspiration of care-experienced young people and encourage and support them on a path toward Higher Education including: summer schemes, a care-leaver bursary of £1,000, year-round accommodation in halls as well as guidance and support from a dedicated advisor.		
<b>Estimated Expenditure (£)</b>	£61,000.00	<b>Actual Expenditure (£)</b>	£64,547.76
<b>Target Outcomes (Should be quantifiable)</b>	From 2015/16 onwards in line with guidance from DELNI and consistent with the requirements of the WAP Planning process, the University has explicitly noted targets for each project/expenditure stream. This was not, however, a feature or requirement of the Access Agreements previously.		
<b>Actual Outcomes (Should be quantifiable)</b>	<p>25 14-17 year old young people attended taster sessions in Science and Engineering specifically developed to raise aspirations and achievements of the participants.</p> <p>65 14-17 year old young people took part in taster sessions as part of a collaborative initiative with Princes Trust XL project.</p> <p>The University hosted week long summer schemes and residential programmes in Jordanstown (15 young people) and Magee (10 young people) for young people aged 14-17 in conjunction with Fostering Achievement. To date 148 young people have taken part in this successful programme, which gives the young people direct experience of student living, education, health and fitness, and interaction with others.</p>		
<b>Activity: New or Ongoing i.e. undertaken last year</b>	<b>New</b>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
		X	
<b>Name of any collaborative partner</b>	DHSSPSNI ,the Fostering Network, Voypic, Include Youth, Opportunity Youth, Action for Children, the FE sector, Princes Trust, DELNI, and StudentfinanceNI		
<b>Variance</b>			£3,547.76
<b>Explanation of any variance identified:</b>			

## Outreach Activities

<b>Name of Programme/ Project</b>	Faculty Outreach Activities		
<b>Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Aspiration and Attainment Raising		
<b>Target Groups</b>	Individuals, Schools, communities from areas of high deprivation/low participation.		
<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	During 2014/15, a total of 26 Faculty Projects were funded.		
<b>Estimated Expenditure (£)</b>	£195,000.00	<b>Actual Expenditure (£)</b>	£201,155.69
<b>Target Outcomes (Should be quantifiable)</b>	From 2015/16 onwards in line with guidance from DELNI and consistent with the requirements of the WAP Planning process, the University has explicitly noted targets for each project/expenditure stream. This was not, however, a feature or requirement of the		
<b>Actual Outcomes (Should be quantifiable)</b>	Of the 26 projects funded, 5 were targetted at community groups/social enterprise staff, 2 were targetted as disability groups (hearing impaired and those on the Aspberger's Spectrum), 1 targed at ethnic minorities, 1 on Training the Trainers and Young Protestant Males (through the Boys' Brigade) and three on Teaching the Teachers to Program.		
<b>Activity: New or Ongoing i.e. undertaken last year</b>	<b>New</b>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Ongoing</b>		
<b>Name of any collaborative partner</b>	Community Groups and schools across the primary and post-primary sector.		
<b>Variance</b>			£6,155.69
<b>Explanation of any variance identified:</b>			

### 3.5 'Actual' Direct Expenditure on Post Entry Retention Activities aimed at Widening Participation students in 2014/15

<b>Name of Programme/ Project</b>	Faculty Post Entry Retention Activities		
<b>Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Small group tutorials, attendance monitoring		
<b>Target Groups</b>	Students at risk of non-progression		
<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	Pro-active and institution-wide initiative to support all those at risk of non-progression.		
<b>Estimated Expenditure (£)</b>	£1,180,000.00	<b>Actual Expenditure (£)</b>	£1,124,825.30
<b>Target Outcomes (Should be quantifiable)</b>	From 2015/16 onwards, in line with guidance from DELNI and consistent with the requirements of the WAP Planning process, the University has explicitly noted targets for each project/expenditure stream. This was not, however, a feature or requirement of the Access Agreements previously.		
<b>Actual Outcomes (Should be quantifiable)</b>	There has been a marked improvement in non-continuation at Ulster with figures falling from 12.0% in 2010/11 to 9.0% for new entrants in 2013/14.		
<b>Activity: New or Ongoing i.e. undertaken last year</b>	<b>New</b>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Ongoing</b>	x	
<b>Name of any collaborative partner</b>	Internal cross-institutional activity.		
		<b>Variance</b>	<b>-£55,174.70</b>
<b>Explanation of any variance identified:</b>			
The methodology used to calculate expenditure on Faculty post entry retention activities, eg Attendance Monitoring and Small Group Teaching, has been modified to reflect DEL's emphasis on SEC 5-7 (as opposed to 4-7).			

## 3.6

**'Actual' Direct Expenditure on Research Activities aimed at Widening Participation students in 2014/15**

<b>Name of Programme/ Project</b>	WAP Strategy, Research and Analytics		
<b>Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Development of informational datasets to facilitate the establishment of new milestones and targets and to enhance appropriate monitoring, evaluation and review.		
<b>Target Groups</b>			
<b>Brief description of activity</b> <i>If not already included in Section 3.6</i>	A 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.		
<b>Estimated Expenditure (£)</b>	£75,000.00	<b>Actual Expenditure (£)</b>	£70,132.20
<b>Target Outcomes (Should be quantifiable)</b>	From 2015/16 onwards in line with guidance from DELNI and consistent with the requirements of the WAP Planning process, the University has explicitly noted targets for each project/expenditure stream. This was not, however, a feature or requirement of the Access Agreements previously.		
<b>Actual Outcomes (Should be quantifiable)</b>			
<b>Activity: New or Ongoing i.e. undertaken last year</b>	<b>New</b>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Ongoing</b>	x	
<b>Name of any collaborative partner</b>			
<b>Variance</b>			<b>-£4,867.80</b>
<b>Explanation of any variance identified:</b>			

3.7 **'Actual' Direct Expenditure on Staffing and Administration in 2014/15**

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

<b>Actual Direct Expenditure</b>	<b>Estimated (£)</b>	<b>Actual (£)</b>
Actual apportionment of Administration costs	£20,000.00	£173,526.93
<b>Total Actual Direct expenditure (£)</b>	£20,000.00	£173,526.93

**3.8 Summary of 'Actual' Financial Expenditure in 2014/15**

<b>Actual Direct Expenditure</b>	<b>Estimated (£)</b>	<b>Actual (£)</b>
Actual spend on bursary support to students (£) <i>this will be a total of that detailed at table 3.3(a)</i>	£1,864,000.00	£2,215,109.00
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>	£370,000.00	£264,766.59
Actual amount of additional fee income spent on outreach (£) <i>this will be a total of that detailed at table 3.4</i>	£1,380,000.00	£1,376,341.23
Actual amount of additional fee income spent on retention and success (£) <i>see table 3.5</i>	£1,180,000.00	£1,124,825.30
Actual amount of additional fee income spent on research (£) <i>see table 3.6</i>	£75,000.00	£70,132.20
Actual amount of additional fee income spent on Staffing and Administration (£) <i>see table 3.7</i>	£20,000.00	£173,526.93
<b>Total Direct expenditure committed in 2014/15 (£)</b>	£4,889,000.00	£5,224,701.25
<b>Total Underspend in 2014/15 (£)</b> <i>(if appropriate)</i>		<b>-£335,701.25</b>
<b>Total Underspend carried forward from 2013/14 (£)</b> <i>(if appropriate)</i>		£936,908.87
<b>Total Underspend to be reallocated in 2015/16 (£)</b>		£601,207.62

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 for**  
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 (£)
	Student Marketing and Employability	£543,541.45
	Central University Support for WP	£5,665,430.20
	Central WP Staffing	£149,715.23
	<b>Total Actual Indirect Expenditure (£)</b>	<b>£6,358,686.88</b>

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 institutions Target outcomes and Milestones as identified in your WAPP for 2014/15 and have these been achieved?**

(i) Group: Disability  
Target/Milestone: Increase in numbers of new entrants reporting a disability.

Target	Actual	Please provide an explanation where a target has not been achieved
2014/15	2014/15	
8.30%	10%	

(ii) Group: Ethnicity  
Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2014/15	2014/15	
1.70%	2%	

(iii) Group: SEC and Religion  
Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2014/15	2014/15	Performance against target is within an acceptable margin, with the University continuing to perform significantly better than the HESA benchmark performance indicators.
13.50%	13%	

(iv) Group: SEC 4-7  
Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2014/15	2014/15	Performance against target is within an acceptable margin, with the University continuing to perform significantly better than the HESA benchmark performance indicators.
47.30%	47%	



## 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

UUSU is pleased to see the continued funding for outreach and retention programmes for widening access students.

UUSU note that there had been an historic underspend. We welcome the planned steps to expend these monies, in the amount of £150,000 per year for the next three years. The focus on using these resources to retain students from a widening access background is particularly welcome. The introduction of widespread peer-assisted student support is to be commended.

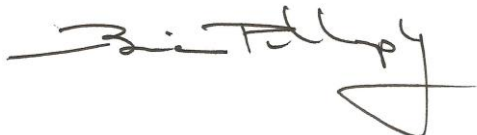
Ulster University, in response to government underfunding have planned to reduce student numbers by 1,250 over the next four years. UUSU recognise a reduction in student numbers as one of the primary risks to widening and deepening access to higher education. In this context we are gravely concerned that targets to maintain the current number of decile 1 and 2, young male and disabled students and adult learners are unrealistic. An accepted plateau in widening access targets marks a dangerous progression for the widening access agenda.

It is our opinion that this plan, and its ambitions, reflects the operational context under which Ulster University now operates. The diminishing public funding of higher education must be reversed and we must see a return of 2015 regulated student number if not an increase if we are to meaningfully improve societies access to higher education.

Name:	Colum Mackey
Position:	President
Signed:	
Date:	24/06/2016

#### 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 DEL.

Name:	Professor Brian Murphy
Position:	Director, Access Digital and Distributed Learning
Signed:	
Date:	29th June 2016

**4.3 WIDENING ACCESS AND PARTICIPATION PLAN 2017/18 – 2019/20**

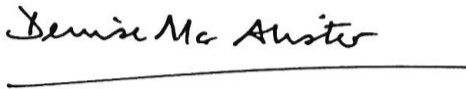
<b>Institution:</b>	Ulster University
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Sign-off (*to be completed on paper copy only, by head of institution, or appropriate deputy*)

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

<b>Name:</b>	Professor Denise McAlister, CBE
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<b>Position:</b>	Pro-Vice Chancellor Learning Teaching and the Student Experience
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<b>Signed:</b>	
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<b>Date:</b>	29th June 2016
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