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Cover sheet of a Widening Access and Participation Plan for 2016/17 - 2018/19

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Institution:	ULSTER UNIVERSITY
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Principal Contact for Widening Access and Participation Plans	
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Title:	Dr
First Name:	Brian
Last Name:	Murphy
Post Held:	Director: Access, Digital and Distributed Learning
Telephone:	02890 368027
E-mail:	b.murphy1@ulster.ac.uk

Senior management responsibility for Widening Access and Participation Plan: This should be the person that the named contact reports to	
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Title:	Professor
First Name:	Denise
Last Name:	McAlister
Post Held:	Pro-Vice-Chancellor (Learning, Teaching and Student Experience)
Telephone:	02890 366164
E-mail:	da.mcalister@ulster.ac.uk

Signature of head of institution:	
Date:	

PART 1

WIDENING ACCESS AND PARTICIPATION PLAN 2016/17 – 2018/19

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

A comprehensive review of Widening Access and Participation (WAP) at Ulster informed the development of the University's Widening Access and Participation Strategy 2011/12-2015/16. The Strategy can be found at:

http://addl.ulster.ac.uk/images/uploads/WAPP_Appendix_A_Strategy2011-16.pdf

The new Strategy incorporates:

- a focus across the entire student trajectory from pre-entry outreach in primary and post-primary schools to the transition to Higher Education (HE);
- expanded opportunities for participation in HE, particularly those from high deprivation/low participation neighbourhoods, to address regional pockets of under-representation;
- implementation of flexible, and accessible HE pathways across schools, colleges, communities and work-based learning sectors;
- embedding of widening access in all aspects of the work of faculties and departments across the institution;

The Strategy was approved by the University's Educational Partnerships and International Affairs Committee at its meeting in December 2012. An Implementation Plan to operationalise the Strategy was developed during 2012/13.

The WAP Strategy and the Widening Access and Participation Plan (WAPP) are reflected in the University operational indicators reviewed by Senate, Council and the Senior Executive to ensure strategic fitness.

The Strategy states: *'...one of the University's corporate goals aims to provide excellent, student-centred, flexible programmes of study which are accessible to all those who have the ability to benefit from them...'*; adding that: *'...widening participation in higher education is a key priority since it is vital in creating a fairer society, securing improvements in social mobility, and supporting economic growth.'*

Ulster's Widening Access and Participation Strategy (2011/12-2015/16) is designed to permeate the institution and reach beyond the walls of the University to schools, colleges, workplaces, communities and individuals. It deploys a wide range of access measures including: financial support, student support, retention, progression and achievement interventions, and an extensive range of outreach activities spanning the educational spectrum from primary to post primary, further and higher education.

The Centre for Widening Access and Participation and the Widening Access and Community Engagement Sub Committee (WACESC) together ensure that WAP at the University is centrally planned, is monitored and is institutionally embedded.

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

Recruitment and Ulster's WP NSEC4/5-7 Student Population

The University's student population in 2013/14 was 26,745 (25,633 NI based). For the 2013/14 academic year, the University reported 12,988 FTE fee-paying undergraduates.

It is a major and longstanding institutional achievement that Ulster has consistently been able to attract, retain and graduate students, described by DEL as the *'most able but least likely'* to progress to HE. Ulster has consistently exceeded its institutional benchmark¹ in respect of recruitment of students from socially and economically disadvantaged backgrounds (as measured by NS-SEC).

Historically though, the University has only reported on NS-SEC 4-7 in-line with the corresponding HESA UKPI for WP and it is recognised that NS-SEC information has notable limitations. Ulster has therefore invested significantly in new informational and analytical resources based on geographic indices of multiple deprivation to ensure that it continues to offer educational opportunities to all with the ability to benefit from University study, regardless of background or personal circumstance.

Ulster is committed to working with DELNI and other institutions to develop regionally agreed, fit-for-purpose WP performance indicators to better inform the effectiveness of targeted outreach and access measures as part of the rolling WAP Plan.

Widening Access and Participation

The University is a consistent sector leader in widening access to higher education and, according to 2011/12 HESA data, is third in the UK in respect of widening access².

Flexible Learning

Since 2009, the Centre for Flexible and Continuing Education at the University has awarded over 3,000 learners University credit, enabling progression toward a University award at Levels 3 or 4 of the Certificate in Personal and Professional Development (CPPD).

The Centre provides for accredited flexible learning on a modular basis and is critical to transitioning adult returners and re-engaging those that have left formal education.

HE in FE and Collaborative Provision

Widening access to work-based learners is also a key aspect of *Access to Success*. It is also the central feature of DEL's strategy paper *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.

To this end the Ulster has recently (2014) affirmed its position:

'Ulster affirms its commitment to flexible and accessible higher education and to establishing pathways and curricula that enhance Northern Ireland's prospects in high performance businesses and industries. We will validate appropriate intermediate higher level qualifications of our educational partners, including applied Foundation Degrees that form the academic spine of Higher Level Apprenticeships. We are also committed to growing our part-time degree provision through innovative digital solutions in which we reach out to our learners.'

In this regard, Ulster validation supports an extensive network of collaborative provision with other

¹ Based on the HESA UK Performance Indicator (UKPI) for Widening Participation relating to underrepresented groups.

² Based on variance between the institutional benchmark and achieved proportion of students from lower socio-economic groups as defined by, and measured against, the 2011/12 HESA UKPI for 'Widening Participation of Underrepresented Groups in Higher Education' (Table T1a - <https://www.hesa.ac.uk/pis/urg>).

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educational or training institutions across NI. This provision serves access pathways, work-based learners and adult education, providing a most significant contribution to access pathways to Higher Education.

Plans to develop better tracking of conversion to HE is an ongoing project.

WAP Research and Development

The previous sections have demonstrated the importance of a robust evidence base for the targeting and tracking of WAP interventions. Research is accordingly a key priority within Ulster's WAP Plan.

Ulster has an excellent record of WAP research and development to build and improve upon. Previous WAP research and development deployed Geographic Information Systems to enable the drawing together of data from a variety of sources of internal and external provenance. Data from NISRA, HESA and DEL was combined with internally generated data from Student Records, Finance and Student Support as well as DLHE final destination information. By synthesising from these various sources it has been possible to derive entirely new and rich data to underpin the Ulster Schools Priority Index. This Index is as key to this WAP Plan as it has been to previous Access Agreements and WP Strategic Assessments in effective targeting. Continuation and enhancement of this work to include tracking and longitudinal studies of WP students at Ulster will allow the University to better articulate and evidence base the effectiveness of its access measures and the achievement of its WP students.

Student WA Profile – Geographics and Demographics

Figure 1 was derived from the database of GIS resources. The figure illustrates the regional distribution of the University of Ulster student population. This map by point of Home Address demonstrates that the student body at Ulster is drawn from across every Local Government District, illustrating that University is true to its name: the University of all regions of Ulster and for all students of Ulster.

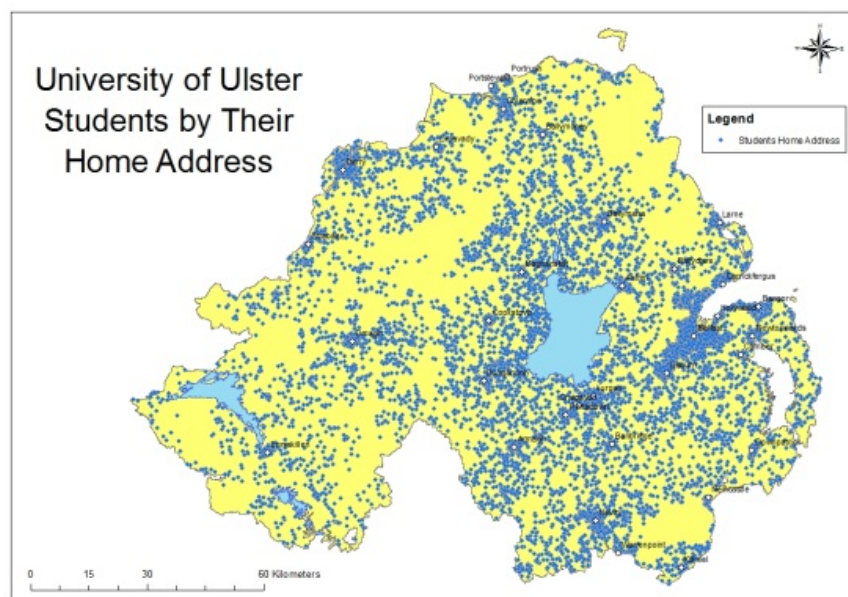


Figure 1: Regional Distribution of Ulster students by Home Address

Figure 2 shows Ulster's student population by Super Output Area as a proportion of the 16-39 population; essentially a heat map of the distribution of enrolled students relative to the total population for that area based on mid-year population estimates of the Northern Ireland Statistics and Research Agency (NISRA). In these maps the green wards denote areas where Ulster recruits a high proportion of students relative to the total 16-39 population and red denotes areas of low recruitment. This map demonstrates that the University recruits well from all regions, including most rural communities.

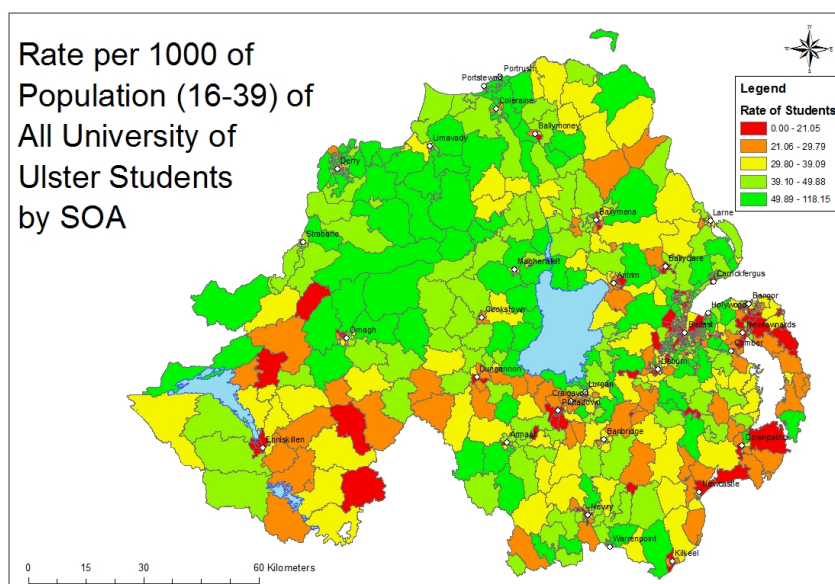


Figure 2: Ulster students by Super Output Area (proportion of 16-39)

Student WP Profile - Socio Economic.

Analysis of regional disadvantage statistics using the Northern Ireland Multiple Deprivation Measure by NISRA yields evidence that the University serves disadvantaged rural communities particularly well relative to urban populations. Indeed, detailed analysis would suggest that outreach should be targeted at the rural fringes of provincial townlands such as: Ballymena, Ballymoney, Limavady, Strabane, Newtownards and towns along the M1 corridor through to Armagh and Dungannon. Notably, this is not intended as an exhaustive list but a representative sample giving a flavour of the areas that might benefit from targeted outreach activity.

Student Population by Campus

The Ulster student population for 2013/14 is distributed across the four campuses as detailed in Table 1. This will change as the new Belfast campus develops and the student body declines at Jordanstown. Notable, in the WAP context, is that the new Belfast campus will be located in within the catchment of some of the most disadvantaged and educationally underachieving districts in western Europe.

Campus	Actual 13/14
Belfast	1,832
Coleraine	5,594
Jordanstown	13,492
Magee	4,715
Total	25,633

Table 1: Total University of Ulster NI Student Population by Campus

Part-Time Provision

Ulster's part-time provision is key in delivering HE to the workforce and to enabling adult learners. A significant proportion (15%) of all undergraduate enrolment at Ulster is part-time.

Retention and Progression

Over the last decade, Ulster has engaged intensively in retention initiatives that are key to supporting the diverse WAP population of the University. Currently a Retention Implementation Working Group chaired by the PVC for Learning, Teaching and Student Experience meets each semester to review and monitor progress and to highlight good practice both internally and externally. Further work is required to enable targeted and early interventions for the retention of WAP students.

General WP – Protected Characteristics

Protected characteristics relate to the personal characteristics of an individual that are protected by equality legislation, making it unlawful to discriminate on the grounds of these characteristics. The

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University takes every precaution in its admissions and academic regulations to protect against discrimination. Typical protected characteristics are: age, gender, disability, marital status, race, religion or belief and sexual orientation.

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 and there is longstanding evidence of lower participation by Young Protestant Males (YPMs), particularly those from disadvantaged backgrounds. A further example is the most objective and nationally comparable measure of disability – being those in receipt of DSA – which does not necessarily provide a complete or definitive picture of special educational needs.

This being the case, the Centre for Widening Access and Participation, in conjunction with the Student Administration and Planning, will undertake to devise and develop evidence-based estimates and confidence bandwidths on the data. Measures, with such confidence limits, will better reflect the University's effectiveness in ensuring equitable access to HE for such groups.

Gap Analysis

While recognising the University's well-established track record in WAP, there remains scope for improvement and enhancement that includes:

- enhanced WAP research capacity and capability;
- better understanding of the barriers to WAP;
- better tracking of protected characteristics;
- improved retention and support of WP students;
- enhanced targeting of intervention by district, school, SEC;
- better tracking of participation, especially in relation to a student's protected characteristics such as gender, race, creed or sexual orientation;
- more effective outreach to schools and communities;
- more effective intervention with low participation groups and neighbourhoods;
- greater flexibility and engagement with business needs;
- more effective partnerships for greater HE conversion through access pathways;
- robust metrics for monitoring and evaluating the impact and effectiveness of WAP measures;
- a dashboard for 'WAP Ulster at-a-glance'.

Conclusions and Action

In conclusion, the WAP Strategy and this WAP Plan improves further the progressive developments of the last decade. Good practice is retained; improved practice is incentivised; targets will be better defined; and, the barriers to engagement and participation for those hardest to reach will be lowered.

The actions identified and funded through this WAP Plan are designed to address the gaps identified and to contribute to a more targeted and measureable approach.

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

Consistent with the high level outline of section 1.1 as well as the gap analysis and improvements identified in section 1.2, targets will focus on impact on the following:

- improving recruitment from low participation neighbourhoods;
- enhancing identified under-participation profiles;
- improving retention for WAP students;
- improving WAP targeting methodology.

These identified themes represent a further refinement Ulster's published WAP Strategy with a view toward improved effectiveness over the three-year WAPP planning cycle.

These will be enabled by the following interventions:

- financial support, including bursaries, fee waivers and care leaver support;
- outreach projects, including school and community engagements;
- investment in research to improve WAP targeting and effectiveness monitoring;
- investment in technology to track WAP students.

The actions identified and funded through this WAP Plan are designed to address the gaps identified and to contribute to a more targeted and measureable approach. The key actions in summary are:

- i. A Student Bursary based on domicile and household income.
- ii. Care Leaver Support – a bursary, a summer scheme and mentoring support.
- iii. Step Up – an educational intervention with inner city schools.
- iv. Tutoring in Schools – an voluntary ambassadorial scheme targeted at schools in low participation wards
- v. General Schools Outreach – aspiration-raising educational activities targeted at schools to low participation wards.
- vi. Sports Outreach – cross community sports activities in collaboration with the Sports Academy focused on primary and post-primary schools.
- vii. Community Outreach – attainment-raising and credit-bearing education interventions for the most disadvantaged communities and NEETs.

To achieve our aims and objectives under the WAP Plan, we will expend in the region of 10-12% of additional fee income.

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(a) In the table below please provide specific targets for the enrolment of students at Ulster University from the underrepresented groups identified in Access to Success

* Includes unknown postcodes.

Category		2012/13		2013/14		2015/16		2016/17	
		FT	PT	FT	PT	FT	PT	FT	PT
Total Enrolments		14,089	3,828	14,418	3,563	13,712	3,969	13,440	4,151
1: MDM Quintiles	Quintile 1	2,366	780	2,487	797	2363	851	2317	890
	Quintile 2	2,839	699	2,922	686	2778	747	2730	782
	Quintile 3	3,252	754	3,324	683	3160	775	3098	811
	Quintile 4	3,007	785	3,065	740	2923	823	2856	861
	Quintile 5	2,608	783	2,618	649	2488	773	2439	808
2: MDM Lowest Deprivation Decile		1,092	402	1,175	407	1116	437	1094	462
3: Young Males from D1	Protestant	32	4	40	4	33	4	32	4
	Catholic	161	12	150	12	143	12	140	12
4: Disability	Declared Disability	1,166	306	1,318	285	1253	---	1228	---
	In Receipt of DLA	711	118	726	106	690	---	676	---
5: Adult Learners (+25)		1,360	2,220	1,380	2,255	1312	2,238	1286	2,238

DELNI: There is an expectation that targets are revised upwards only. Institutions will be expected to provide explanations where this is not the case:

Sustained cuts to regional higher education funding and the corresponding contraction of the sector will, in the view of the University, erode educational opportunities for all young people. Accordingly, the table above assumes the reduced student numbers to be spread proportionately across all groups.

Ulster University, however, is concerned with a risk that the combination of controlled fees, reduced funding, the MASN cap and prescribed targets may disproportionately affect the targets groups and the lower quintiles identified in the table. To mitigate this risk the University will:

- i. maintain high ambition in our targets to maintain our reach and impact on under-represented groups;
- ii. focus resources on targeted interventions linked to measureable impact return;
- iii. engineer better recruitment conversion from outreach targeted at hard-to-reach groups;
- iv. maintain the bursary;
- v. maintain direct expenditure at greater than the statutory minimum and in the region of 12% of additional fee income;
- vi. explore shared funding and risk with DEL through the REACH programme;
- vii. explore philanthropic sources to expand funding and support of our interventions.

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- (b) In the tables below please identify your specific institutional targets. These may be different to those groups identified in 1.3(a) or may relate to targets other than enrolments. You will need to identify the group and highlight what the target outcome will be eg Retention.

Group	Full-time entrants: MDM Quintiles 1 and 2			
Outcome	Maintain the participation rate of the most disadvantaged quintiles			
Baseline (statistical or % participation last year monitored)	Targets/Outcome – based on historical performance			
2013/14		2016/17	2017/18	2018/19
	Number	5047	4915	4825
5409	Percentage	37.55	37.55	37.55

Group	Full-time entrants: Young Males from Decile 1			
Outcome	To maintain the participation rate of young males from Decile 1			
Baseline (statistical or % participation last year monitored)	Targets/Outcome– based on historical performance			
2013/14		2016/17*	2017/18	2018/19
	Number	172	168	164
190	Percentage	1.28	1.28	1.28

Group	Full-Time entrants: Students in receipt of DLA and Declaring Disability			
Outcome	To maintain the participation rate of students declaring disability			
Baseline (statistical or % participation last year monitored)	Targets/Outcome– based on historical performance			
2013/14		2016/17*	2017/18	2018/19
	Number	1904	1855	1821
2044	Percentage	14.17	14.17	14.17

Group	Full-Time entrants: Adult Learners			
Outcome	To maintain the participation rate of adult learners progressing to full-time study.			
Baseline (statistical or % participation last year monitored)	Targets/Outcome– based on historical performance			
2013/14		2016/17*	2017/18	2018/19
	Number	1286	1251	1228
1380	Percentage	9.56	9.56	9.56

It is noted that the institutional targets/milestones identified in Table 1.3b reflect the need to formulate a new baseline on which to monitor impact going forward.

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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 2016/17 (£)	Estimated Spend 2017/18 (£)	Estimated Spend 2018/19 (£)
Bursaries [‡]	£1,885,545 [§]	£1,885,545	£1,885,545
Scholarships ^{**}	0	0	0
Other financial Support ^{††}	£250,000	£250,000	£250,000
Outreach ^{‡‡}	£1,225,000	£1,261,750	£1,299,602
Retention	0	0	0
Research Activity	£70,000	£74,160	£76,385
Staffing/Administration	£188,624	£194,283	£200,111

[‡] Bursary forecasts are based on 2012/13 data supplied by the Student Loan Company (SLC) and modelled to reflect Ulster's transition away from bursaries toward outreach spend. Also includes estimates for care-leaver bursaries.

[§] It is anticipated that the transition to outreach expenditure will be complete by the 2015/16 year, therefore bursary expenditure is expected to remain steady.

^{**} Bursaries are the primary mechanism for the distribution of monies to support widening access students attending the University and are allocated on the basis of household income.

^{††} Including fee waivers and WAP work experience and international study fund.

^{‡‡} Including schools, community and targeted access projects.

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

1. Better WAP Research for Targeting

In the context of finite funding it is essential that resources are deployed efficiently and effectively in support of widening access and participation efforts. Ulster has invested heavily in the development of novel informational and analytical resources as well as the infrastructure necessary to coordinate and manage its substantial outreach operations. This will ensure that: outreach interventions are targeted at those most in need; that progress towards stated goals can be monitored; impact assessed; and good practice identified and disseminated.

2. Improved Tracking of WAP Retention and Progression

Detailed geographic analysis of Ulster's student population has afforded new insights into widening access and participation performance not previously apparent from the NS-SEC information provided by UCAS. Specifically, it has been noted that access students are at significantly higher risk of non-progression at the end of first year.

Recognising the correlation between non-attendance and non-progression or poor performance Ulster is currently piloting new technology for monitoring student attendance and engagement that provides highly accurate and real-time information. Not only in respect of attendance at lectures, labs, practicals, *et cetera*, but also engagement with broader infrastructural learning resources.

3. Accredited Flexible Learning

The Certificate of Personal and Professional Development (CPPD) is a flexible, modular, undergraduate framework, which provides new opportunities for individuals and organisations to contribute and develop a flexible pathway to HE.

4. Care Leavers - Fostering Aspirations

The Buttle Trust Quality Mark is awarded to institutions that prove their commitment to supporting students coming to higher education from a background of care. 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 Access Agreement also funds two week-long residentials which aim to increase aspiration and attainment levels without raising unrealistic expectations. The purpose is to make 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 the most disadvantaged in our society.

5. Targeted Access Programmes

Includes project expenditure across several established and successful programmes, all with a common focus on targeting particularly high-deprivation neighbourhoods:

- I. Step Up to Science
- II. Tutoring in Schools
- III. Ulster Sports Outreach (USO)

Specific activities for the 2015/16 academic year are subject to confirmation as part of the University's annual planning cycle for WAP initiatives as overseen by the Widening Access and Community Engagement Sub Committee (WACESC).

Some projects for 2015/16 have already been strategically identified. These include:

- Development, testing and roll out of the Schools Engagement System and the Community Engagement System;

- Development of a Step-Up Virtual Academy.

Notably this document does not describe or include activity financed by the targetted allocations provided by DELNI as part of the University's overall institutional funding as such funds are distributed to faculties to support on-course interventions to achieve and maintain distributed WP targets in respect of retention.

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

Through *Access to Success* DEL has stressed '*...partnership with higher education providers, disabled group representatives, employers and their representative bodies, individuals and trade unions, the voluntary and community sector, and other government departments and agencies in order to deliver the longer-term vision.*'

The University's vision for WAP, as articulated in the section 1.1 above, its record as articulated in section 1.2, and its gap analysis for action as in section 1.3, are all in accord with the ambitions of: social inclusion, the economic challenge, and widening participation for Northern Ireland. Further, the University's WAP Strategy is designed to contribute to the vision of the recently published Higher Education Strategy for Northern Ireland (*Graduating to Success*, DEL, 2012) which highlights the need for a more accessible and flexible higher education sector designed to for those *most able but least likely* to participate.

Access to Success identifies the importance of better targeting of resources. Ulster's WAP Strategy and this WAP Plan echoes this ambition in many regards. Through the significant analytics already developed, and the goal of researching and developing further metrics that objectively expose gaps in the University's WAP coverage, WAP research will help inform measured, tailored and effective interventions.

In conclusion this WAP Plan is designed to accrue benefit to the individual, the University, the needs of the employment sector, and the general socio-economic well-being of the region.

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;
- Other -
 - Gateway Scholarships
 - Boston Step Up Scholarships

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

- the online Student Guide at: <http://www.ulster.ac.uk/guide/how-to-register/fees-loans-and-bursaries/bursaries-and-scholarships/>
- the Widening Access and Participation website at: <http://addl.ulster.ac.uk/wap/wa>
- for specific scholarships at: <http://daro.ulster.ac.uk/scholarshipsandawards>
- 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 within the Centre for Widening

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- 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?

Progress and outcomes of all WAP measures at Ulster are reviewed and overseen by the WACE Sub Committee, which has invested in the development of new informational and analytical resources as well as the infrastructure necessary to coordinate and manage its substantial WAP operations. This will ensure that: financial measures as well as outreach interventions are targeted at those most in need; that progress towards stated goals can be monitored; impact assessed; and good practice identified and disseminated.

A dedicated researcher has been appointed to further enhance and develop informational and analytical capabilities for targeting, evaluating and monitoring the effectiveness of outreach activities, which includes the development of a new suite of business intelligence tools such as the WAP Dashboard to underpin both strategic and operational performance monitoring.

PART TWO

WIDENING ACCESS AND PARTICIPATION PLAN

Forward Plan 2016-2017

Part 2 is the **forward plan** for the institution in the academic year 2016/17. 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 standard fee of £3925 (<i>estimated max higher fee 16/17 tbc</i>)		Additional fee income per student	Estimated Number of students in 2016/17	Estimated additional fee income
Course Type	Fee (£)			
Undergraduate	£3,925.00	£2,370.00	12524	£29,681,880.00
Placement	£1,963.00	£1,185.00	894	£1,059,390.00
				£0.00
				£0.00
				£0.00
Total Students			13418	£30,741,270.00
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 £1560 (<i>estimated standard fee 16/17 tbc</i>)		Additional fee income per student	Estimated Number of students in 2016/17	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 2016/17 i.e total at

2.1(a) plus total at 2.1(b)

Total Estimated Additional fee income:	£30,741,270.00
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2.3 Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2016/17

[See Guidance notes for 2.3

before completing] Add additional groups as necessary

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203		4571	£395.00	£1,805,545.00
				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Care Leavers		60	£1,000.00	£60,000.00
Alumni Scholarships		20	£1,000.00	£20,000.00
Total Bursary Spend (£)		4651		£1,885,545.00

(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
Total Scholarship Spend (£)		0		£0.00

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

Target Groups (insert below)	Nature of Support	No of Students	Other Amount per student (£)	Total Other Amount (£)
Adult Learners	Flexible Pathways Fee Waivers	550	Variable up to £1,000	£250,000
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
				£0.00
Total 'Other' Direct Financial Spend (£)		550		£250,000.00

Estimated Direct Expenditure on Outreach Activities in 2016/17 aimed at Widening Participation students

Outreach Activities in 2016/17

2.4	Name of Programme/Project	Step-Up		
	Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising	Pre-entry Attainment Raising		
	Target Groups	Young people in schools in the most disadvantaged Quintile and other key WP characteristics such as YPM, ethnicity and females into STEM-		
	Estimated Expenditure (£)	£455,000.00	See Appendix:	Appendix 2
	Brief description of activity <i>If not already included in Section 1.4</i>	<p>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.</p> <p>The University is committed to continued enhancement of this flagship programme including diversification of the discipline base to include other STEM subjects and growth in participation on programme underpinned by the Step-Up Virtual Academy.</p>		
	Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> - 80% progression from programme to HE/FE/Employment - 40% progression rate to course at Ulster University - 90% retention of Step-Up students at Ulster at end of first year 		
	Activity: New or Ongoing i.e undertaken last year	New	x	Please insert an 'X' as

	Ongoing	x	appropriate in either the
Name of any collaborative partner	Target schools across the region as defined by Ulster's WAP Priority Schools Index.		

Name of Programme/Project	Tutoring in Schools (TiS)		
Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising	Tutoring in Schools enables current students to act as ambassadors within schools, ultimately raising aspirations of pupils within the host schools.		
Target Groups	Young people in schools in the most disadvantaged Quintile.		
Estimated Expenditure (£)	£95,000.00	See Appendix:	Appendix 3
Brief description of activity If not already included in Section 1.4	<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">• 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. Students are informed of this widening access• Faculties are encouraged to use TiS Student Tutors to ensure the sustainability of Access Agreement Funded Outreach Projects.		
Target Outcomes (Should be quantifiable)	<p>- Raise aspirations and build partnerships to underpin engagement with educational programmes.</p> <p>- Engage with 25% of all target schools in bottom quintile of schools</p>		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the
	Ongoing	x	
Name of any collaborative partner	Target schools across the region as defined by Ulster'sWAP Priority Schools Index.		

Name of Programme/Project	WAP Schools Outreach
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Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising	Pre-Entry Aspiration and Attainment Raising		
Target Groups	Young people in schools in the most disadvantaged Quintile (according to Ulster's WAP Priority Schools Index) and other key WP		
Estimated Expenditure (£)	£184,000.00	See Appendix:	Appendix 4
Brief description of activity If not already included in Section 1.4	<p>The Centre for Widening Access and Participation 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 2015/16 outreach programme aims to raise aspiration and attainment through a coordinated and coherent series of highly targeted curriculum-aligned outreach activities; 2015/16 also sees the piloting of innovative engagement models and technologies that will inform future bids to DEL.</p>		
Target Outcomes (Should be quantifiable)	Highly targeted STEM-based engagements with 15% of all target schools in bottom quintile of schools as defined by Ulster's WAP Priority Schools Index.		
Activity: New or Ongoing i.e undertaken last year	<div>New</div> <div>Please tick</div> <div>Ongoing</div>	<div></div> <div>x</div>	<div>Please insert an 'X' as appropriate in either the NEW or ONGOING</div>
Name of any collaborative partner	Schools across the region as defined by Ulster's WAP Priority Schools Index.		

Name of Programme/Project	WAP Community Outreach
Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising	Pre-entry Aspiration and Attainment Raising
Target Groups	Young people (NEETs) and adult returners in target neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region.
Estimated Expenditure (£)	£344,000.00 See Appendix: Appendix 5
Brief description of activity <i>If not already included in Section 1.4</i>	<p>The Centre for Widening Access and Participation 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>The Centre for 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>

Target Outcomes (Should be quantifiable)	<div>- Raise aspirations and build partnerships to underpin engagement with educational programmes.</div> <div>- Provide accredited learning opportunities for 400 NEETs and adults in target areas.</div>		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the
	Ongoing	x	
Name of any collaborative partner	Coverage of schools and communities across the region as defined by NIMDM and Ulster's WAP Priority Schools Index.		

Name of Programme/Project	Ulster Sports Outreach		
Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising	Pre-entry Aspiration and Attainment Raising		
Target Groups	Young people in target schools across the region as defined by Ulster's multivariable WAP Priority Schools Index (targeting the most disadvantaged deprivation/low participation areas in the most disadvantaged Quintile of MDM).		
Estimated Expenditure (£)	£87,000	See Appendix:	Appendix 6
Brief description of activity If not already included in Section 1.4	Extensive Sports Outreach activities have been developed by the Sports Academy at Ulster. These activities are cross-community, encompass girls and boys and include primary and post-primary age groups. For 2014/15 and beyond this programme of activities will have a more deliberate focus on the widening access agenda, in the identification of schools, and to link these activities to 'taster' activities in relation to the academic study of sports and other disciplines.		
Target Outcomes (Should be quantifiable)	Raise aspirations and build partnerships to underpin engagement with educational programmes. Engage with 25% of all target schools in bottom quintile of schools as defined by Ulster's multivariable WAP Priority Schools Index.		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the
	Ongoing	x	
Name of any collaborative partner	Target schools across the region as defined by Ulster's multivariable WAP Priority Schools Index.		

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Name of Programme/Project	Fostering Aspiration		
Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising	Pre-Entry Aspiration and Attainment Raising and on-Course Support.		
Target Groups	Young people and adult returners from a background of care.		
Estimated Expenditure (£)	£60,000.00	See Appendix:	Appendix 7
Brief description of activity If not already included in Section 1.4	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.		
Target Outcomes (Should be quantifiable)	Raise aspirations of young people from a background of care - Achieve year-on-year increase in care-leavers studying at Ulster.		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the
	Ongoing	x	
Name of any collaborative partner	Health Trusts and other agencies concerned with supporting young people from a background of care.		

Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2016/17

2.6

Title of Research Activity	WAP Strategy, Research and Analytics		
Research Target Group			
Estimated Expenditure (£)	£70,000.00	See Appendix:	Appendix 7
Description 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.		
Expected Research Outcomes	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.

Estimated 'Direct' Expenditure on Staffing and Administration in 2016/17

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

2.7

Estimated Direct Expenditure	£
Estimated apportionment of Administration costs not already attributed to an activity (see Appendix 9)	£188,624.00
Estimated 'other' costs please specify below	
Total:	£188,624.00

Summary of all Estimated Direct Financial Expenditure in 2016/17

2.8

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>	£1,885,545.00
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>	£250,000.00
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>	£1,225,000.00
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>	£0.00
Estimated amount of additional fee income to be spent on research activity <i>i.e this will be a total of that detailed at 2.6</i>	£70,000.00
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>	£188,624.00
Total estimated direct expenditure(£)	£3,619,169.00
Total estimated direct expenditure as a proportion of additional fee income %	11.77%

Estimated 'Indirect' Expenditure on Widening Participation infrastructure and broader

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

2.9

Description of Expenditure	Amount (£)
Student Marketing and Employability	£1,341,871.94
Central University Support for WP	£6,683,682.72
Central WP Staffing	£191,679.79
Total Expenditure (£)	£8,217,234.45

**THANK YOU FOR TAKING THE TIME TO PROVIDE ESTIMATED FINANCIAL
INFORMATION FOR ACADEMIC YEAR 2016/17.**

**IN PART 3, YOU WILL BE ASKED TO PROVIDE INFORMATION ON ACTUAL
EXPENDITURE ON WIDENING PARTICIPATION ACTIVITIES IN ACADEMIC YEAR
2013/14.**

PART THREE
WIDENING ACCESS AND PARTICIPATION PLAN

Monitoring Report for Access Agreement 2013/14

Part 3 is the monitoring report for academic year 2013/14 and will be the actual spend incurred – you will wish to refer to your Access Agreement for 2013/14 to complete this section of the form

Those institutions that did not have an Access Agreement for 2013/14 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 2013/14 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 2013/14 (please detail in the table below)

Total Actual additional fee income (£)	£27,287,354.00
Estimated additional fee income (£)	£27,500,000.00
Variance	-£212,646.00

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

N/A

Characters Remaining: 497

3.2 Level of fees

Please provide details of the fees charged for 2013/14 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 2013/14	Total additional fee income 2013/14
Full-time undergraduate	£3,575.00	£2,150.00	11931	£25,651,650.00
Placement/Sandwich Year Fee	£1,780.00	£1,080.00	1318	£1,423,440.00
				£0.00
				£0.00

				£0.00
				£0.00
				£0.00
Additional fee income from students charged the maximum higher fee (£)			13249	£27,075,090.00

(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 2013/14	Total additional fee income 2013/14
Full-time undergraduate	£2,053.00	£628.00	338	£212,264.00
				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
Additional fee income from students charged the maximum higher fee (£)			338	£212,264.00

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 2013/2014 against that profiled in your institutions Access Agreement. 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 paid (£)	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>	FT UG Year 2009 Entry	90	1,066.08	£95,947
	FT UG Year 2010 Entry	432	£1,042.68	£450,438
	FT UG Year 2011 Entry	609	£740.56	£450,999
	FT UG Year 2012 Entry	1123	£360.07	£404,360
	FT UG Year 2013 Entry	1348	£358.74	483,584
				0
				0
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</i>	Partial state support	348	£413.23	143,803
	Above £41,065	9	£710.44	6,394
	Other	1483	577.27	856,096

or students in receipt of such amount, rather than an average or "up to" amount				0
				0
Adult Learners				0
Students with Disabilities				0
Young Males from low participation areas				0
Care Leavers		34	£1,000.00	34,000
Excellence and IFY Scholarships		56	£1,000.00	56,000
Total		5532		£2,981,621

Estimated bursary expenditure as detailed in your 2013/14 Access Agreement (£)	£3,020,000.00
Actual bursary expenditure for 2013/14 (£)	£2,981,620.94
Variance between estimated and actual bursary spend	-£38,379.06
	-1.29%

Please provide an explanation of any Variance between your Estimated and Actual Spend if less than/greater than This small variance is well within the 10% margin of error.

Characters Remaining: 451

(b) Scholarships

Target Groups (insert below)	Number of students	Scholarship Amount(£)	Total Scholarship expenditure 2013/14
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
			£0.00
			£0.00

			£0.00
			£0.00
Total	0		£0.00

Estimated Scholarship expenditure as detailed in your 2013/14 Access Agreement (£)	£0.00
Actual Scholarship expenditure for 2013/14 (£)	£0.00
Variance between estimated and actual Scholarship spend	£0.00
	N/A

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

Characters Remaining: 500

(c) Other Actual Direct Financial Support in 2013/14

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

Target Groups (insert below)	Number of students	Other Amount(£)	Total Other expenditure 2013/14 (£)
Students with household income up to £19,203	39	Up to £5,000	£13,250
Other low income groups			
Care Leavers			
Adult Learners		Up to £500	£6,380
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
Special Funds - Flexible Pathways			£0.00
Fee Waivers, International Study			£0.00
[insert group]			£0.00
[insert group]			£0.00
Total			£19,630.00

Estimated Other expenditure as detailed in your 2013/14 Access Agreement (£)	£457,000.00
Actual Other expenditure for 2013/14 (£)	£19,630.00

Variance between estimated and actual bursary spend	-£437,370.00
	-2228.07%

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

It should be noted that the delay in agreement in respect of the 13/14 Access Agreement resulted in a corresponding delay in the development of appropriate financial controls and protocols surrounding the distribution of these funds. The only call during 13/14 therefore was in June 2014, at the end of the financial year in question. This major underspend was rolled over to the following financial year (ie 2014/15), and was included within the efficiency savings for that year in line with the reprofiling of expenditure.

Characters Remaining: 60

3.4

‘Actual’ Direct Expenditure on Outreach Activities in 2013/14 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

Name of Programme/ Project	Step-Up		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry Attainment Raising		
Target Groups	Young people in schools in the most disadvantaged Quintile (according to Ulster's multivariable WAP Priority Schools Index) and other key WP characteristics such as YPM,		
Brief description of activity <i>If not already included in Section 1.4</i>	<p>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.</p> <p>The University is committed to continued enhancement of this flagship programme including diversification of the discipline base to include other STEM subjects and growth in participation on programme underpinned by the Step-Up Virtual Academy.</p>		
Estimated Expenditure (£)	£498,000.00	Actual Expenditure (£)	£294,196.10

Target Outcomes (Should be quantifiable)	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)	<p>During 2013/14 the Centre, in partnership with key stakeholders, developed a new scalable and sustainable blended-learning model for Step-Up that will enable significant expansion of the programme and diversification of the discipline base. The Centre has consulted extensively with partner schools on this proposed development and plans for the future of the programme have been well-received with feedback from both Principals and Heads of Science being universally positive.</p> <p>Plans are also well underway for the development of the Step-Up Virtual Academy (SUVA) which will underpin this expansion and ensure that Step-Up continues to equip and prepare students from disadvantaged backgrounds for Higher Education in a digital educational age.</p> <p>Participating schools in Northwest: St Mary’s College, Lisneal, St Joseph’s College, St Cecilia’s College, St Brigid’s College</p> <p>Total Pupil enrolment: 119 Yr 1 54 Yr2 65</p> <p>Participating Schools in Belfast: Ashfield Boys High School; Ashfield Girls High School; Orangefield High School (Yr 2 pupils only); 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 (no pupils registered on Step-Up in 2013/14)</p> <p>Total Pupil enrolment: 171 Yr 1 81 Yr 2 90 Number of students registered at Ulster (First Year Undergraduate): 45 Number of mentors: 9</p> <p>The residential summer schools held in June were attended by 135 pupils.</p>		
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 multivariable WAP Priority Schools Index.		
Variance		-£203,803.90	
Explanation of any variance identified:			
During 2013/14 the Centre streamlined Step-Up operations with a focus on adding educational value for learners. Importantly, while significant cost savings were achieved, there was no negative impact on outcomes for participants.			

Characters Remaining: 302

Name of Programme/ Project	Tutoring in Schools (TiS)		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Tutoring in Schools enables current students to act as ambassadors within schools, ultimately raising aspirations of pupils within the host schools.		
Target Groups	Young people in the primary and post-primary school sector.		
Brief description of activity <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"> • 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. Students are informed of this widening access • Faculties are encouraged to use TiS Student Tutors to ensure the sustainability of Access Agreement Funded Outreach Projects. 		
Estimated Expenditure (£)	£115,000.00	Actual Expenditure (£)	£97,657.29
Target Outcomes (Should be quantifiable)	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)	302 University students took part in 200 projects at 140 schools (61 primary, 44 post primary and 35 others including special projects, special schools etc) engaging with 10,796 pupils.		
Activity: New or Ongoing i.e. undertaken last year	New <i>Please tick</i> Ongoing	 x	Please insert an 'X' as appropriate in either the NEW or ONGOING box
Name of any collaborative partner	Schools across the primary and post-primary sector.		
		Variance	-£17,342.71
Explanation of any variance identified:			
Within Tutoring in Schools sufficient budget has to be available to support mileage claims and other out of pocket expenses by student tutors. However, many do not avail of the opportunity to be reimbursed for expenses.			

Outreach Activities

Name of Programme/ Project	Fostering Aspirations		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry Aspiration Raising		
Target Groups	Young people from a background of care.		
Brief description of activity <i>If not already included in Section 1.4</i>	Fostering Aspiration 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, year-round accommodation in halls as well as guidance and support from a dedicated advisor. These activities underpin the Frank Buttle UK Quality Mark which has been awarded University of Ulster since 2009. This is objective evidence that Ulster goes to great length to help young people with a background of care.		
Estimated Expenditure (£)	£57,000.00	Actual Expenditure (£)	£60,541.00
Target Outcomes (Should be quantifiable)	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)	<p>As well as monitoring the success of objectives to date continuous improvement of the service/project is a major factor in carrying out our evaluations. To maintain the Buttle UK Quality Mark, the service was to be developed with the benefit of supporting students and potential students whilst raising aspirations.</p> <p>For 13/14 UCAS data showed there were 72 (12/13 – 67) (11/12 – 42) individuals from those who indicated a period in care. The University of Ulster received 163 course applications from this cohort of students. Out of 72 applicants 56 were made offers. The University received an intake of 15 new entrants from care in 12/13 - 5 more than 11/12. The average number of applications from care leavers appears to have risen by around 15 per institution since 2008-09 (Buttle) . The University of Ulster actual intake has risen by 25 since 08/09.</p> <p>In total 41 students at the University of Ulster in year 13/14 declared they were in the care system for a period, 2 more than 12/13. (34 of 41) 83% students were eligible for the Care Leavers Bursary. This is an increase of 4% on 12/13.</p> <p>17% (7) of students ineligible for the Care Leavers Bursary had not had the full package of support. Of these 7, the reasons for ineligibility were- 1 Phd, 2 PG, 2 PT, 2 FT who couldn't get letters from Social Workers as their period in care was at very early childhood.</p> <p>7 of these students did avail of financial aid from other University hardship funds throughout the year.</p> <p>For the residentials there were 33 applications for 27 places - 18 female and 16 from male. Places were allocated on a first come first served basis, therefore we offered places to 16 females and 11 males.</p>		
Activity: New or Ongoing i.e.	New		Please insert an 'X' as appropriate in either the NFW

Ongoing i.e. undertaken last year	Please tick		appropriate in either the NEW or ONGOING box
	Ongoing	x	
Name of any collaborative partner	DHSSPSNI ,the Fostering Network, Voypic, Include Youth, Opportunity Youth, Action for Children, the FE sector, Princes Trust, DELNI, and StudentfinanceNI.		
Variance			£3,541.00
Explanation of any variance identified:			

Outreach Activities

Name of Programme/ Project	WAP Community Engagement		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry and Aspiration Raising		
Target Groups	Young people (NEETs) and adult returners in target neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region.		
Brief description of activity If not already included in Section 1.4	<p>The Centre for Widening Access and Participation 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>The Centre for 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>		
Estimated Expenditure (£)	£293,331.00	Actual Expenditure (£)	£218,258.00
Target Outcomes (Should be quantifiable)	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)			
Activity: New or Ongoing i.e. undertaken last year	New	x	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Please tick Ongoing		

Name of any collaborative partner	Coverage of schools and communities across the region as defined by NIMDM and Ulster's multivariable WAP Priority Schools Index.		
Variance			-£75,073.00
Explanation of any variance identified:			
It should be noted that the delay in agreement in respect of the 13/14 Access Agreement resulted in a corresponding delay in the development of appropriate financial controls and protocols surrounding the distribution of these funds and the recruitment of the new staff required to underpin this project.			

Outreach Activities

Name of Programme/ Project	WAP Schools Outreach		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry Aspiration Raising		
Target Groups	Young people in schools from high deprivation/low participation neighbourhoods.		
Brief description of activity <i>If not already included in Section 1.4</i>	The Centre for Widening Access and Participation 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.		
Estimated Expenditure (£)	£173,000.00	Actual Expenditure (£)	£199,456.25
Target Outcomes (Should be quantifiable)	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)	During 2013-14 9,740 pupils participated in the Centre's educational outreach activities comprising 6,293 Key Stage 2 pupils and 3,447 Key Stage 3 pupils with all activities offered at zero-cost to the schools and pupils involved. An additional 2,000 people (children & parents) attended our community/family events at the Culture Tech Jnr festival. In total then 11,740 individuals participated in the Centre's 2013/14 school/community		

in total over 1,170 individuals participated in the course either in school/community outreach programme. Moreover, consistent with Ulster's strategy, a number of the outreach initiatives delivered in 2013/14 featured multiple activities/interactions with pupils from a given school, year group or class. The iMath pilot for instance, featured a series of engagements with pupils both in schools and on-campus.

Activity: New or Ongoing i.e. undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<i>Please tick</i>		
	Ongoing	x	

Name of any collaborative partner	Schools across the primary and post-primary sector.
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Variance	£26,456.25
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Explanation of any variance identified:

Outreach Activities

Name of Programme/ Project	Faculty Outreach Projects		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Aspiration and Attainment Raising		
Target Groups	Individuals, Schools, communities from areas of high deprivation/low participation.		
Brief description of activity <i>If not already included in Section 1.4</i>	During 2013/14, a total of 24 Faculty projects were funded from the Access Agreement Fund.		
Estimated Expenditure (£)	£414,000.00	Actual Expenditure (£)	£242,771.00
Target Outcomes (Should be quantifiable)	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)			
Activity: New or Ongoing i.e. undertaken last year	New <i>Please tick</i>	x	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	x	
Name of any collaborative partner	Community Groups and schools across the primary and post-primary sector.		
		Variance	-£171,229.00
Explanation of any variance identified:			
This is an accumulation of small underspends across a significant number of the Faculty Outreach Projects. To their credit, many academic colleagues made every effort to ensure that the projects were delivered in the most cost effective way which resulted in underspends.			
Outreach Activities			
Name of Programme/ Project	Ulster Sports Outreach		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry Aspiration Raising.		
Target Groups	Young people in target schools across the region		
Brief description of activity <i>If not already included in Section 1.4</i>	Extensive Sports Outreach activities have been developed by the Sports Academy at Ulster. These activities are cross-community, encompass girls and boys and include primary and post-primary age groups. During 2013-14 and 2014-15 this programme of activities has had an enhanced focus on widening access to schools.		
Estimated Expenditure (£)	£173,000.00	Actual Expenditure (£)	£173,669.42

Target Outcomes (Should be quantifiable)	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)			
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	Schools across the primary and post-primary sector.		
		Variance	£669.42
Explanation of any variance identified:			

‘Actual’ Direct Expenditure on Post Entry Retention Activities aimed at Widening Participation students in 2013/14

Name of Programme/ Project	Faculty Retention Initiatives
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Small group tutorials, attendance monitoring and other retention related activities.
Target Groups	Students at risk of non-progression.
Brief description of activity <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

Estimated Expenditure (£)	£1,147,000.00	Actual Expenditure (£)	£1,264,517.00
Target Outcomes (Should be quantifiable)	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)	HESA non-continuation rates for 2013/14 are not yet available. However, since the inception of the Retention and Implementation Working Group there has been a marked improvement in non-continuation at Ulster with figures falling from 12.0% to 8.2% between 2010/11 and 2012/13.		
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	Internal cross-institutional activity.		
Variance			£117,517.00
Explanation of any variance identified:			

Characters Remaining: 500

3.6

'Actual' Direct Expenditure on Research Activities aimed at Widening Participation students in 2013/14

Name of Programme/ Project	WP Research and Analytics
Activity type/s - Pre-Entry e.g. Aspiration	Investigation of how best to continue and extend the development of informational datasets to facilitate the establishment of new milestones and targets and to enhance appropriate

Raising, Attainment Raising	monitoring, evaluation and review.		
Target Groups			
Brief description of activity <i>If not already included in Section 1.4</i>	Collation, review and evaluation of existing informational datasets to inform planning on future activity. Extensive resource also went into the development of a Community Engagement Database to enable the University to more effectively record, monitor, review and evaluate the impact of its extensive programme of intervention activities.		
Estimated Expenditure (£)	£130,000.00	Actual Expenditure (£)	£20,113.00
Target Outcomes (Should be quantifiable)	A workplan on how to enhance appropriate monitoring, evaluation and review of Ulster's WP profile to facilitate a greater understanding of the demographics of participation by a range of metrics including protected characteristics (gender, age, belief, age) disability and measurement of relative rates of performance (gap analysis).		
Actual Outcomes (Should be quantifiable)	The delay in agreeing the 2013/14 Access Agreement resulted in a corresponding delay in the appointment of a Research Manager. This work has therefore been rolled forward into 2014/15 and beyond.		
Activity: New or Ongoing i.e. undertaken last year	New	x	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing		
Name of any collaborative partner			
		Variance	-£109,887.00
Explanation of any variance identified:			
The delay in agreeing the 2013/14 Access Agreement resulted in a corresponding delay in the appointment of a Research Manager. This work has therefore been rolled forward into 2014/15 and beyond.			

Characters Remaining: 335

3.7 'Actual' Direct Expenditure on Staffing and Administration in 2013/14

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

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual apportionment of Administration costs	£20,000.00	£20,000.00
Cost of other staff directly attributable to WP activity	£204,000.00	£171,992.13
Actual 'Other' costs please specify.....		

Actual 'Other' costs please specify.....		
Total Actual Direct expenditure (£)	£224,000.00	£191,992.13

3.8 Summary of 'Actual' Financial Expenditure in 2013/14

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual spend on bursary support to students (£) <i>this will be a total of that detailed at table 3.3(a)</i>	£3,020,000.00	£2,981,620.94
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>	£457,000.00	£19,630.00
Actual amount of additional fee income spent on outreach (£) <i>this will be a total of that detailed at table 3.4</i>	£1,723,331.00	£1,286,549.06
Actual amount of additional fee income spent on retention and success (£) <i>see table 3.5</i>	£1,147,000.00	£1,264,517.00
Actual amount of additional fee income spent on research (£) <i>see table 3.6</i>	£130,000.00	£20,113.00
Actual amount of additional fee income spent on Staffing and Administration (£) <i>see table 3.7</i>	£224,000.00	£191,992.13
Total Direct expenditure committed in 2013/14 (£)	£6,701,331.00	£5,764,422.13
Total Underspend in 2013/14 (£) <i>(if appropriate)</i>		£936,908.87
Total Underspend carried forward from 2012/13 (£) <i>(if appropriate)</i>		
Total Underspend to be reallocated in 2014/15 (£)		£936,908.87

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	£1,231,804.00
	Central University Support for WP	£6,517,120.00
	Collaborative Activity	£179,883.00
		£166,997.00

Central WP Staffing	£100,997.00
Total Actual Indirect Expenditure (£)	£8,095,804.00

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

3.10 What were your institutions Target outcomes and Milestones as identified in your Access Agreement for 2013/14 and have these been achieved?

(i)	Group:	Disability: Full-Time, undergraduate, NI domiciled entrants
	Target/Milestone:	DISABLE (HESA) - 7.4%

Baseline (statistical)	Target	Actual	Please provide an explanation where a target has not been achieved
2011/2012	2013/14	2013/14	
8.1	7.4	8.3	

(ii)	Group:	Ethnicity
	Target/Milestone:	ETHNIC (HESA) - 1.5%

Baseline (statistical)	Target	Actual	Please provide an explanation where a target has not been achieved
2011/2012	2013/14	2013/14	
1.3	1.5	1.7	

(iii)	Group:	Socio-Economic Classification 4-7
	Target/Milestone:	SEC (HESA) - 47.4%

Baseline (statistical)	Target	Actual	Please provide an explanation where a target has not been achieved
2011/2012	2013/14	2013/14	Performance against target in respect of SEC is within an acceptable margin with the University continuing to perform significantly better than HESA benchmark Performance Indicators in respect of Social Class and also exceeding Access Agreement milestones in respect of Ethnicity and Disability. We note though DELNI's recent stated preference for NS-SEC 5-7 and NI Multiple Deprivation Measure (MDM) based stats.
47.5	47.4	47.3	

WIDENING ACCESS AND PARTICIPATION PLAN Validation

4. Validating your monitoring return

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

Insert student body comment/s in this box

The Students' Union is deeply concerned about the negative impact the deregulation and reduction in resources allocated to widening access will have; coupled with the cut in student numbers the University is forced to make as a result of reduced funding.

While the impact of these two factors is impossible to accurately predict, reducing funding for outreach work in a diminishing higher education sector will almost certainly affect potential candidates from the lowest quintiles. Failure to support students from a widening access background while they study with us will, without question, impact on student retention, attainment and mental health.

The NI Executive must prioritise higher education, value it as a public good and fund it publically. In doing so there is the opportunity to work towards a system which promotes equality of opportunity and access for all in Northern Ireland, irrespective of their background. Only when the value of higher education is recognised will we see true prosperity and societal growth.

The Students' Union is disappointed that a policy of disinvestment in higher education has been adopted by Northern Ireland's Assembly; this decision creates an uncertain and worrying future for our education system and our young people.

As a consequence of their actions, it is unrealistic for the Department for Employment and Learning to expect anything else but a reduction in access to education for candidates in the lowest quintiles given the budgetary circumstances.

While the Students' Union recognises that Ulster University is currently under significant pressure to balance a diminishing budget against a range of competing interests the Union firmly believes that widening access should be a priority for the institution and should be funded with that in mind.

Ulster University Students' Union is fundamentally opposed to the proposed cuts and do not endorse this plan.

Signed:

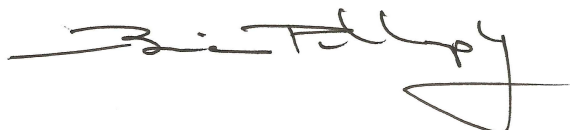


Position: President - Ulster University Students' Union

Date: 08 September 2015 (revised 17th December 2015)

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.



Signed:

Position: Director of Access, Digital and Distributed Learning

Date: 08 September 2015 (revised 17th December 2015)

4.3 WIDENING ACCESS AND PARTICIPATION PLAN 2016/17– 2018/19

University of Ulster

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

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

Name: Professor Denise McAlister

Position: Pro-Vice-Chancellor (Learning, Teaching & Student Experience)



Signed:

Date: 08 September 2015 (revised 17th December)