

Date: 05/07/2023

Cover sheet of a Widening Access and Participation Plan for 2023/24 - 2025/26


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WIDENING ACCESS AND PARTICIPATION PLAN 2023/24 – 2025/26

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

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

Ulster University is recognised internationally for academic quality and student experience as well as for its socio-economic contribution¹. It is Northern Ireland's largest university with over 27,000 students and 2,700 staff across all campuses which are well distributed across the region in Belfast/Jordanstown, Coleraine (North Coast) and Derry/Londonderry (Northwest). A new state of the art campus opened at Belfast in September 2022.

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

Our new University strategy: People, Place and Partnership seeks to unlock our collective potential to deliver Sustainable Futures for All³. Our purpose as a multi-campus university is to be transformative as we seek to unlock the potential of people, place and partnership to build sustainable futures for all. As many widening participation students tend to commute, this brings HE access close to the point of need. As a university we are committed to taking proactive stances on equality, diversity, and inclusion as we recognises that togetherness and partnership enrich us and our work. We value equality, diversity, and inclusion, widening participation and we endeavour to further diversify, widening participation opportunities.

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

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

The University also offers an extensive network of validated Foundation and Level 4/5 provision across the FE sector of Northern Ireland, thereby ensuring a wide range of progression pathways and alternative routes to higher education across the region. COVID-19 brought about unprecedented challenges to the operating environments for Higher Education Institutions.

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

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

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

⁴ <http://addl.ulster.ac.uk/wap>

At the beginning of the 2020/21 academic year, when the decision was made that students would be studying mainly online, the University set up a Technology Fund to provide laptops for the students who would be least likely to be able to provide the technology required for home learning themselves. This has been offered again to students who meet widening access criteria during 2021/22.

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

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

Ulster University has a national and international reputation for excellence, innovation and regional engagement, making a major contribution to the economic, social and cultural development of Northern Ireland⁵. In 2020/21 it had the largest number of undergraduates in Northern Ireland⁶. A large proportion of students are from Widening Participation (WP) backgrounds.

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

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

Key statistics for 2020/21 in this regard are as follows.

For Academic Year 2020/21 Ulster University:

- Had a large student population. Its inclusive and supportive learning environment welcomes learners from all backgrounds (<https://www.thecompleteuniversityguide.co.uk/ulster/>).
- Had **the largest share** of overall NI student enrolments for (33,045 of 66,245). This equated to 49.9%. This was a 3% higher share than 2019/20 (27,680 of 59,075, 46.9%) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).
- Had the **largest admission of UG** students in NI (49.5%, 23,955 of 48,355). This was 3.3% more than the share for 2019/20 (46.2%, 20,865 of 45,125). This equated to 3,090 more students (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).
- Had the **largest admission of UG first-degree** students in NI (44.5%, 18,085 of 40,615). This was 0.8% less than the share for 2019/20 (45.3%, 17,140 of 37,860)

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

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

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

- Had the **largest admission of First-Year First-Degree** students in NI (45.4%, 6,210 of 13,685). This was 2.5% less than 2019/20 (47.9%, 5,855 of 12,210) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).
- Had the **largest admission of Part-Time Enrolments** in NI (55.7%, 12,375 of 22,225). This was a 5.8% higher share than 2019/20 (49.9%, 10,275 of 20,605) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>).
- Had the **largest admission of young FT UG** students in NI (47.1%, 4,050 of 8,590). This was 2.1% less than 2019/20 (3,580 of 7,270, 49.2%) (<https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t1>, full table with contextual data view)
- Had the **dominant Quintile 1 and Quintile 2 WP** contribution. [See Figure 2].
- Drew **wide participation across NI**. [See Figure 4].
- **Had the highest in NI sector participation rate in Quintile 1** (16.3% v 13.6% NI). [See Figure 2]. AT recheck this.
- Had a dominant **percentage share by Magee** campus for the least advantaged Quintile 1 and Quintile 2. [See Figures 4 and 5].
- Had a dominant **volume by number at Jordanstown** for the least advantaged Quintile 1 and Quintile 2. [See Figures 4 and 5].
- Had near **equitable profile of students across all Quintiles** of deprivation. [See Figures 6 and 7].

1.2.1 ULSTER RECRUITMENT SUMMARIES

OVERALL ENROLMENTS

Published HESA data for 2020/21 shows that Ulster University had 33,045 enrolments overall. **Ulster University had the largest number of such enrolments equating to 49.9% of NI total (33,045 of 66,245).** There were 3% or 5,363 more enrolments than 2019/20 (46.9%, 27,680 of 59,075) in relation to Ulster only⁷.

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

Of the 2020/21 enrolments⁸:

- 59.0% were female (19,505 of 33,045) at Ulster. **Ulster University had the largest number of such enrolments equating to 49.8% of the NI female total (19,505 of 39,140).** There were 3,255 more female enrolments in 2020/21 (19,505) than 2019/20 (16,250) in relation to Ulster. There were 4,415 more female enrolments in 2020/21 (34,725) than in 2019/20 (39,140) in relation to NI overall.
- 41.0% were male (13,540 of 33,045) at Ulster. **Ulster University had the largest number of such enrolments equating to 50.0% of the NI male total (13,540 of 27,105).** There were 2,110 more male enrolments in 2020/21 (13,540) than in 2019/20 (11,430) in relation to Ulster. There were 1,085 more enrolments in 2020/21 (27,105) than in 2019/20 (24,350) in relation to NI overall.
- 62.6% were full-time (20,670 of 33,035) at Ulster. This equated to 47.0% of the NI total (20,670 of 44,020). There were 5,550 more full-time enrolments than 2019/20 (38,470) in NI. There were 3,265 more full-time enrolments than 2019/20 (17,405) in relation to Ulster only.
- 37.5% were part-time (12,375 of 33,035). **Overall Ulster University had the largest number of such enrolments in NI equating to 55.7% of the NI total (12,375 of 22,225).** There were 1,620 more part-time enrolments than 2019/20 (20,605) in NI. There were 2,100 more part-time enrolments at Ulster University than 2019/20 (10,275).

UNDERGRADUATE ENROLMENTS AS PROPORTION OF ALL ENROLMENTS⁹

There were 23,995 undergraduate enrolments (72.6%, 23,995 of 33,045 of all Ulster enrolments) for 2020/21. **Ulster University had the largest number of such enrolments equating to 49.6% of the NI total (23,995 of 48,355).** There were 3,130 more undergraduate enrolments than 2019/20 (20,865) in relation to NI overall.

Of all 2020/21 enrolments:

- 67% of undergraduates were full-time undergraduate enrolments (16,075 of 23,995). This equated to 46.8% of the NI total (16,075 of 34,355). There were 2,500 more FT undergraduate enrolments than in 2019/20 (31,855) in relation to all of NI. There were 1,210 more FT undergraduate enrolments than in 2019/20 (14,865) in relation to Ulster only.
- 32.8% were part-time undergraduate enrolments (7,880 of 23,995). **Ulster University has the largest number of such enrolments equating to 56.3% of the NI total (7,880 of 14,000).** There were 735 more PT undergraduate enrolments than in 2019/20 (13,265)

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

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

in relation to all of NI. There were 1,880 more PT undergraduate enrolments than 2019/20 (6,000) in relation to Ulster only.

UNDERGRADUATE FIRST DEGREE ENROLMENTS

There were 18,085 UG first degree enrolments (75.5%, 18,085 of 23,955 of all enrolments) for 2020/21. Ulster University had the largest number of such enrolments equating to 37.4% of the NI total (18,085 of 48,355). There were 945 more enrolments than 2019/20 at Ulster (17,140).

Of all 2020/21 enrolments:

- 67.1% were full-time first degree UG enrolments (16,070 of 23,955). This equated to 47.1% of the NI total (16,070 of 34,120). There were 2,615 more enrolments than 2019/20 (31,505) in relation to all of NI. There were 1,240 more enrolments than in 2019/20 (14,830) in relation to Ulster only.
- 8.4% were part-time first degree UG enrolments (2,015 of 23,955). This equated to 31.0% of the NI Total (2,015 of 6,495). There were 140 more such enrolments than 2019/20 (6,355) in relation to all of NI. There were 295 less enrolments than in 2019/20 (2,310) in relation to Ulster only.

UNDERGRADUATE FIRST-YEAR FIRST-DEGREE ENROLMENTS⁴

- There were 6,210 first-year first-degree UG enrolments for 2020/21 (25.9%, 6,210 of 23,955 of all enrolments). **Ulster University had the largest number of such enrolments equating to 45.4%** of the NI total (6,210 of 13,685). There were 1,475 more enrolments than 2019/20 (12,210) in relation to all of NI. There were 635 more enrolments than in 2019/20 (5,575) in relation to Ulster only.

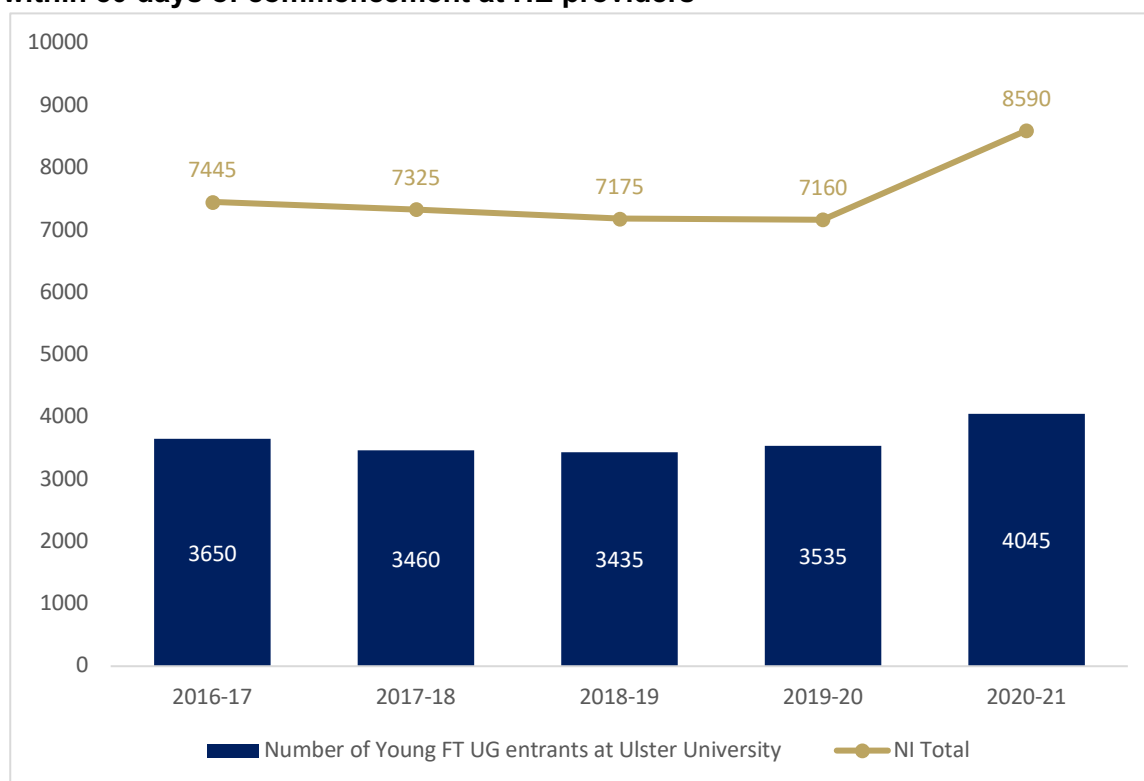
Of these:

- 23.9% were full-time first-year first-degree UG (5,715 of 23,955). **Ulster University had the largest number of such enrolments equating to 48.4%** of the NI total (5,715 of 11,805). There were 1,570 more enrolments than in 2019/20 (10,235) in relation to all of NI. There were 660 more enrolments than 2019/20 (5,055) in relation to Ulster only.
- 2.1% were part-time first-year first-degree UG (495 of 23,955). Ulster University had enrolments equating to 26.3% of the NI total (495 of 1,880). There were 90 less enrolments than in 2019/20 (1,970) in relation to all of NI. There were 305 less enrolments than in 2019/20 (800) in relation to Ulster only.

YOUNG FULL-TIME ENTRANTS

Figure 1 illustrates young profiles from 2016/17 to 2020/21 who did not leave within 50 days of commencement at HE providers.

Figure 1: UK domiciled young full-time undergraduate entrants who did not leave within 50 days of commencement at HE providers



Graphs produced using HESA source data^{10 11}

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

Overall, Ulster University had the largest number of young full-time undergraduate entrants who did not leave within 50 days of commencement at HE providers in NI equating to 47.1% of the NI total who were young (4,045 of 8,590).

2020/21 data for mature full-time undergraduates is not available as polar is no longer used by HESA for NI.

Figure 2 shows UK domiciled full-time HE undergraduate student enrolments by NIMDM for UK and NI (HESA for 2020/21)¹². As data to compare individual HEI’s by NIMDM is not available, it also illustrates internal Ulster University data for comparison purposes.

Figure 2 illustrates that 12.9% of NI students who enrolled in all UK HEI’s (including NI) were from Quintile 1 (5,500 of 43,020) in 2020/21. 18.6% were from Quintile 2 (7,990 of 43,020) for 2020/21.

If we look at those who enrolled in UK HEI’s (excluding NI) for 2020/21, it illustrates that this percentage falls to 11.4% for Quintile 1 (1,485 of 14,753) and 16.8% for Quintile 2 (2,200 of 14,753).

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

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

¹² <https://www.hesa.ac.uk/data-and-analysis/sb258/Figure -6>

If we look only at those who enrolled in NI HEI's, the percentage rises to 13.6% from Quintile 1 (4,065 of 29,955) and 19.3% from Quintile 2 (5,790 of 29,955) for 2020/21.

HESA data shows that the UG FT& NI Domiciled total for 2020/21 was 17,305¹³. The illustrations which follow have been created using reports which have been extracted from a University data report.

The total number of FT&PT UG NI Domiciled registered student within the internal data report for 2020/21 is 17,520. This includes all modes but not dormant.

Figure 2 which follows look at FT UG Enrolments published by HESA alongside Ulster internal data.

Figure 2: HESA FT UG Student Enrolments by NIMDM for 2020/21



Illustrations produced using HESA source data and internal Ulster University data, December 2022

It is not possible to look deeper at the Ulster University profile from the published HESA data. Internal Ulster University data for 2020/21 has however also been added to Figure 2 which reveals that 37.7% of all UG enrolments were from Quintiles 1 & 2.

16.3% of these UG FT enrolments were from Quintile 1 (2,479 of 15,202) and 21.4% were from Quintile 2 (3,252 of 15,202).

Quintile 1 (16.3%) was 3.4 percentage points higher than the UK total (12.9%) and 2.7 percentage points higher than the NI total (13.6%). Quintile 2 (21.4%) was 2.8 percentage

¹³ <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he#numbers>

points higher than the UK total (18.6%) and 2.1 percentage points higher than the NI total (19.3%).

Figure 2 also illustrates how the percentages change if we remove Ulster University Figures from the NI Total.

With Ulster results removed the percentage of those in Quintile 1 reduces to 10.8% (1,586 of 15,202) and the percentage for Quintile 2 reduces to 17.2% (2,538 of 15,202).

Recent widening participation performance indicators data provided by DfE in November 2022 for which includes all HEI's in NI shows that Ulster (38.9%) was 5.5 percentage points above the HE sector (33.4%) for MDM Quintile 1 & 2 for 2020/21.

1.2.2 ULSTER UNIVERSITY STUDENT DEMOGRAPHICS

For this section Ulster University has analysed internal data mapped to the Northern Ireland Multiple Deprivation Measure (NIMDM) 2017 to understand student demographics. This internal demographic and targets data are used to drive WAP decision-making and for WAP monitoring and reporting purposes. All modes excluding dormant have been counted for the dashboard illustrations. Overall there were 867 students recorded as dormant (this is 677 more dormant students than in 2019/20, 190). Of these, 427 (2019/20, 90) were undergraduate.

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

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

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

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

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

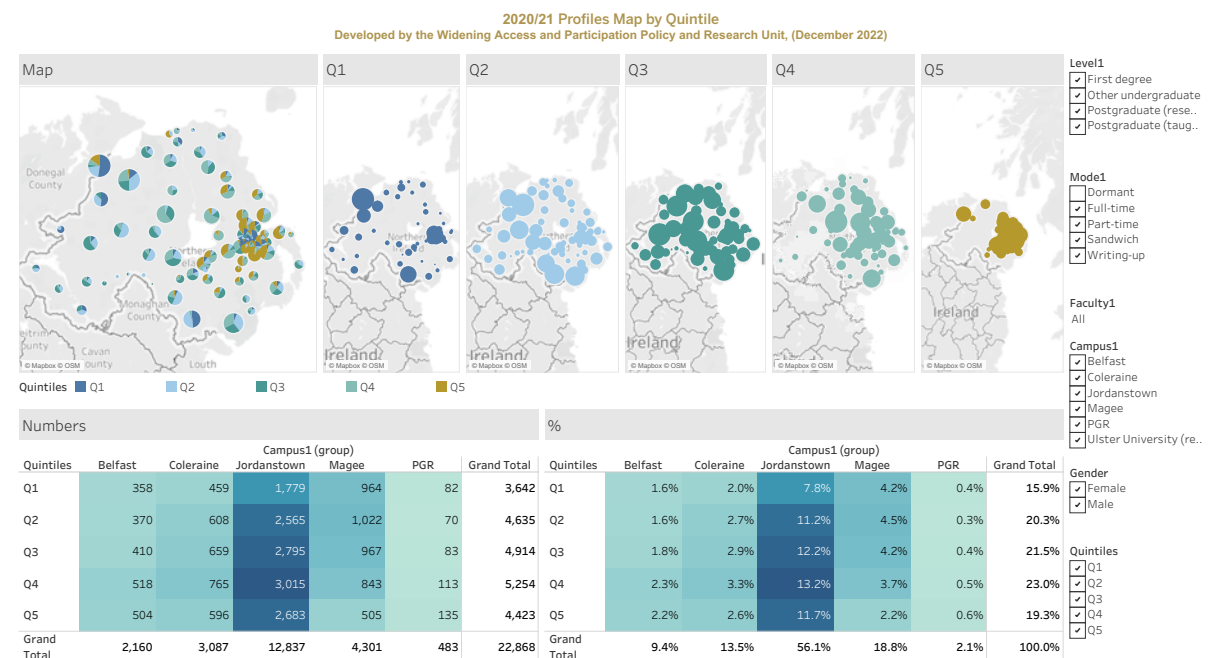
Student Enrolment Profile for All

Ulster University WAP data extracted from Planning reports in November 2022 (see Figure 4) reveals 22,868, (20,790, 2019/20) of all student enrolments for 2020/21 were NI-domiciled excluding dormant.

Of these:

- 12,918 of 22,868 (56.5%) were female.
- 9,950 of 22,868 (43.5%) were male.
- 16,788 of 22,868 (73.4%) were full-time.
- 5,939 of 22,868 (26.0%) were part-time.
- 141 of 22,868 (0.6%) were writing up.
- 867 of 22,868 (3.8%) were dormant.

Figure 3: Ulster University Student Population Maps by Postcode for 2020/21
Illustrations produced using internal Ulster University Data Reports, November 2022
N=22,868



Illustrations produced using internal Ulster University Data Reports, December 2022

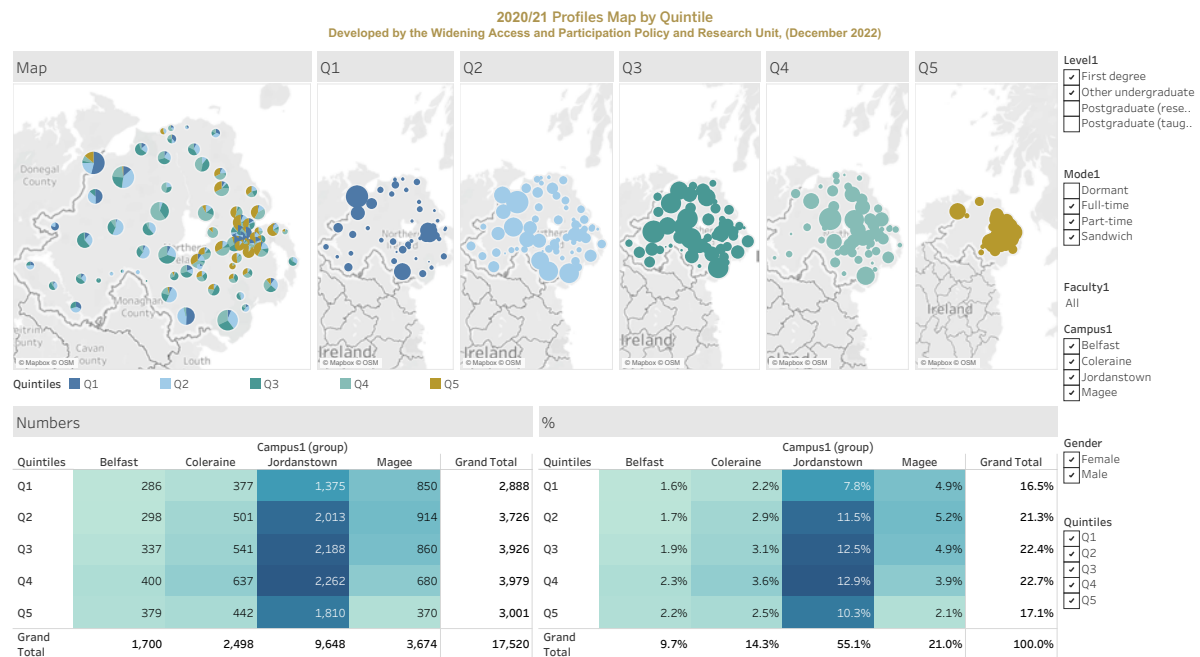
Student Enrolment Profile of UG students

Ulster University WAP data extracted from Planning reports in November 2022 (see Figure 4) revealed 17,520, (16,767, 2019/20), of UG student enrolments for 2020/21 were NI-domiciled excluding dormant.

Of these:

- 9,515 or 17,520 (54.3%) were female.
- 8,005 of 17,520 (45.7%) were male.
- 15,202 of 17,520 (86.8%) were full-time.
- 2,318 of 17,520 (13.2%) were part-time.
- 427 of 17,520 (2.4%) were dormant.

**Figure 4: Ulster University UG Student Population Maps by Postcode for 2020/21
N=17,520**



Illustrations produced using internal Ulster University Data Reports, December 2022

PROFILE SUMMARIES BY QUINTILE

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

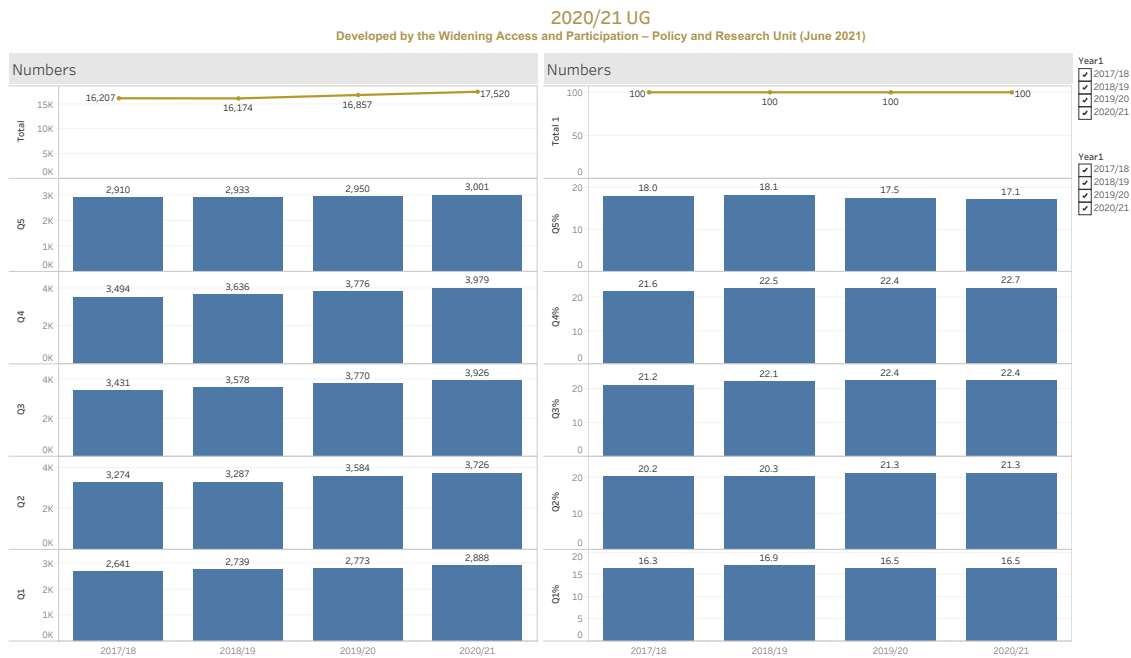
Ulster University seeks to provide equity. As illustrated by Figure 5, Quintile 1 enrolments for all UG and PG NI domiciled 2020/21 students equated to 3,638 or 15.9% using NIMDM. Quintile 2 had 4,636 or 20.3%. Therefore 8,274 or 36.2% of the NI domiciled population are from Quintiles 1 and 2. Quintile 1 had the lowest number and percentage. All other Quintiles apart from Q5 (19.3%) were above 20%.

Figure 5: Participation Numbers and Percentages by Quintile for 2017/18 to 2020/21 TBC (ALL)



Illustrations produced using internal Ulster University Data Reports, November 2022

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



Illustrations produced using internal Ulster University Data Reports, March 2022

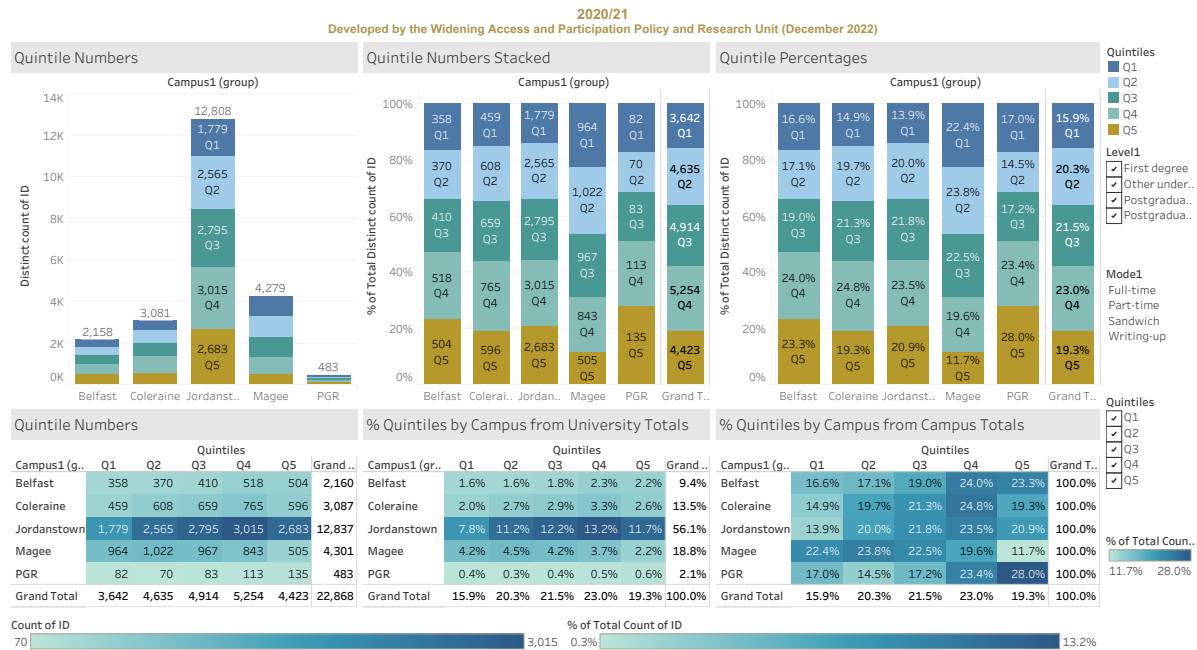
Ulster University seeks to provide equity. As illustrated by Figure 6, Quintile 1 enrolments for all UG NI domiciled 2020/21 students equated to 2,888 or 16.5% using NIMDM. Quintile 2 had 3,724 or 21.3%. Therefore 6,612 or 37.8% of the NI domiciled population are from

Quintiles 1 and 2. Quintile 1 had the lowest number and percentage overall followed by Quintile 5 (3,001, 17,1%). All other Quintiles apart were above 20%.

CAMPUS PROFILE SUMMARIES BY QUINTILE

Figure 7 which follows shows Campus and Quintile Profiles by Number and Percentages for 2020/21.

**Figure 7: Campus and Quintile Profiles by Number and Percentages for 2020/21
N=22,868**



Illustrations produced using internal Ulster University data, December 2022

Figure 7 illustrates student numbers and percentages of all students by Quintile for each Campus for 2020/21. As illustrated Belfast (2,160)/Jordanstown (12,837) had the largest student population at 14,997 followed by Magee (4,301) and Coleraine (3,087). 483 were enrolled as PGR students with no campus specified.

As illustrated Magee had the largest proportion of enrolments from Quintile 1 (22.4%) which equated to 964 enrolments at Magee and 4.2% of the University total. Magee also had the largest proportion of enrolments from Quintile 2 (23.8%) which equated to 1,022 enrolments and another 4.5% of the University total.

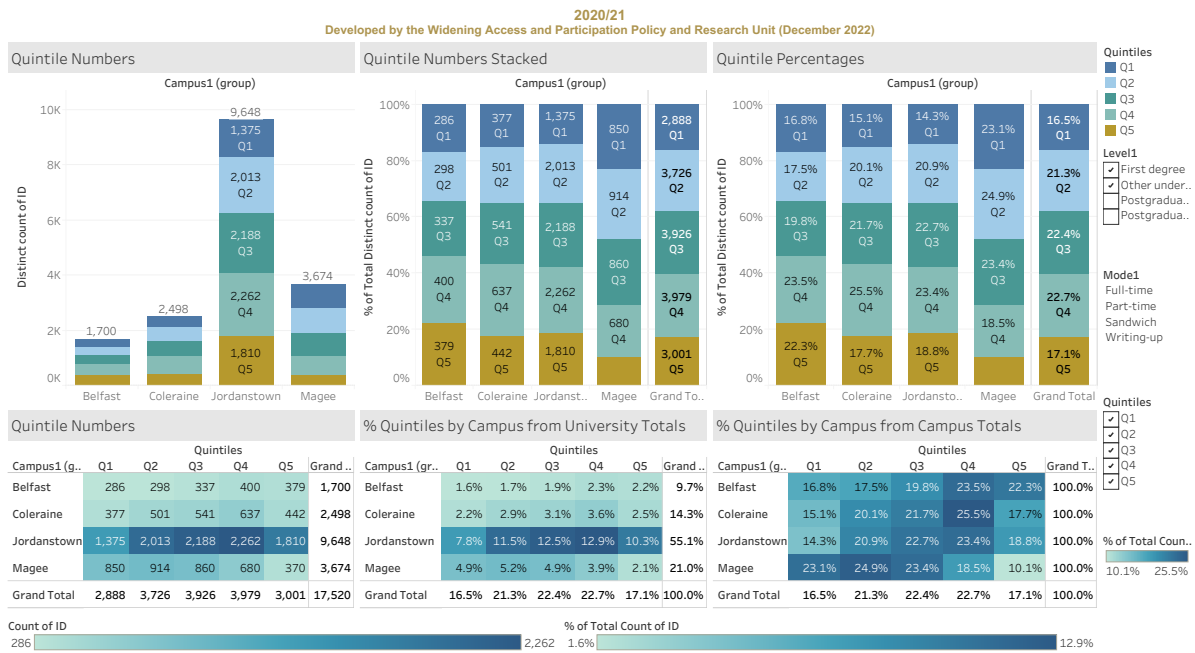
Jordanstown had the largest number of enrolments (1,779) from Quintile 1 which equated to 13.9% of enrolments at Jordanstown and the largest proportion of the University total, for quintile 1, 7.8%.

Jordanstown also had the largest number of enrolments (2,565) from Quintile 2 which equated to 20.0% of enrolments at Jordanstown and the largest proportion of the University total for quintile 2, 11.2%.

36.2% overall were from Quintile 1 (15.9%) and Quintile 2 (20.3%).

Figure 8 which follows shows UG Campus and Quintile Profiles by Number and Percentages for 2020/21.

Figure 8: Campus and Quintile UG Profiles by Number and Percentages for 2020/21. N=17,520



Illustrations produced using internal Ulster University data, December 2022

As illustrated, Magee had the largest percentage proportion of UG enrolments from Quintile 1 (23.1%) which equated to 850 enrolments at Magee and 4.9% of the University total. Magee also had the largest percentage proportion of enrolments from Quintile 2 (24.9%) which equated to 914 enrolments and 5.2% of the University total.

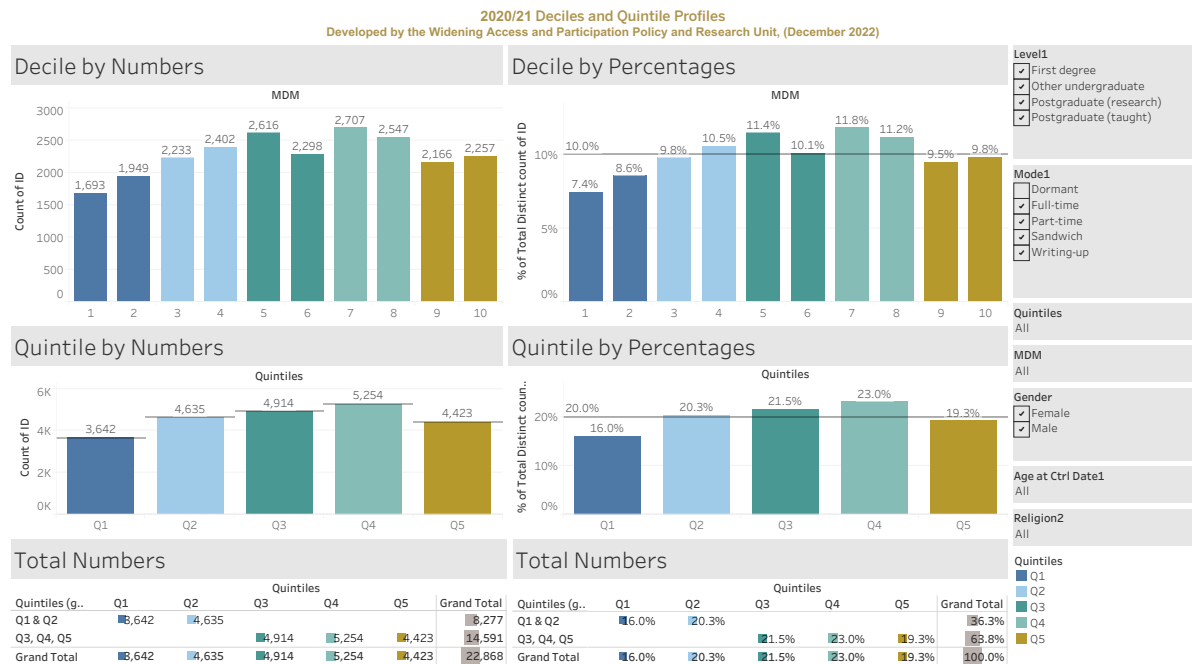
Jordanstown had the largest number of enrolments (1,375) from Quintile 1 which equated to 14.3% of enrolments' at Jordanstown and the largest proportion of the University Quintile 1 total, 7.8%. Jordanstown also had the largest number of enrolments (2,013) from Quintile 2 which equated to 20.9% of enrolments' at Jordanstown and the largest proportion of the University Quintile 2 total, 11.5%.

37.8 % of UG's overall were from Quintile 1 (16.5%) and Quintile 2 (21.3%).

PROFILE SUMMARIES BY QUINTILE AND DECILE

Figure 9 which follows illustrates Quintile and Decile profiles at Ulster University for all students in 2020/21 for all levels and modes using the NI MDM 2017 measure. It also illustrates the proximity to 20% or 10% which is considered equitable for Quintile 1 and Quintile 2 retrospectively.

Figure 9: Quintile and Decile Profile Summaries at Ulster University for ALL 2020/21



Illustrations produced using Ulster University data, December 2022

Figure 9 shows that 36.3% of all students were from Quintile 1 and Quintile 2 (8,277). Quintile 1 had 3,642 students (16.0%). This is 4.0% below 20%. It also shows Quintile 2 had 4,635 students which equated to 20.3%. Quintile 3 and Quintile 4 are both above 20% and Quintile 5 (19.3%) is 0.7% below.

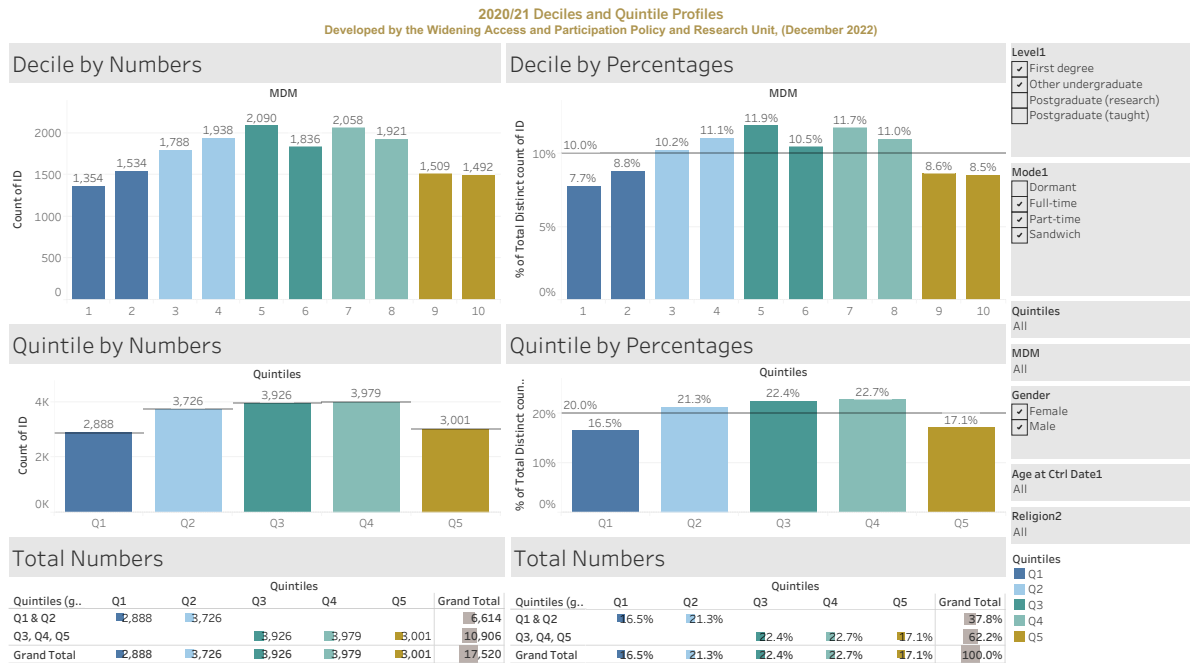
Looking more closely, Decile 1 had the lowest numbers (1,693) equating to 7.4%. Decile 2 had the next lowest numbers (1,949) and percentage (8.6%). Deciles 4 (10.5%), 5 (11.4%), 6 (10.1%), 7 (11.8%) and 8 (11.2%) were above 10% whilst Deciles 3, (9.8%), 9 (9.5%) and 10 (9.8%) were below but close to 10% which is considered equitable for Deciles.

Figure 10 which follows illustrates UG Quintile and Decile profiles at Ulster University for 2020/21 and the proximity to 20% or 10% which is considered equitable for Quintile 1 and Quintile 2 retrospectively.

Figure 10 shows 37.8% of students were from Quintile 1 and Quintile 2 (6,614). There were 2,888 UG students (16.5%) in Quintile 1 which is 3.5% below 20%. It also shows Quintile 2 has 3,726 students which equates to 21.3%. Quintile 3 (22.4%) and Quintile 4 (22.7%) were both above 20%. Quintile 5 is 17.1% which is 2.9% below 20%.

Looking more closely at Deciles shows greater sensitivity. Decile 1 had the lowest numbers (1,354) equating to 7.7%. Decile 2 had the next lowest numbers (1,534) and percentage (8.8%). Deciles 3 (10.2%), 4 (11.1%), 5 (11.9%), 6 (10.5%), 7 (11.7%) and 8 (11%) were all above 10%. Deciles 9 (8.6%) and 10 (8.5%) were below 10%.

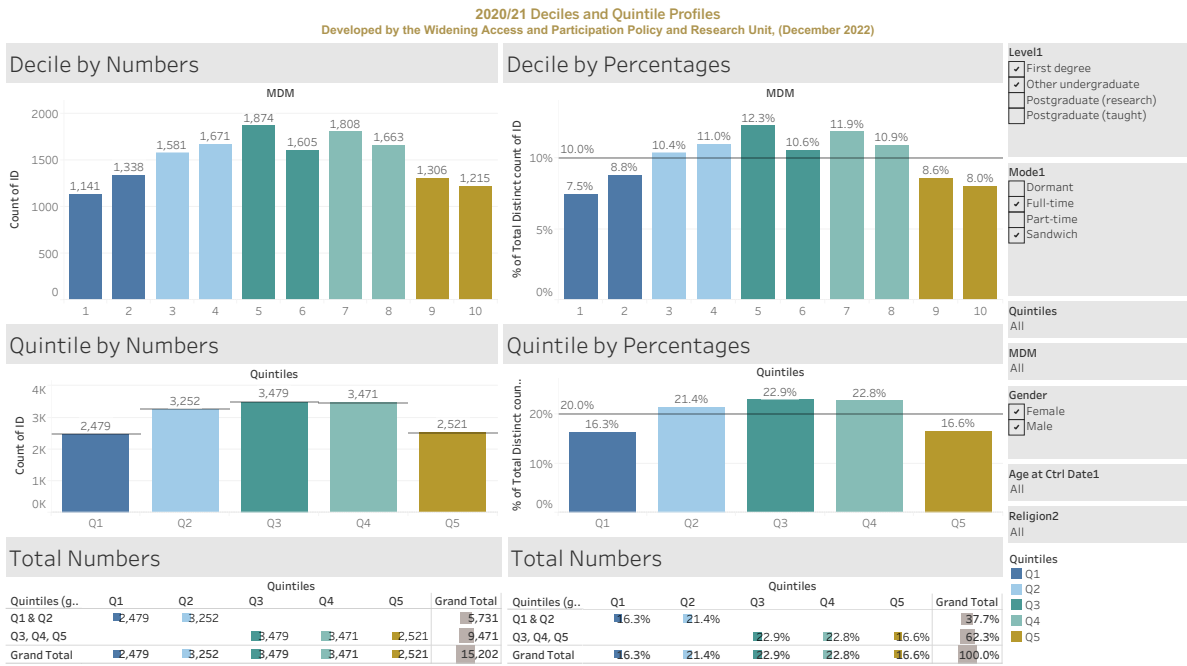
Figure 10: UG Profile Summaries by Quintile and Decile at Ulster University for 2020/21
N=17,520



Illustrations produced using Ulster University data, December 2022

As noted previously HESA data shows 13.6% of UG enrolments in NI HEIs (4,065 of 29,955) were from Quintile 1 and 19.3% were from Quintile 2 (5,790 of 29,955) - see Figure 3. Therefore it can be inferred that Ulster’s 37.7% enrolments from the most deprived Quintile 1 (16.3%) and Quintile 2 (21.4%) could be 4.8% above the NI average 32.9% (see Figure 3, Quintile 1: 13.6% and Quintile 2: 19.3%) for NI only 2020/21.

Figure 11 shows UG FT Profile Summaries by Quintile and Decile at Ulster University for 2020/21. N=15,202

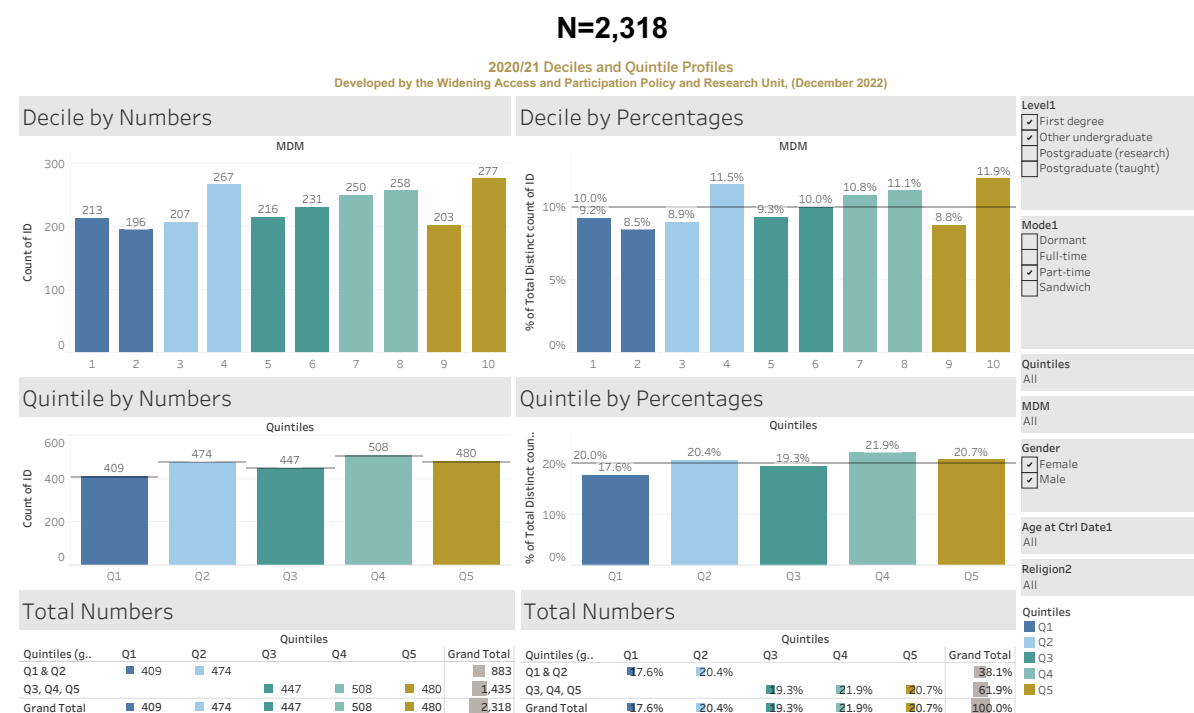


Illustrations produced using internal Ulster University data, December 2022

Figure 11 illustrates that 2,479 or 16.3% of Ulster University UG FT students were from Quintile 1 and 3,252 or 21.4% were from Quintile 2.

Figure 12 which follows shows UG PT Profile Summaries by Quintile and Decile at Ulster University for 2020/21.

Figure 12: UG PT Profile Summaries by Quintile and Decile at Ulster University for 2020/21.



Illustrations produced using internal Ulster University source data, December 2022

Figure 12 shows that 409 or 17.6 % of Ulster University UG PT students were from Quintile 1 and 474 or 20.4% were from Quintile 2. Quintile 3 was below also (447, 19.3%) whilst Quintiles 4 and 5 were achieving over 20%. Looking more closely at deciles reveals that Deciles 1, 2, 3, 5 and 9 were below 10%.

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

For the academic year 2020/21 the following targets were agreed.

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

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

MDM QUINTILE 1 (UG, FT & PT)

The MDM Quintile 1 target for 2020/21 which was set in 2019 was 2,717. This was approved by DfE in 2019¹⁴.

A DfE widening participation performance indicators report received in November 2022 stated the HE sector average is 14.1% and that Ulster (17.0%) is 2.9 percentage points above the HE sector average.

As indicated in part 3.10(i), the most recent reports from December 2022 reveal that Ulster is above the 2,717 target as 2,888 or 16.5% of 17,520 UG students were from Quintile 1 excluding dormant students. If dormant students are included it could alternatively be viewed as 2,991 of 17,941, 16.7% (UG). Figure 10 above illustrates this also.

2,888 is 171 higher than the 2,717 target. This target was set in 2019.

16.3% or 2,479 of these were UG FT (see Figure 11 above) and 17.6% or 409 were UG PT (see Figure 11 above). 16.5% or 2,907 of all enrolments were from Quintile 1 (see Figure 9 above).

STUDENTS WHO SELF DECLARE A DISABILITY

The UG self-declared disability target for 2020/21 which was set in 2019 was 1,850. This was approved by DfE in 2019¹⁵.

A DfE widening participation performance indicators report received in June 2021 stated the HE sector average is 12.5% and that Ulster (16.4%) is 3.9 percentage points above the sector average.

As indicated in part 3.10(ii) and as illustrated by Figure 13, the most recent reports in December 2022 reveal that 2,740 or 15.6% of 17,520 were UG excluding dormant students. If dormant students are included it could alternatively be viewed as 2,831 of 17,974, 15.8% (UG).

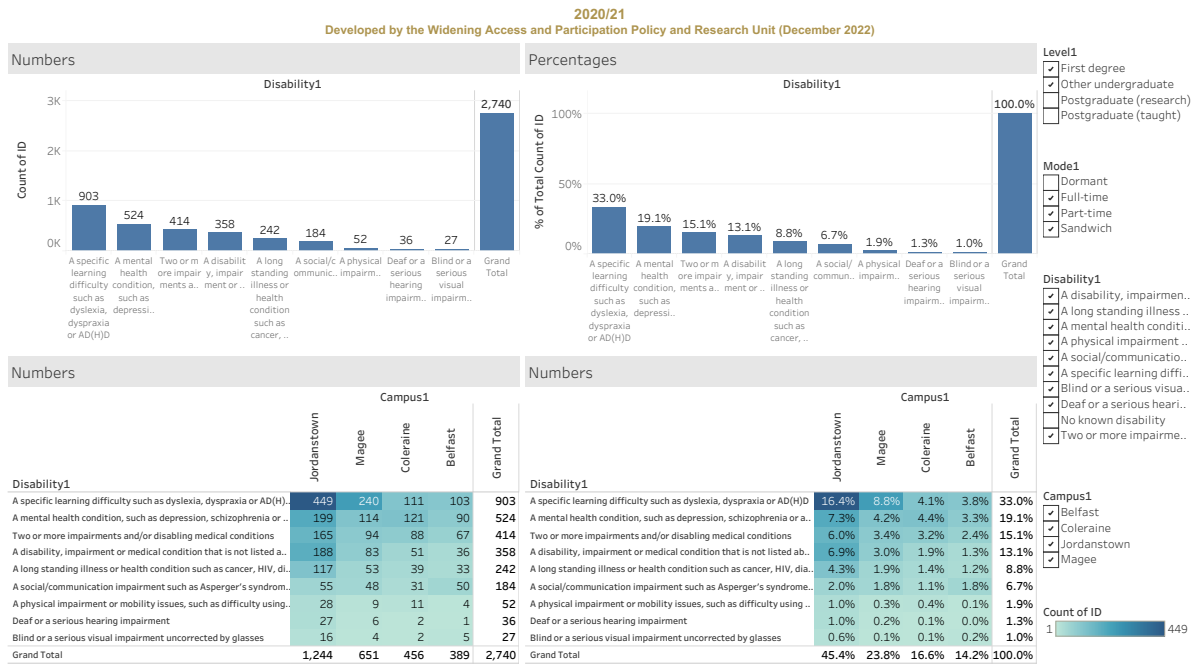
2,750 is 900 higher than the 1,850 target. This target was set in 2019.

These self-declared disability profiles are illustrated by category and campus in Figure 13.

¹⁴ <https://www.ulster.ac.uk/about/widening-access/plans/202021>

¹⁵ <https://www.ulster.ac.uk/about/widening-access/plans/202021>

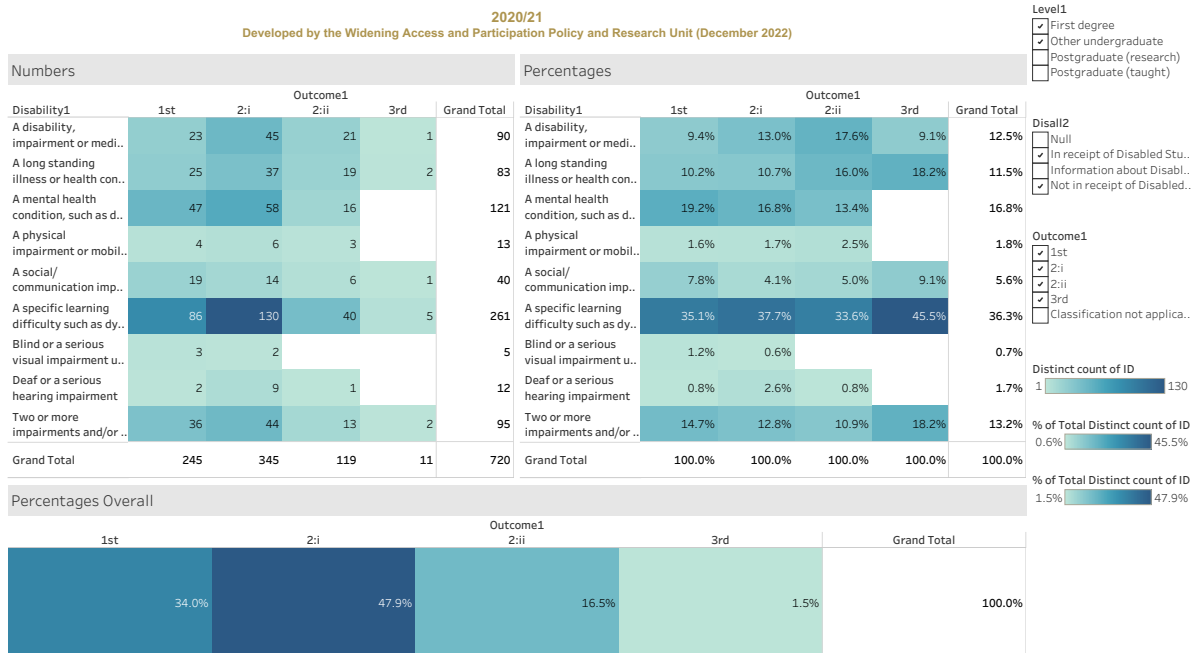
Figure 13: UG FT and PT UG Students who Self-Declared a Disability Profile at Ulster University for 2020/21.
N=2,740



Illustrations produced using Ulster University source data from December 2022

Figure 13 illustrates that 903 or 33.0% of self-declared disabilities relate to a specific learning difficulty.

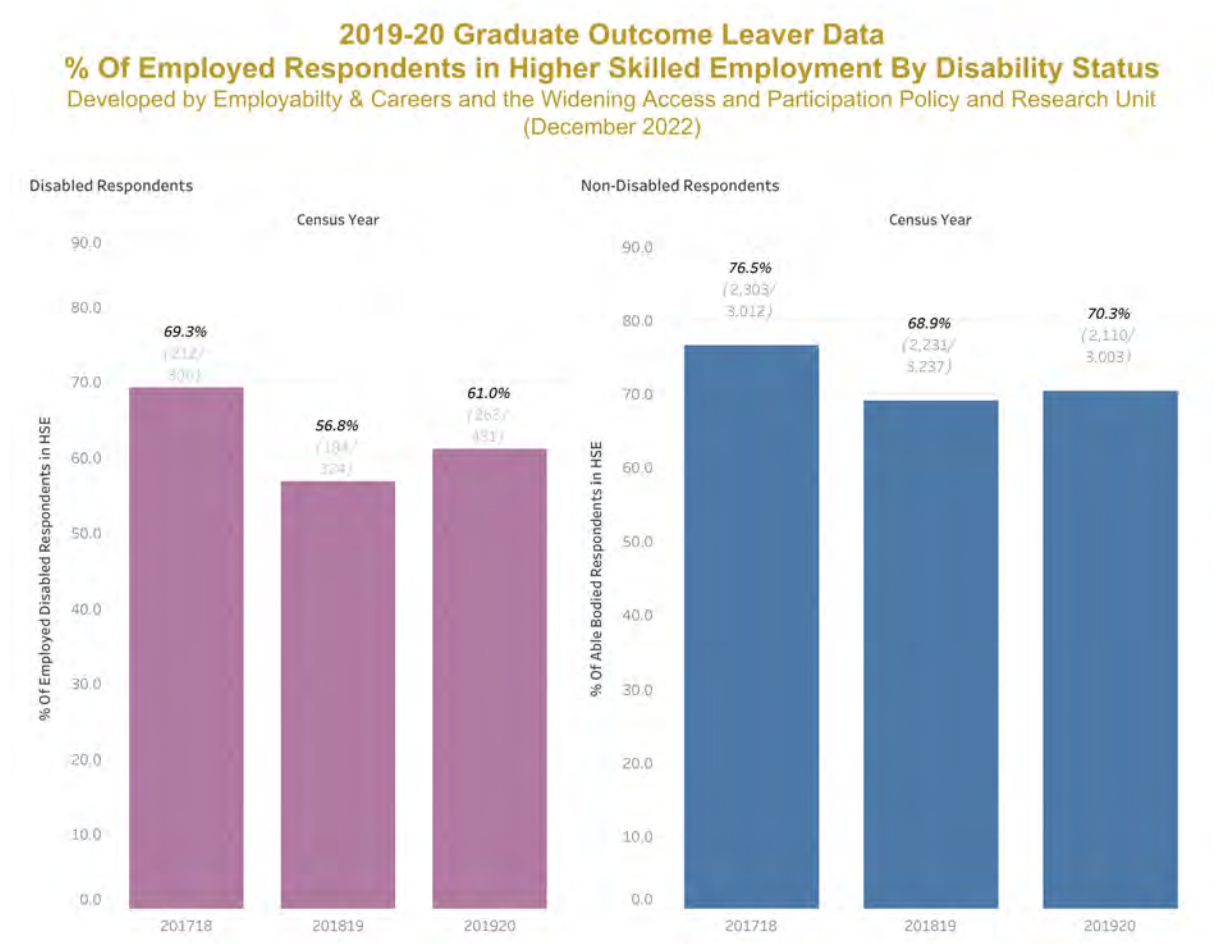
Figure 14: 2020/21 Degree Outcome Profiles for UG Declared Disability.
N=720



Illustrations produced using Ulster University data, December 2022

Figure 14 shows degree outcome profiles for students who have declared a disability. This illustrates that overall 245 students or 34.0% achieved a first class honours degree and that 88.4% overall achieved a first or second class honours classification.

Figure 14b: Graduate Outcomes of 2019/20 Leavers by Disability Status



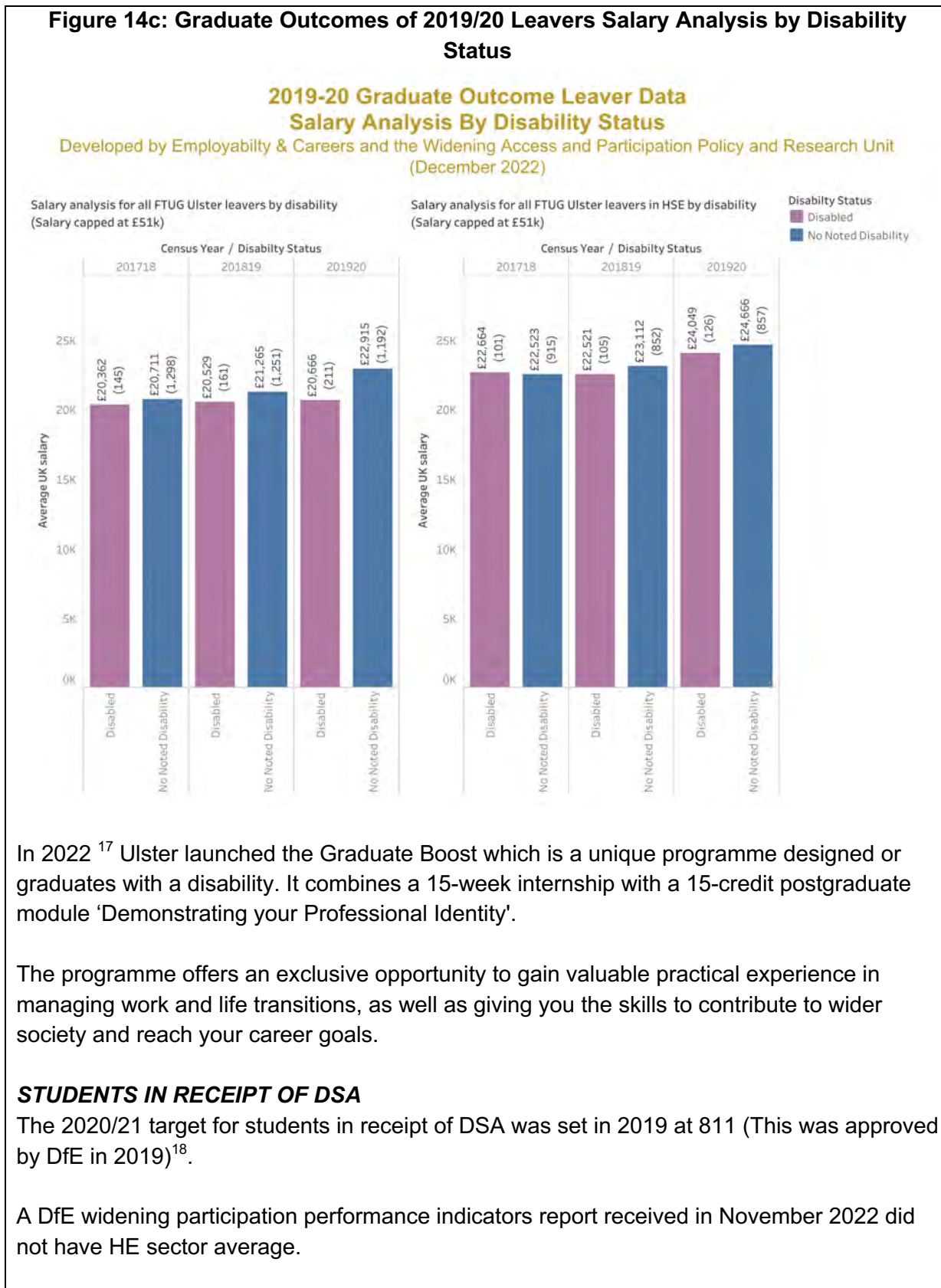
The recently published DfE commissioned ' Understanding Widening Participation in Northern Ireland' report by CFE¹⁶ states that those with a declared disability do not achieve the same outcomes from HE as their more advantaged peers. One interviewed stakeholder suggested that people with disabilities are less likely to be employed in high-skilled roles and that the underemployment of disabled graduates could therefore be a particular issue in NI.

Figure 14b shows that there are differences in the levels of highly skill employments between those with a disability and those without. Response rate numbers are included for information but percentages reveal for 2019/20 61.0% of with a declared disability were in Highly Skilled Employment as opposed to 70.3% of those with no declared disability.

Figure 14c also shows salary differences for those earning a salary £51k or below. Those with a disability earn less.

¹⁶ https://www.economy-ni.gov.uk/sites/default/files/publications/economy/understanding-widening-participation-in-northern-ireland_0.pdf

Figure 14c: Graduate Outcomes of 2019/20 Leavers Salary Analysis by Disability Status



In 2022¹⁷ Ulster launched the Graduate Boost which is a unique programme designed for graduates with a disability. It combines a 15-week internship with a 15-credit postgraduate module 'Demonstrating your Professional Identity'.

The programme offers an exclusive opportunity to gain valuable practical experience in managing work and life transitions, as well as giving you the skills to contribute to wider society and reach your career goals.

STUDENTS IN RECEIPT OF DSA

The 2020/21 target for students in receipt of DSA was set in 2019 at 811 (This was approved by DfE in 2019)¹⁸.

A DfE widening participation performance indicators report received in November 2022 did not have HE sector average.

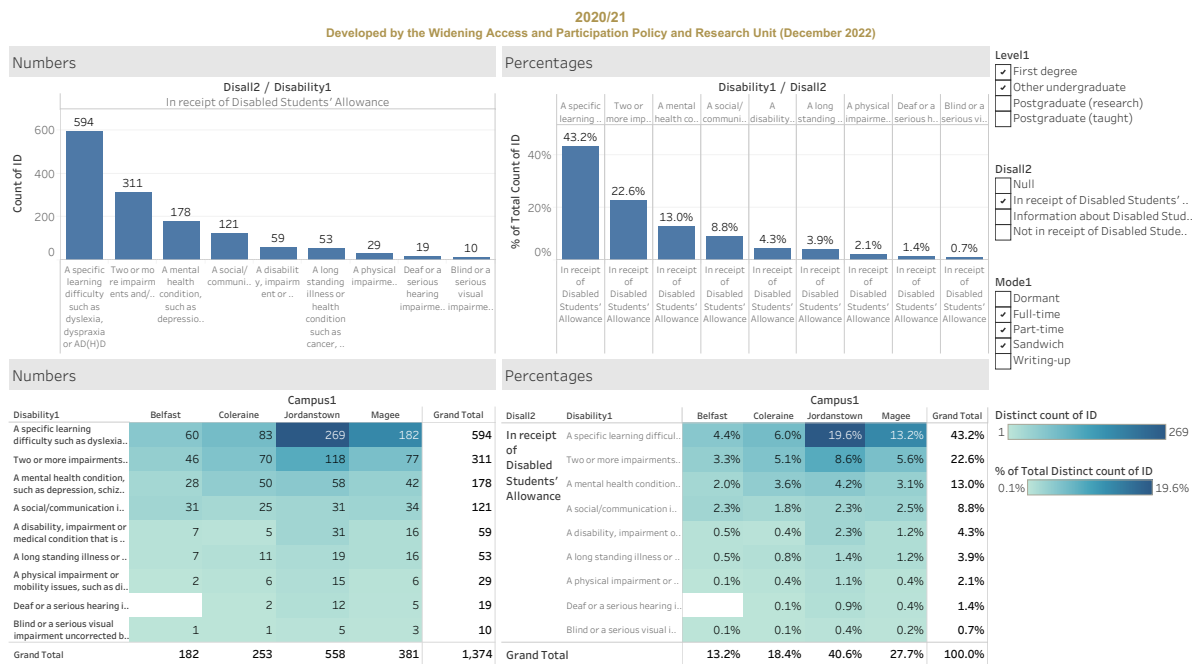
¹⁷ <https://www.ulster.ac.uk/graduateboost>

¹⁸ <https://www.ulster.ac.uk/about/widening-access/plans/202021>

As indicated in part 3.10(iii), Ulster reports from December 2022 revealed that 1,374 FT&PT UG students were in receipt of DSA during 2020/21. This is 563 more than the target (811). This target was set in 2019. 1,374 of 17,520 equates to 7.8% of the FT and PT UG student total (excluding dormant students). If dormant students are included it could alternatively be viewed as 1,417 of 17,947, 9.9% (UG).

Figure 15 shows the DSA profiles by declared disability type. 594 or 43.2% of students who receive DSA have declared a specific learning difficulty.

Figure 15: 2020/21 UG DSA Numbers by Disability Code and Campus.
N=1,374



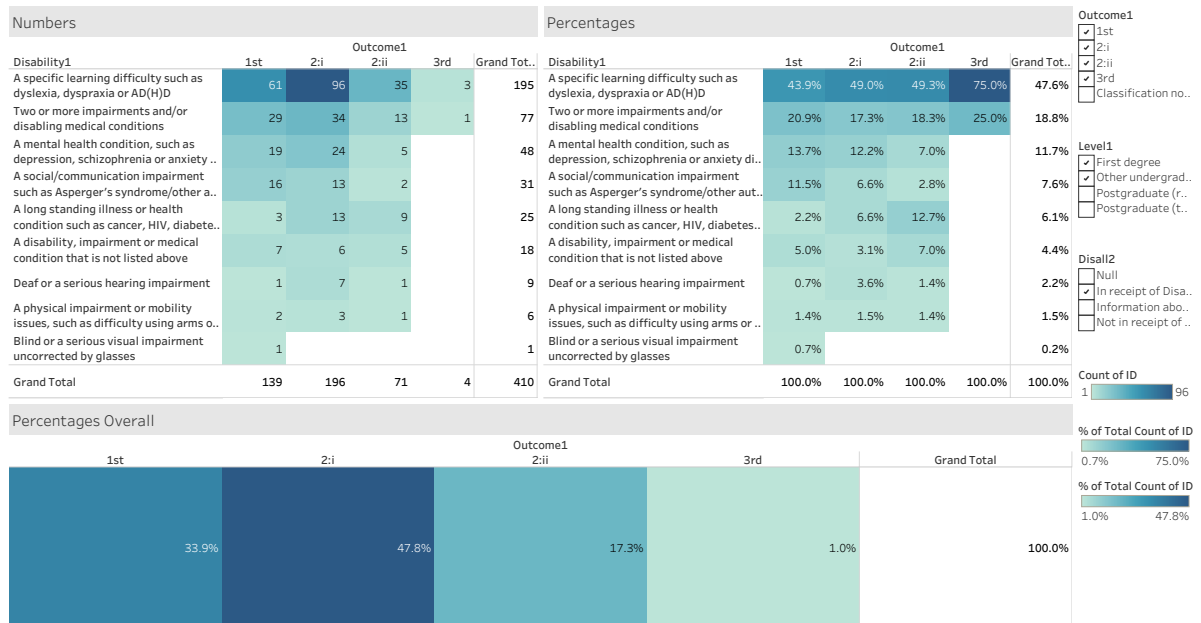
Illustrations produced using Ulster University data from December 2022

Figure 16 illustrates the degree outcomes for students receiving DSA.

Figure 16: 2020/21 Degree Outcomes for UG DSA Students.

N=410

2020/21
Developed by the Widening Access and Participation Policy and Research Unit (December 2022)



Illustrations produced using Ulster University data from December 2022

This illustrates that overall 139 students or 33.9% of UG DSA students achieved a first class honours degree and that 99.0% overall achieved a first or second class honours classification.

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

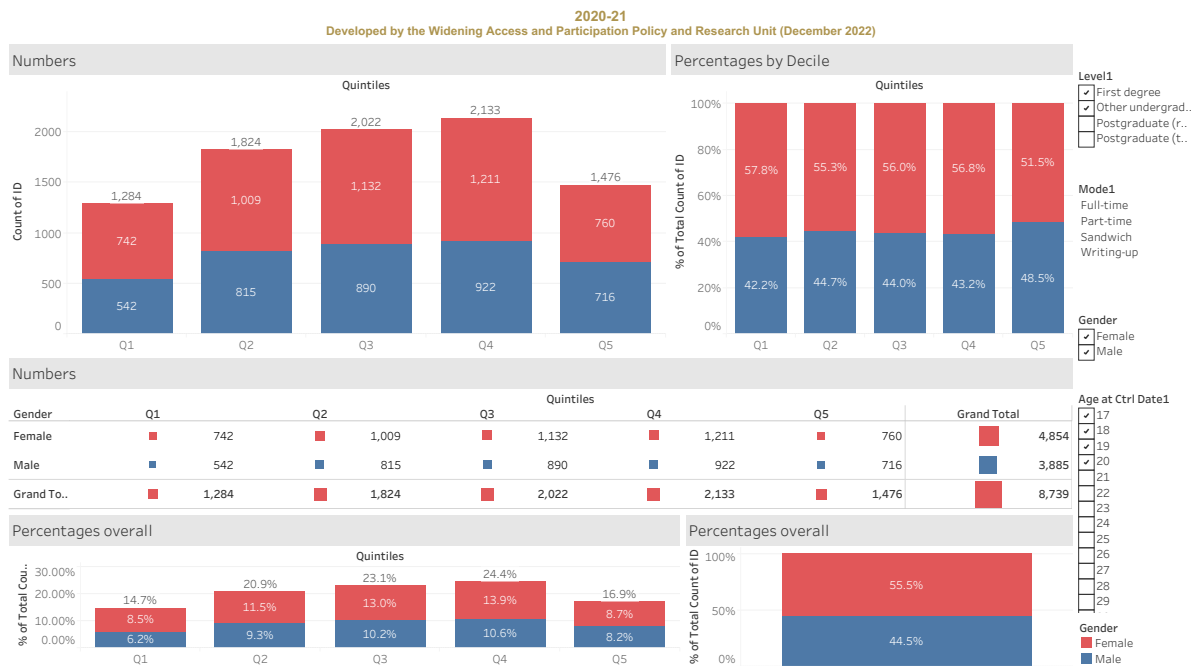
As indicated in part 3.10(iv) 542 FT and PT UG young males were from Quintile 1 during 2020/21 excluding dormant students.

A DfE widening participation performance indicators report received in November 2022 stated the HE sector average is 2.8% and that Ulster (3.3%) is 0.5 percentage points above the sector average.

542 is 47 above the 495 target. This target was set in 2019. 542 of 17,520 equated to 3.1% of the FT and PT UG student total. Alternatively it could be viewed as 559 of 17,947, 3.1% (UG including dormant students).

Figure 17 shows UG young profiles by Quintile and Gender. DfE define UG students as young when aged 20 and under on 31/8/2020.

**Figure 17: UG Young Profile Views by Quintile and Gender for 2020/21.
N=8,739**



Illustrations produced using Ulster University data, December 2022

Figure 17 illustrates the smallest number (542) and percentage (6.2%) of young males are UG from Quintile 1 (1,284). 14.0% (519 of 3,885) of these were FT (not illustrated). The remaining 0.6% (23 of 3,885) were PT (not illustrated).

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

The 'Understanding Widening Participation in Northern Ireland' report by CFE19 suggests targeting young males from quintile one should remain a focus of any future approach. It also highlights "Prevailing barriers to HE include attainment gaps (particularly among Protestant males from lower socio-economic groups), the cost of HE, and 'cold spots' in provision (including a lack of courses in some subjects, and campuses that are inaccessible to students living in rural areas)."

YOUNG MALE PARTICIPATION RATES BY DECILE

Figure 18 shows decile profiles for young males.

¹⁹ https://www.economy-ni.gov.uk/sites/default/files/publications/economy/understanding-widening-participation-in-northern-ireland_0.pdf

Figure 18: UG Young Males By Decile 2020/21.

N=3,885

2020-21

Developed by the Widening Access and Participation Policy and Research Unit (December 2022)



Illustrations produced using Ulster University data, December 2022

Looking at Decile profiles for young males reveals 252 or 2.9% of young male UG entrants were from Decile 1. Of these (not illustrated), 6.2% (240 of 3,885) were young FT UG. A small number 12 or 3.1% (12 of 3,885) were PT UG.

Gender Profiles for Department of Health Commissioned Programmes

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

Figure 18b illustrates when we included the following programmes in a DOH group

- BSc Hons Diagnostic Radiography & Imaging,
- BSc Hons Dietetics,
- BSc Hons Nursing Mental Health,
- BSc Hons Nursing Adult,
- BSc Hons Physiotherapy 3yr,
- BSc Hons Podiatry,
- BSc Hons Radiotherapy & Oncology,
- BSc Hons Social Work (and 3 year) and
- BSc Hons Speech Therapy.

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

Gender profiles are more similar overall across programmes at Ulster University when DOH programmes are excluded, 49.8% (female) and 50.2% (male).

Further analysis may show different programme preferences by gender.

**Figure 18b: Gender Profiles for Department of Health Commissioned Programmes
2020/21
N=2,096 DOH**



Student Bursaries

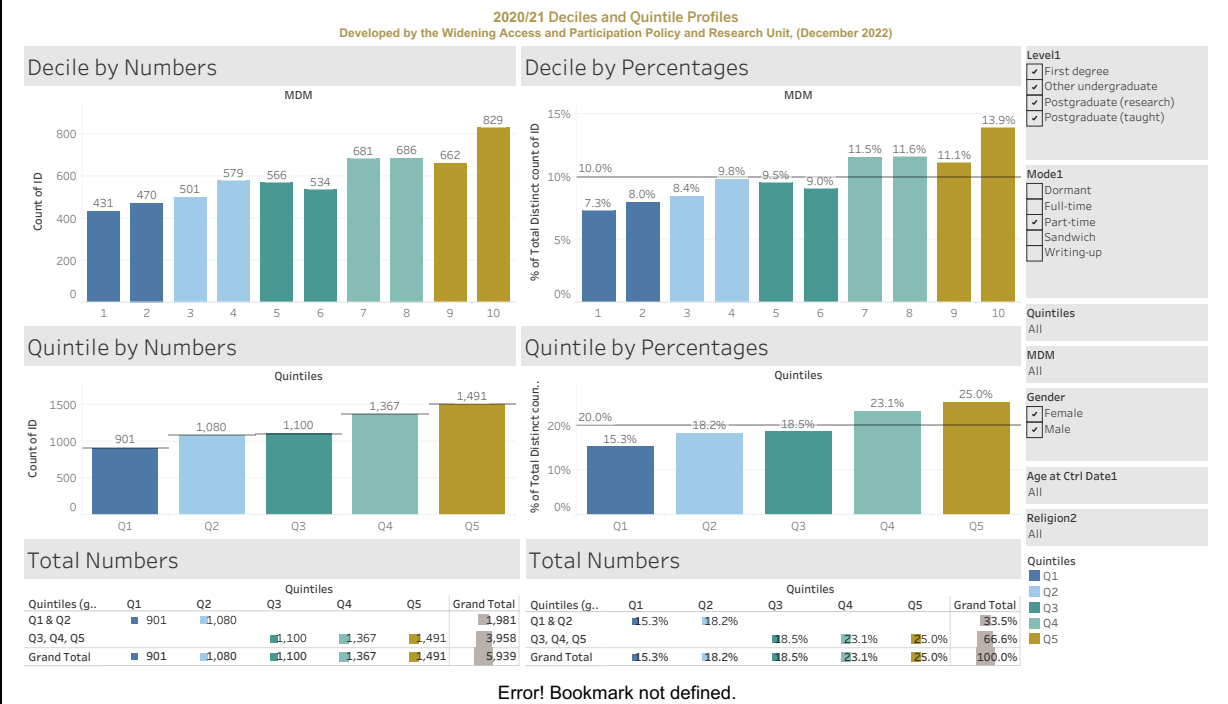
During 2020/21, 3,900 students with household income up £19,203 received an access bursary amounting to 10% of their student fee. 3,900 of 17,520 equates to 22.3% of the UG population. 1,341 of these were in their first year of study at the University during 2020/21. Some received accommodation vouchers though due to covid 19 many left accommodation early. 91 of 93 care leavers received a bursary, two were verified beyond the financial year.

PART-TIME LEARNERS

Part-time provision is key to participation by work-based adult learners. HESA data shows a significant proportion, 37.5% of all enrolments for 2020/21 at Ulster were part-time (12,375 of 33,034). 23.9% (7,880) of these were undergraduate part-time enrolments. Overall for 2020/21 Ulster University had the largest number of part-time enrolments in NI equating to 55.8% of the NI total (12,375 of 22,225)²⁰.

²⁰ <https://www.hesa.ac.uk/data-and-analysis/students/table-1>

Figure 19: 2020/21 PT Learner Profiles for all Ulster University Enrolments Profiles. N=5,939

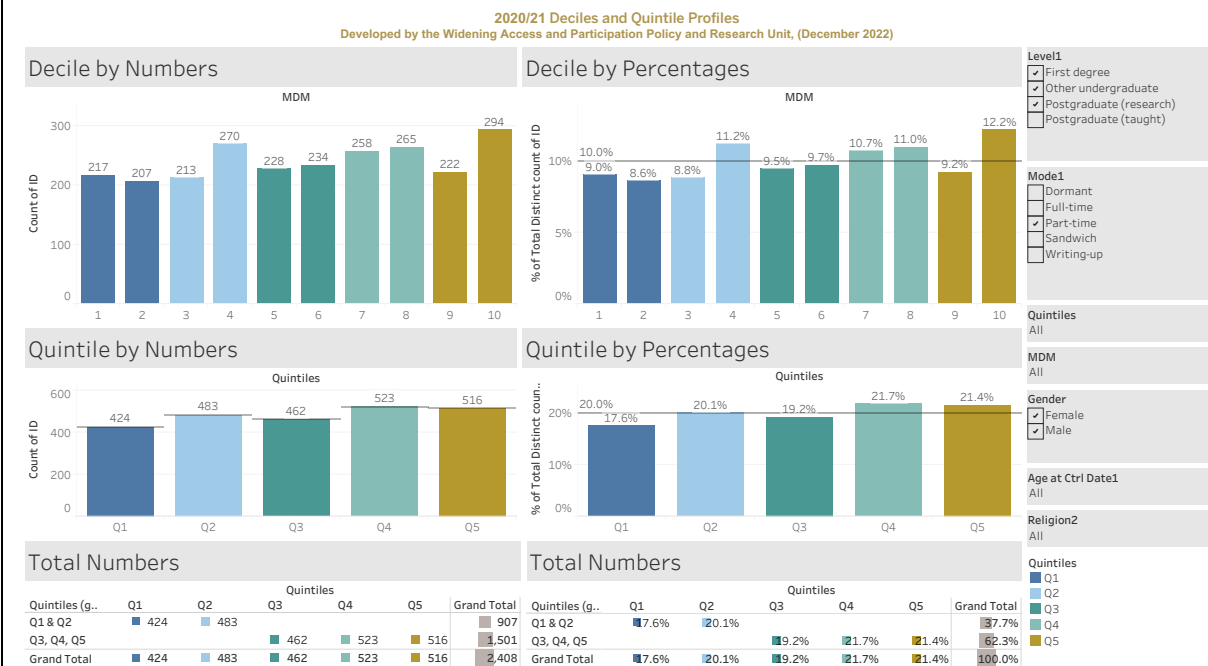


Illustrations produced using Ulster University data, December 2022

Figure 19 shows Quintile and Deciles are more polarised for PT learners than FT learners. Quintiles 1 (15.3%), 2 (18.2%) and 3 (18.5%) were below 20%. Quintile 1 had 901 students which equated to 15.3%. It also shows Quintile 2 had 1,080 students which equated to 18.2%. Quintile 3 had 1,100 or 18.5%. Quintile 4 and Quintile 5 were both well above 20%. Deciles 1 to 6 were all below 10% which is considered equitable for Deciles.

Figure 20 shows PT UG learners only.

**Figure 20: PT UG Learner Profiles for Ulster University.
N= 2,408.**



Illustrations produced using Ulster University data, December 2022

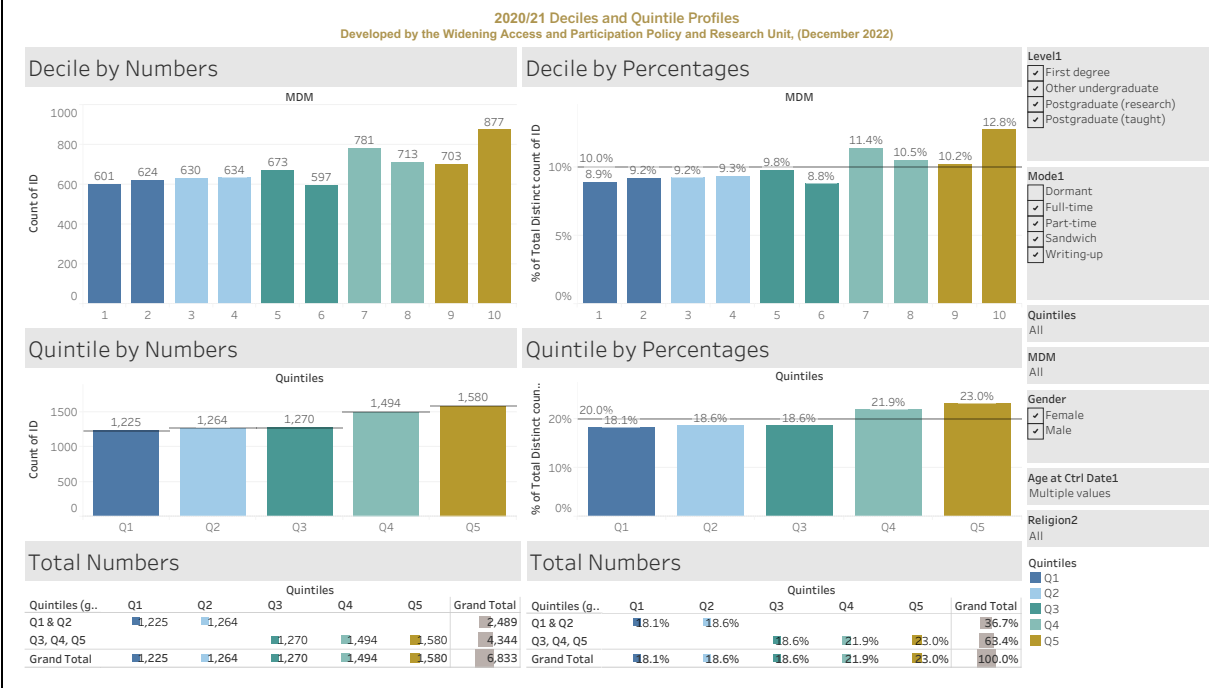
17.6% or of part-time learners on UG programmes were from Quintile 1. There were 424 of such learners for 2020/21. Quintile 2 had 20.1% or 483. Quintiles 3, 4 and 5 were above 20%.

ADULT LEARNERS

HESA class UG learners as mature when they are aged over 21. However, the current DfE WP target for adult learners focuses on undergraduates 25 and over on the 31 August 2019, and so differs from HESA’s definition.

Figure 21 shows the profile of all adult learners at Ulster University.

Figure 21: All Adult Learner Profiles on Programmes at Ulster University 2020/21. N=6,833



Illustrations produced using Ulster University data, December 2022

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

ADULT LEARNER PROFILES (UG FT & PT)

As indicated in part 3.10(iv) there were 2,727 FT and PT UG adult learners during 2020/21 excluding dormant students. This target was set in 2019. This equated to 15.5% (2,727 of 17,520). 2,727 was 62 above the 2,665 target. It is not illustrated but 8.4% were UG FT (1,476 of 17,520) or 7.2% were UG PT (1,260 of 17,520). Alternatively it could be viewed as 2,862 of 17,947 or 15.9.% if UG FT and PT dormant students were included.

Despite being above the target, a DfE widening participation performance indicators report received in November 2022 stated the HE sector average is 13.6% and that Ulster (7.6%) is 6.0 percentage points below the sector average.

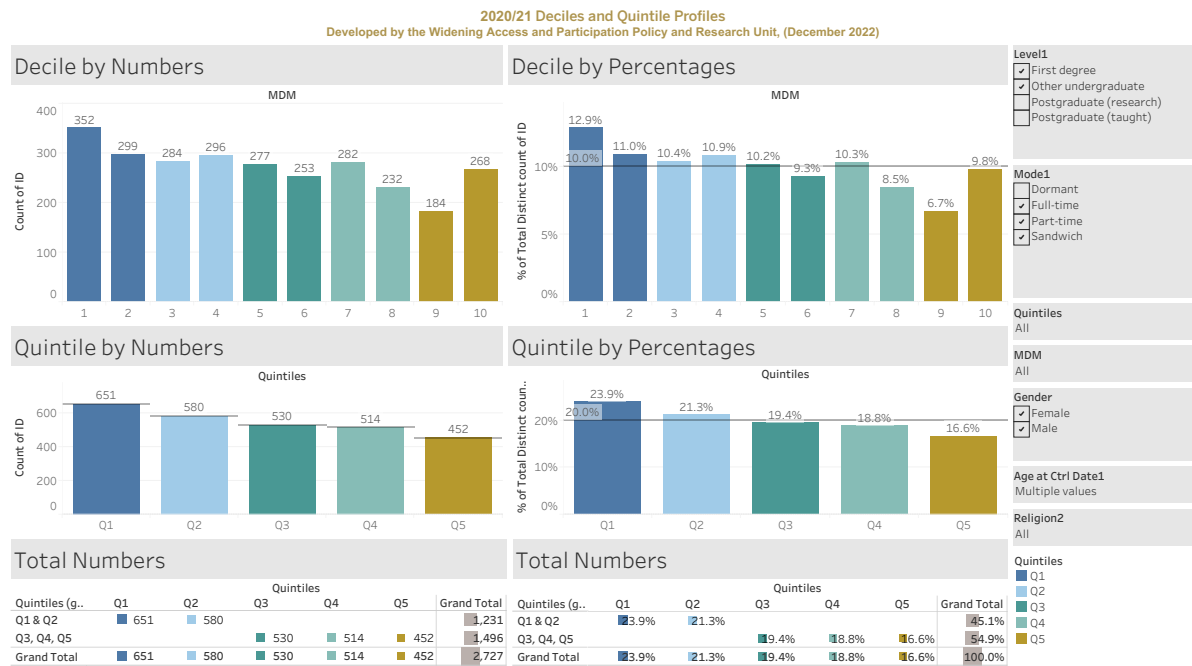
The 'Understanding Widening Participation in Northern Ireland' report by CFE21 suggests targeting "adult and part-time learners provides a focus for the Open University's WP activities and almost three-quarters of its student population in NI are in full or part-time employment. However, there is no evidence of any tailored provision for mature learners in the WAPPs from other HE providers."

HESA Heidi data reveals when the Open University is excluded Ulster University is the largest provider of adult FT and PT provision in Northern Ireland.

²¹ https://www.economy-ni.gov.uk/sites/default/files/publications/economy/understanding-widening-participation-in-northern-ireland_0.pdf

Figure 22 illustrates 2020/21 FT&PT UG Adult learners (over 25) at Ulster University on UG Programmes.

Figure 22: 2020/21 FT & PT UG Adult Learner Profiles on UG Programmes at Ulster University. N=2,727
(Adults are Over 25 for UG Programmes)

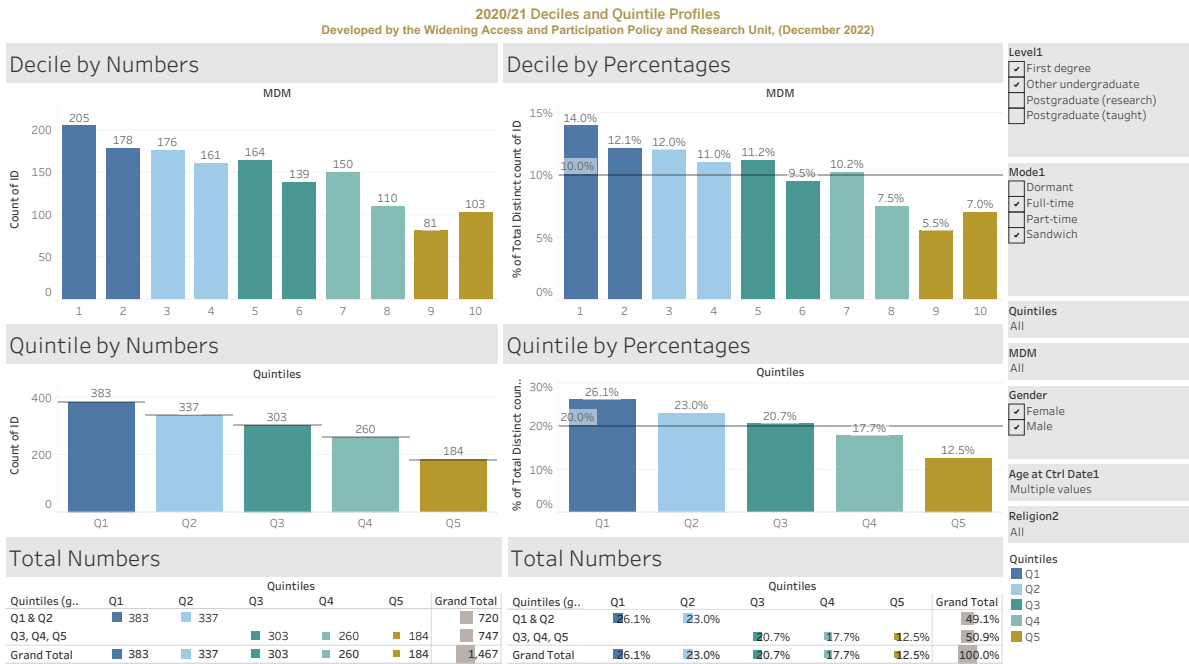


Illustrations produced using Ulster University data, December 2022

Figure 22 shows that Quintile 1 for UG Adults had a high proportion of students from the most disadvantaged group: 651 students which equated to 23.9%. Quintile 2 is also high with 580 students (21.3%). Quintile 5 had the least students, 452 which equated to 16.6%. Quintiles 3 (19.4%) and 4 (18.8%) were also below 20%.

Evaluation findings for Adult learners, Upskilling the Workforce are presented as follows at 1.8.5.

Figure 23: 2019/20 FT Adult Learner Profiles on UG Programmes at Ulster University.
N=1,386 (no nulls)
 (Adults are Over 25 for UG Programmes)

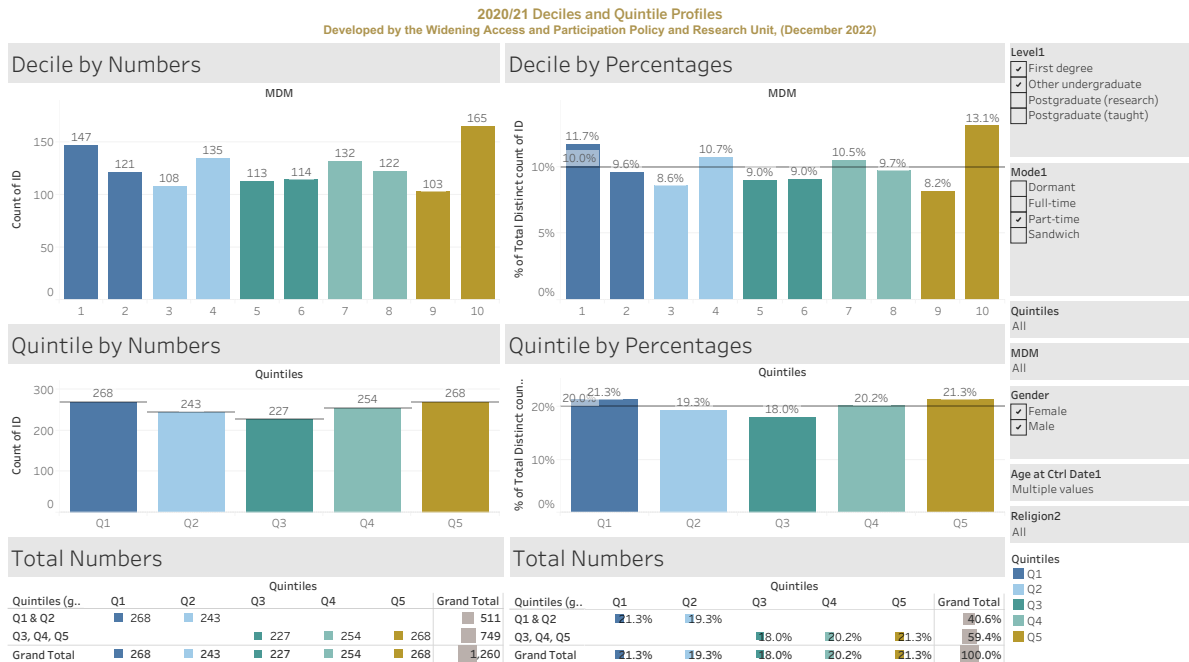


Illustrations produced using Ulster University data, December 2022

Figure 23 shows that the largest proportion of students were from Quintile 1, that is, 383 students which equated to 26.1%. It also shows that Quintile 2 had 337 students which equated to 23.0%.

Quintile 3 had 303 (20.7%). Quintile 4 (17.7%) and Quintile 5 (12.5%) were both below 20% and Quintile 5 was by far the lowest. Deciles 6, 8, 9 and 10 were less likely to complete FT UG study and are each below 10%.

Figure 24: 2020/21 PT Adult Learner Profiles on UG Programmes at Ulster University.
N=1,260
(Adults are Over 25 for UG Programmes)



Illustrations produced using Ulster University data, December 2022

Figure 24 shows that PT numbers are low overall. It shows Quintiles 1, 4 & 5 had the highest proportions of adult PT UG students which equated to 268 or 21.3% for Quintile 1. It also shows Quintiles 2 (19.3%) and 3 (18.0%) are below 20%. Quintile 3 had the least. Deciles 2, 3, 5, 6, 8 & 9 were all below 10%.

1,260 (ex dormant students) or 7.2% of 17,520 students were adult PT UG students. Alternatively this could be viewed as 1,391 (including dormant) or 7.8% of 17,947 students.

A DfE widening participation performance indicators report received in November 2022 stated the HE sector average is 13.6% and that Ulster (7.6%) is 6.0 percentage points below the sector average.

Fee support for adult learners and widening access cohorts is essential to the sustainability of underrepresented groups accessing higher education. In 2020/21 support for learners through the Flexible Education Pathways as follows:

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

by enabling recognition and accreditation of skills (in line with the NI Skill Strategy: Skills for Success).

During 2020/21 Ulster University provided accredited learning opportunities for 180 community, NEETS, FE bridging students and work-based adults in areas of widening access and participation.

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

HE in FE – Validated Collaborative Provision

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

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

Progression and Direct Entry

In 2019/20 there were 5,145 and in 2020/21 there were 4,405 students enrolled within local area-based college partners on Ulster University access provision including Foundation Degrees and Access Diplomas. In total 622 students progressed from collaborative and validated provision within FE into Ulster University in 2020/21.

Of these, 148 students progressed from Access Diplomas in 2020/21.

Figure 25 which follows illustrates progression from the most popular Access Diploma courses (high to low). The top three programmes with the largest numbers are based in Derry (DER), Coleraine (COL) and Belfast (MIL).

Figure 25: Access Diploma Enrolments in 2020/21
Illustrations produced using Ulster University data, December 2022

Progression from 2018/19 & 2019/20 FE Programmes to Ulster University Programmes During 2020/21
 Developed by the Widening Access and Participation Policy and Research Unit (December 2022)

Numbers			Percentages		
Previous FE Prog Code	Previous FE Prog Desc		Previous FE Prog Code	Previous FE Prog Desc	
Grand Total		148	Grand Total		100.0%
5240	AccDip Combined Studies DER FT	19	4542	AccDip Science DER FT	12.8%
4542	AccDip Science DER FT	19	5240	AccDip Combined Studies DER FT	12.8%
6846	AccDip Social Sciences COL FT	12	6846	AccDip Social Sciences COL FT	8.1%
5000	AccDip Social Sciences BNA PT	11	5000	AccDip Social Sciences BNA PT	7.7%
6835	AccDip Combined Studies LIM PT	10	5241	AccDip Combined Studies DER PT	6.8%
5241	AccDip Combined Studies DER PT	10	6835	AccDip Combined Studies LIM PT	6.8%
6846	AccDip Social Sciences COL PT	9	6846	AccDip Social Sciences COL PT	6.3%
7622	AccDip Social Science MAG FT	7	7622	AccDip Social Science MAG FT	4.7%
7963	AccDip Maths & Physics MIL FT	6	4543	AccDip Science DER PT	4.1%
4543	AccDip Science DER PT	6	7963	AccDip Maths & Physics MIL FT	4.1%
7947	AccDip Comput for Econo MIL FT	5	7947	AccDip Comput for Econo MIL FT	3.4%
7623	AccDip Social Science NBY FT	4	6848	AccDip Social Sciences MAG PT	2.7%
6850	AccDip Social Sciences NBY PT	4	6850	AccDip Social Sciences NBY PT	2.7%
6848	AccDip Social Sciences MAG PT	4	7623	AccDip Social Science NBY FT	2.7%
7581	AccDip Soc Sci Humanit ENN FT	3	6631	AccDip Social Sciences DUN FT	2.0%
6760	Acc Dip Ad Learn Sc NEW FT	3	6760	Acc Dip Ad Learn Sc NEW FT	2.0%
6631	AccDip Social Sciences DUN FT	3	7581	AccDip Soc Sci Humanit ENN FT	2.0%
7965	AccDip Maths & Finance MIL FT	2	6727	AccDip Ad Learn Soc Sc HumNEWPT	1.4%
7621	AccDip Social Science BNA FT	2	7256	AccDip Comp Bus&Multimed MIL FT	1.4%
7257	AccDip Comp Bus&Multimed MIL PT	2	7257	AccDip Comp Bus&Multimed MIL PT	1.4%
7256	AccDip Comp Bus&Multimed MIL FT	2	7621	AccDip Social Science BNA FT	1.4%
6727	AccDip Ad Learn Soc Sc HumNEWPT	2	7965	AccDip Maths & Finance MIL FT	1.4%
7521	AccDip Combined Studies ARM PT	1	4900	AccDip Soc Sci Humanit ENN PT	0.7%
6737	AccDip Ad Learn Sc NEW PT	1	6737	AccDip Ad Learn Sc NEW PT	0.7%
4900	AccDip Soc Sci Humanit ENN PT	1	7521	AccDip Combined Studies ARM PT	0.7%

Of these 625 students, 467 progressed from Foundation Degrees in 2020/21. Figure 26 which follows illustrates progression from the most popular Foundation Degree courses (high to low). The top three locations were in the Belfast (MIL) and (TQR).

Figure 26: Foundation Degree Courses in 2020/21
Illustrations produced using Ulster University data, December 2022

Progression from 2018/19 & 2019/20 FE Programmes to Ulster University Programmes During 2020/21
 Developed by the Widening Access and Participation Policy and Research Unit (December 2022)

Numbers			Percentages		
Previous FE Prog Code	Previous FE Prog Desc		Previous FE Prog Code	Previous FE Prog Desc	
Grand Total		467	Grand Total		100.0%
7633	FdEng Software Eng Mil FT	21	7633	FdEng Software Eng Mil FT	4.5%
7667	FdSc Event Management TQR FT	19	7667	FdSc Event Management TQR FT	4.1%
7175	FdSc Marketing TQR FT	17	7175	FdSc Marketing TQR FT	3.6%
7756	FdSc ConstrEngin w Surv MIL FT	16	7665	FdSc Int Trav Tour Mgmt TQR FT	3.4%
7665	FdSc Int Trav Tour Mgmt TQR FT	16	7756	FdSc ConstrEngin w Surv MIL FT	3.4%
7642	FdEng Civil Eng MIL Ftrack PT	14	7642	FdEng Civil Eng MIL Ftrack PT	3.0%
5620	FdSc Sport Exer & Fit BNG FT	13	5620	FdSc Sport Exer & Fit BNG FT	2.8%
6869	FdSc in Computing OMA FT	12	6869	FdSc in Computing OMA FT	2.6%
7707	FdSc iMedia TQR FT	11	7163	FdSc Computing NBY FT	2.4%
7657	FdSc Health & Soc Care DER FT	11	7657	FdSc Health & Soc Care DER FT	2.4%
7163	FdSc Computing NBY FT	11	7707	FdSc iMedia TQR FT	2.4%
6510	FdSc Sport Exer & Fit NEW FT	10	6510	FdSc Sport Exer & Fit NEW FT	2.1%
7663	FdSc Int Hosp Mgmt TQR FT	9	7423	FdSc Interactive Design FT	1.9%
7465	FdSc App Ind Scs NEW Ftrack PT	9	7465	FdSc App Ind Scs NEW Ftrack PT	1.9%
7423	FdSc Interactive Design FT	9	7663	FdSc Int Hosp Mgmt TQR FT	1.9%
7701	FdSc Bus Serv Mgmt OMA FT	8	7052	FdSc Busin Servs Mngmt DUN FT	1.7%
7655	FdSc Health & Soc Care NBY FT	8	7655	FdSc Health & Soc Care NBY FT	1.7%
7052	FdSc Busin Servs Mngmt DUN FT	8	7701	FdSc Bus Serv Mgmt OMA FT	1.7%
7759	FdSc ConstrEngin w Surv POR FT	7	5759	FdSc in Computing POR FT	1.5%
7750	FdSc Architect Technol MIL FT	7	5859	FdSc Applied & Medi Sci DER FT	1.5%
7671	FdSc Health & Soc Care OMA FT	7	7217	FdSc Accounting TQR FT	1.5%
7640	FdEng Civil Engineering MIL FT	7	7212	FdSc Computing BNA FT	1.5%
7529	FdSc InformatTechnologiesDERFT	7	7424	FdSc in Computing NEW FT	1.5%
7424	FdSc in Computing NEW FT	7	7529	FdSc InformatTechnologiesDERFT	1.5%
7212	FdSc Computing BNA FT	7	7640	FdEng Civil Engineering MIL FT	1.5%
7177	FdSc Accounting TQR FT	7	7671	FdSc Health & Soc Care OMA FT	1.5%
5859	FdSc Applied & Medi Sci DER FT	7	7750	FdSc Architect Technol MIL FT	1.5%
5759	FdSc in Computing POR FT	7	7759	FdSc ConstrEngin w Surv POR FT	1.5%
7715	FdSc ConstrEngin w Surv BNA FT	6	7254	FdA Interactive Design NBY FT	1.3%
7666	FdSc Int Trav Tour Mgmt TQR PT	6	7539	FdSc Busn and Enterprise FT	1.3%
7539	FdSc Busn and Enterprise FT	6	7666	FdSc Int Trav Tour Mgmt TQR PT	1.3%
7254	FdA Interactive Design NBY FT	6	7715	FdSc ConstrEngin w Surv BNA PT	1.3%
7774	FdSc ConstrEngin w Surv DUN FT	5	6799	FdSc Prop. Plan&Hous MIL FT	1.1%
7528	FdEng Civ & EEng OMA Ftrack PT	5	6942	FdSc Bus Serv Mgmt ENN FT	1.1%
7527	FdEng Civil & Env Eng OMA FT	5	7192	FdEng Mech and Manuf EngBNA FT	1.1%
7496	FdSc Int Trav Tour Mgmt DER FT	5	7336	FdSc Appl & Medic Scie NBY FT	1.1%

17 others were enrolled as undergraduate or other level 4.

Figure 27 which follows shows the most popular programmes that students from Access Diplomas progressed onto in 2020/21 (highest to lowest). It also shows enrolment summaries by Faculty and Campus.

Figure 27: Progression From Access Programmes to Ulster University During 2020/21
Illustrations produced using Ulster University data, December 2022

Progression to Ulster University Programmes From FE During 2020-21
 Developed by the Widening Access and Participation Policy and Research Unit (December 2022)

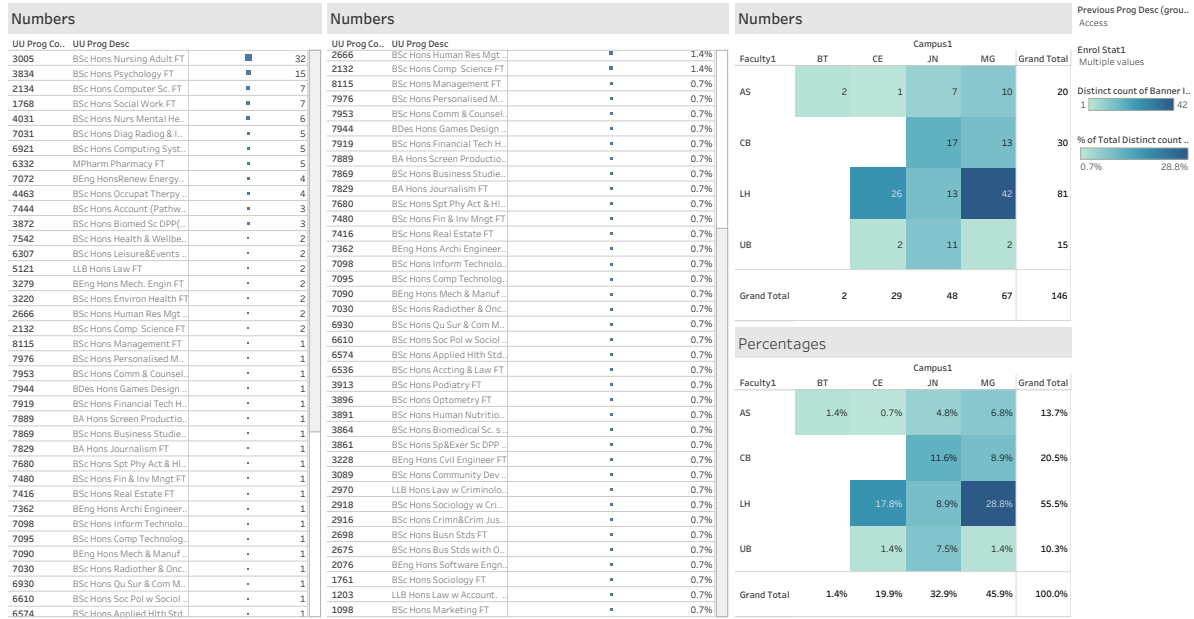
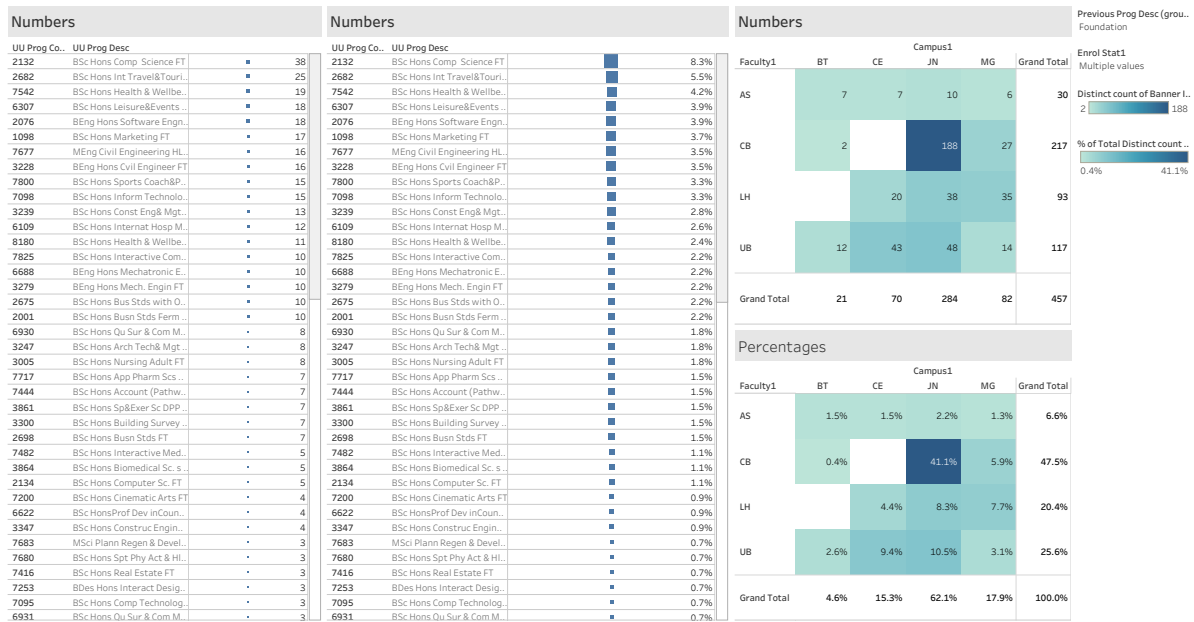


Figure 28 which follows shows the most popular programmes that students from Foundation Degrees progressed onto in 2020/21 (highest to lowest). It also shows enrolment summaries by Faculty and Campus.

Figure 28: Progression From Foundation Degree Programmes to Ulster University in 2020/21

Progression to Ulster University Programmes From FE During 2020-21
 Developed by the Widening Access and Participation Policy and Research Unit (December 2022)



Illustrations produced using Ulster University data, December 2022

Figure 29 shows that 42.4% of student who progressed from UU access routes into HE were from deciles 1 to 4.

Figure 29: Progression From FE into Ulster University in 2020/21 by NIMDM

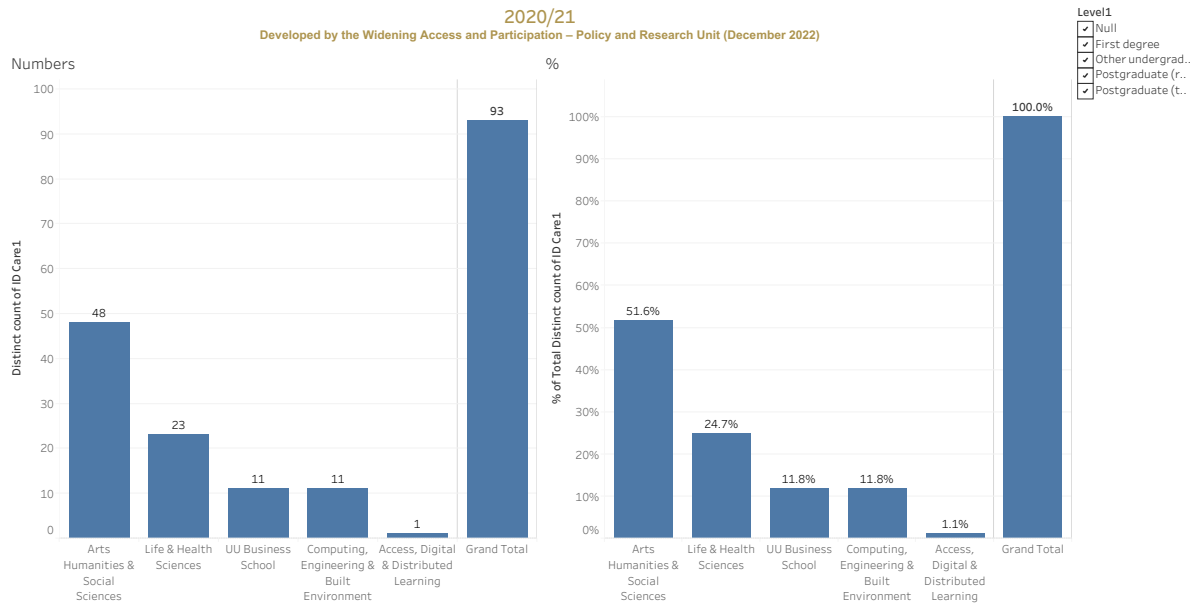


NUMBER OF CARE EXPERIENCED ENROLMENTS.

As illustrated by Figure 29b and outlined in 3.10 (vi), during 2020/21 there were 93 individuals who had spent time in care, each receiving a care leaver bursary. 91 were approved within the financial year for bursary payment.

83 were UG equating to 0.5% of the UG total, 17,520 excluding dormant students. 10 were PG equating to 0.2% of the 5,348 PG total ex dormant students. There were no dormant students. A DfE performance indicators report received in November 2022 did not have HE sector average.

Figure 29b: Care Leavers by Faculty
N=93
(91 received bursaries in the 2020/21 financial year)



Illustrations produced Ulster University Care Leaver data, December 2022

Figure 29b illustrates care leavers by Faculty. 51.6% were located within the Arts, Humanities and Social Sciences Faculty, 24.7% were within Life and Health Sciences, 11.8% were within the Ulster University Business School, 11.8% were within Computing, Engineering and Built Environment and 1.1% were within ADDL.

ENTHNICITY

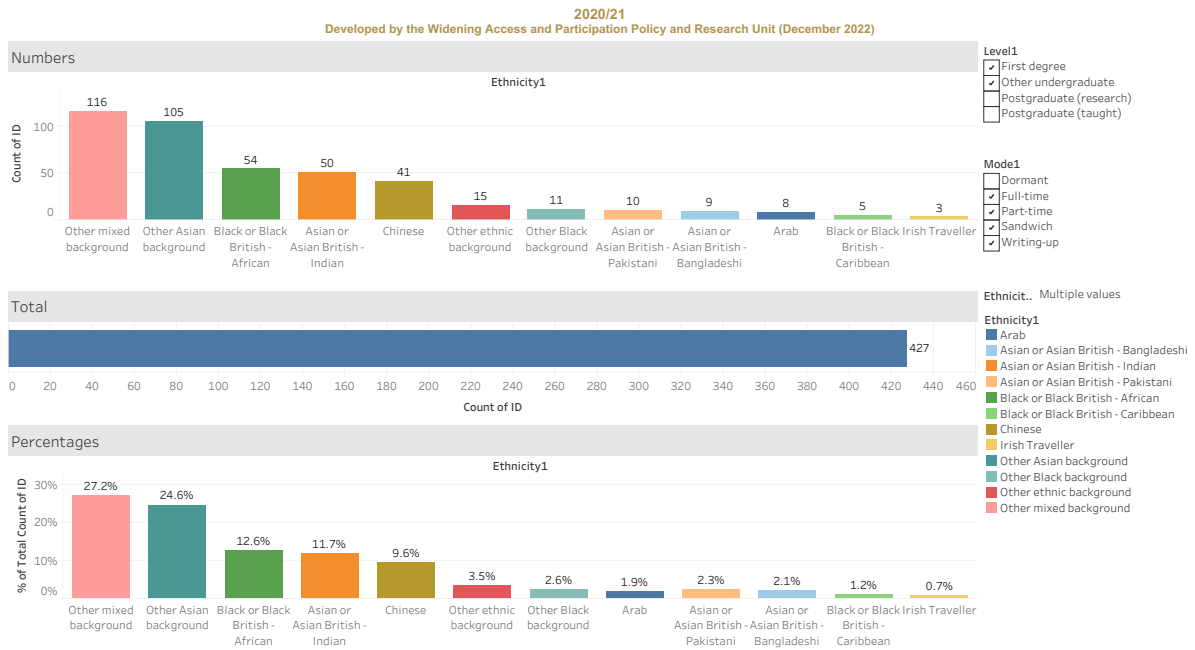
As indicated in part 3.10(vii), there were 427 or 2.4% of 17,520 (UG total excluding dormant students) students who declared ethnicities other than white. An additional 107 refused to give information. If dormant students are included it could alternatively be viewed as 442 of 17,947, 2.5% (UG).

598 or 2.6% of 22,868 of all excluding dormant students declared ethnicities other than white. 619 or 2.6% of 23,735 of all students including dormant.

A DfE widening participation performance indicators report received in November 2022 did not have HE sector average.

Figure 30 which follows illustrates these further.

Figure 30: 2020/21 UG Ethnicity Categories (excl. White)
Total n=427

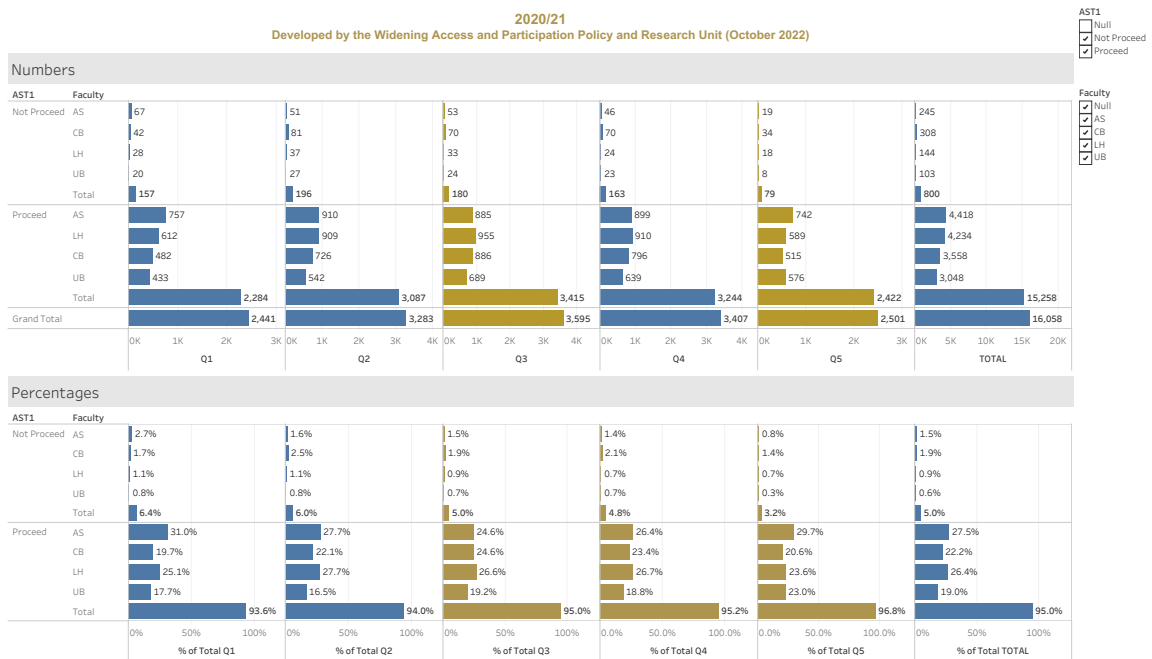


Graph produced using Ulster University source data, December 2022

ACHIEVEMENT RATES FOR UNDER-REPRESENTED GROUPS.

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

Figure 31: 2020/21 UG Progression by Quintile



Illustrations produced using Ulster University data, October 2022

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

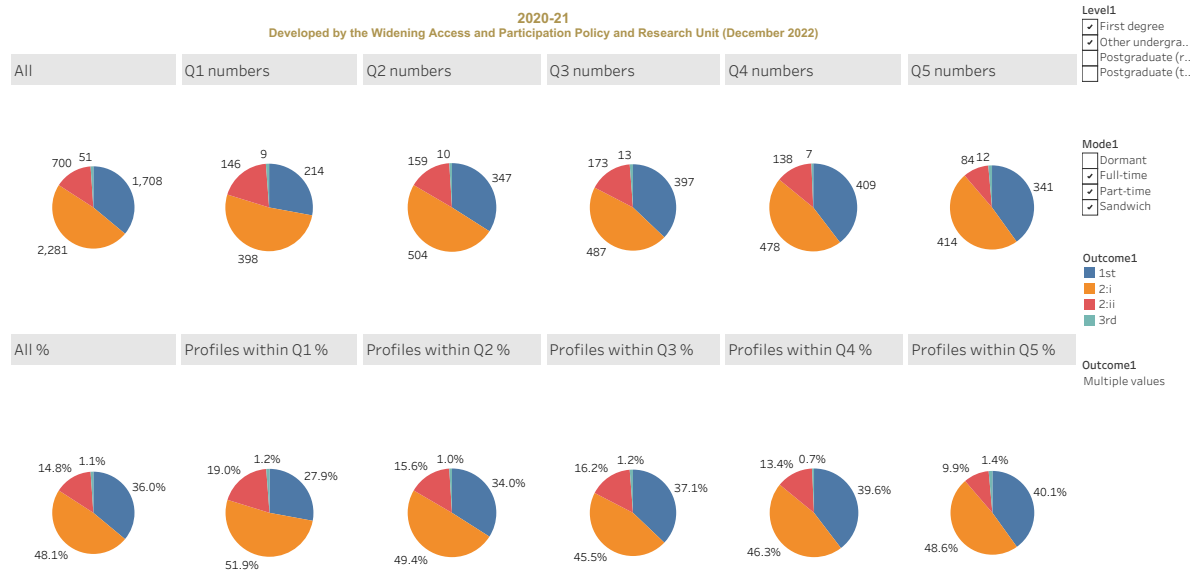
All Quintiles achieved within the range of 93.6% to 96.8% for progression. Figure 31 illustrates that a small but nonetheless consistently greater proportion from Quintile 1 and 2 did not proceed, than any other Quintile. 6.4% from Quintile 1 and 6.0% from Quintile 2 as opposed to 5.0% (Quintile 3), 4.8% (Quintile 4) and 3.2% (Quintile 5).

Classifications

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

Although the outcomes are good Figures 32 to 34 which follows show some differences between the quintiles.

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



Illustrations produced using Ulster University data, December 2022

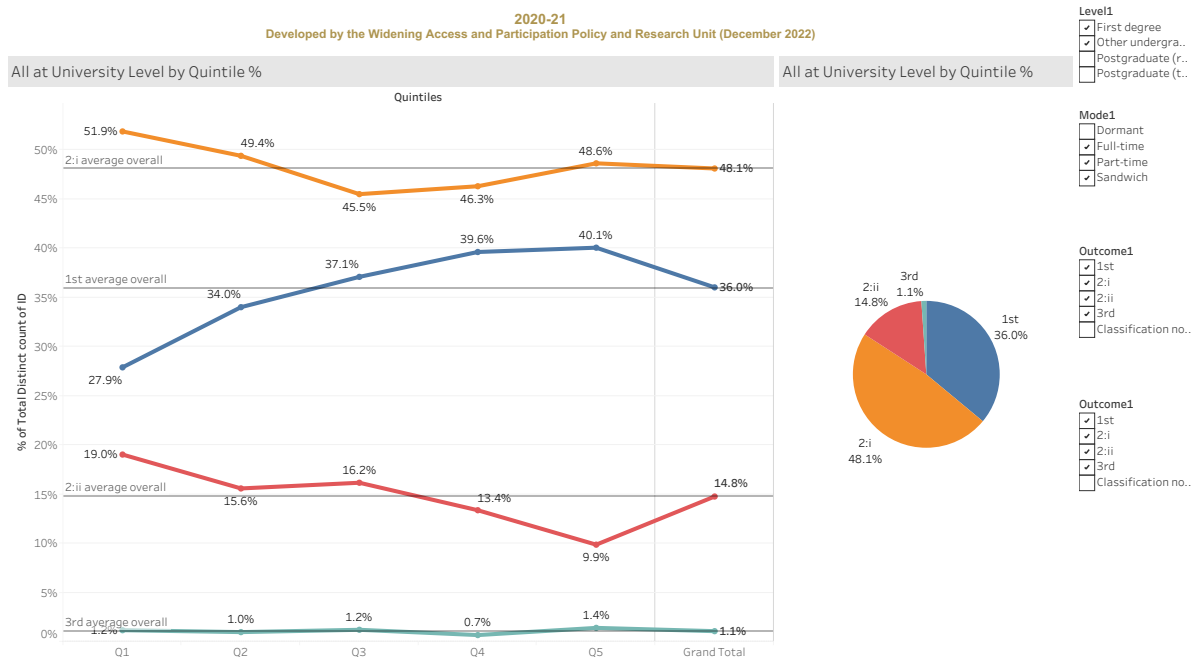
Figure 32 also shows the degree outcomes numbers and percentages overall and within each quintile grouping.

- Overall in 2020/21, the pie charts illustrate a similar proportion of Honours degrees with 1st or 2nd classifications were awarded to students of least advantage (Quintile 1, 98.8%) as to students of most advantage (Quintile 5, 98.6%). 98.9% is the percentage overall.

- 79.8% of Quintile 1 obtained the higher classifications (1st and 2.i). 88.7% of Quintile 5 obtained the higher classifications (1st and 2.i).
- 19% of Quintile 1 obtained middle classification Honours (2.ii). 9.9% of Quintile 5 obtained the higher classifications middle classification Honours (2.ii).
- A similar proportion of third degree classifications were awarded to students of least advantage (Quintile 1, 1.2%) as to students of most advantage (Quintile 5, 1.4%).
- Figure 32 also shows that if a student is in Quintile 1 (27.9%) or 2 (34.0%) that they are less likely to achieve a first class honours than other quintiles. Quintile 5 is most likely to achieve a first (40.1%).

Figure 32 and Figures 33 and 34 which follow shows some differences if you look deeper at University level for 2020/21.

Figure 33: 2020/21 UG Degree Outcomes for All and Quintiles 1 to 5



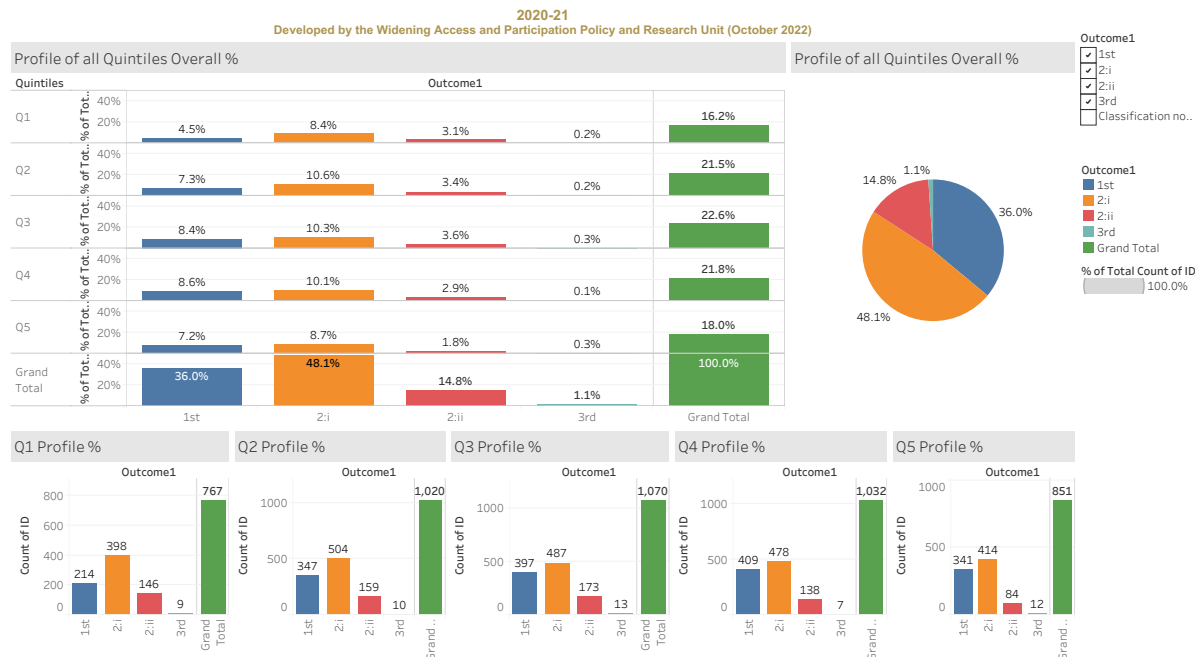
Illustrations produced using Ulster University data, December 2022

Figure 33 plots the percentage degree classification outcomes by Quintile allowing one to view the profiles by quintile in relation to the University level average.

- Looking at percentage classifications for each Quintile reveals that Quintile 1 students are less likely to get a 1st than other Quintiles. 27.9% of those from Quintile 1 get a 1st, whereas 40.0% of Quintile 5 get a 1st. The University total is 36.0%
- 59.1% from Quintile 1 and 48.6% from Quintile 5 achieved 2i. The University total is 48.1%

- 19.0% from Quintile 1 and 9.9% from Quintile 5 achieved 2ii. The University total is 14.8%
- 1.2% from Quintile 1 and 1.4% from Quintile 5 achieved 3rd. The University total is 1.1%

Figure 34: 2020/21 UG Degree Outcomes for All and Quintiles 1 to 5



Illustrations produced using Ulster University data, December 2022

Figure 34 shows the numbers and percentages of each quintile contributing to the University total.

RETENTION AND PROGRESSION

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

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

With a high proportion of WP student enrolments, the University does not segregate its retention and progression support activities for students and treats all students in need inclusively. Ulster’s new People, Place and Partnership strategy has an ongoing focus on equality, diversity and inclusion²².

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

Studiosity Student Connect Peer Mentoring Service

²² <https://www.ulster.ac.uk/people-place-and-partnership/strategy>

A Studiosity Student Connect Peer Mentoring Pilot Service has been running for all first years since 2021/22. This enables first year students to request remote mentoring within their discipline on demand from trained final years students.

PASS

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

PASS has 21 guiding principles²³. It involves trained student mentors facilitating weekly study sessions with groups of younger year student mentees face-to-face, for the most part. Some part-time programmes used blended methods to offer flexibility of pace, place and mode. Mentees are encouraged to set the session agenda with their mentors and during sessions they learn collaboratively in groups. Mentors facilitate discussions and lead group work. Mentors meet weekly with academic leads for debrief sessions to provide staff with regular and ongoing feedback within agreed confidentiality parameters.

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

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

Evaluation findings from the evaluation phase of the pilot are presented in 1.8.8.

Technology Enhanced Retention

During 2020/21 the University supported initiatives that identify and support student retention. These included: Qwickly (attendance monitoring) and Studiosity (grammar/academic writing support).

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

Studiosity is an on demand personalised service to provide one-to-one help or feedback on academic writing. Ulster is currently in Year 4 of a 5 year contract and has made additional investment in credits to allow students to receive academic writing support.

²³ (<https://www.ulster.ac.uk/about/widening-access/initiatives/pass>).

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

Evaluation findings for Technology enhanced retention are presented as follows at 1.8.7.

Learning Gain and Employability

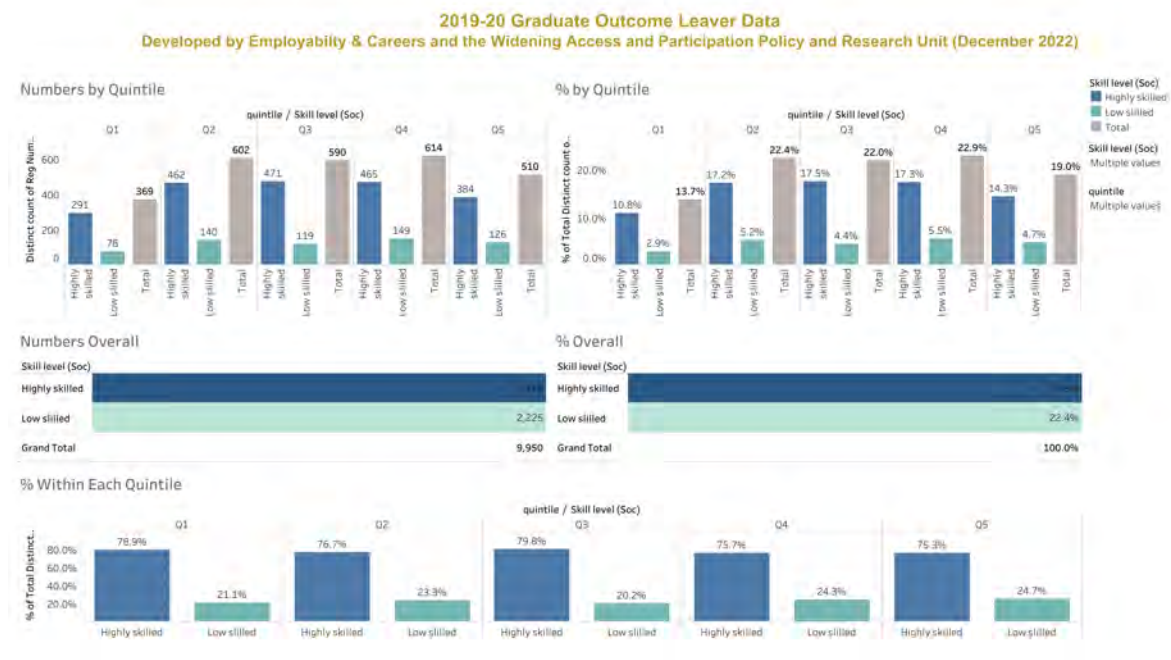
The most recent available data for graduate outcomes relates to year 2019/20. A summary of this data is illustrated via Figure 35. Only 2019/20 student leavers that completed the Graduate Outcomes survey and have gained employment have been presented (N=9,950). Analysis reveals a large percentage, 77.6% of these graduates overall are in highly skilled roles, leaving 22.4% in low skill employment.

Figure 35 shows the least number of students that are in highly skilled graduate employment are from Quintiles 1 (291 or 10.8%) and Quintile 5 (384 or 14.3%) overall.

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

- Quintile 5 has the least highly skilled overall (75.3%) and the highest low skilled (24.7%).
- Percentages range from 75.3% to 79.8% (77.6% overall) in employability outcomes across quintiles for highly skilled.
- Percentages range from 20.2% to 24.4% (22.4% overall) in employability outcomes across quintiles for low skilled.

Figure 35: Graduate Employability Outcomes (2019/20)



WAP Strategy, Research and Analytics

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

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

Evaluation findings for WP Research and Analytics are presented as follows at 1.8.9. A summary of external dissemination of WAP impact is available via 1.8.11.

Taking Boys Seriously (TBS) Project

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

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

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

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

An evaluation summary of Taking Boys' Seriously Research during 2020/21 is presented as follows at 1.8.10.

The Schools Outreach Team directly target post-primary schools with a FSME of over 40%. However, we are very aware that there are a significant number of pupils in grammar schools and in colleges who come from low income families.

The Open Days and Prospective Recruitment Participation Team (for years 13 and 14) target all schools and are tasked with highlighting the opportunities higher education offers them and advising on what support Ulster offers to students who meet the widening access criteria, financially (Bursary and Accommodation Vouchers), with equipment (Technology Fund) and Mentoring Support (Studiosity and through staff interaction). This activity was not included within the 2020-21 WAP Plan. This department has since then come under the direction of the Director of Academic Business Development (ie Prof B Murphy) and has taken up the task of targeting widening access individuals in non-widening access institutions.

It was business as usual despite the pivot to digital teaching for three Outreach teams (Schools Outreach, Open days and Prospective Recruitment Participation Team (for years 13 and 14) and Community Engagement). Covid severely disrupted face to face interactions however engagement remained strong using digital technologies.

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

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

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

- Quintiles 1 by Multiple Deprivation Measure.
- Young Males in Decile 1 by Multiple Deprivation Measure.
- Self-Declared Disability.
- Receipt of Disability Support Allowance.
- Adult Learners.
- Care Leavers/Experienced.
- Black, Asian and Minority Ethnic Groups (monitoring).

We are seeking to monitor Carers and students from the Traveller Community going forward. We have defined a Carer as 'anyone who provides unpaid care to a family member who could not cope without their support. This may be due to illness, disability, a mental health issue, or substance misuse' or 'anyone who is the sole carer/provider for dependent children'.

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

Priorities going forward are:

- i) Ensure that WAP is explicitly embedded under the University's strategic vision and within the new People, Place and Partnership Strategy.
- ii) Improved retention and support of enrolled WP students including: Investments to better identify at-risk students such as Qwickly, an electronic attendance monitoring system, Data analytics and interactive dashboards; Peer mentoring.
- iii) In response to COVID-19, the move online teaching and the subsequent return to face to face teaching, the WAP team will work closely with the Quality Assurance and Enhancement team to support special measures put in place to facilitate retention and success.
- iv) Enhanced WP research capacity and capability leading to a better tracking of participation, retention, progression, success and learning gain as well as evaluation of the impact and effectiveness of measures.
- v) Major refresh and scale of educational outreach to schools and communities including new externally funded Community Scholarships.
- vi) Targeted development of intervention on young male participation, including social science research on the effectiveness of WAP measures.
- vii) Sustained progress on flexibility and access for non-traditional learners, including fee waivers.
- viii) Develop a contextual admissions policy.

1.3 (a) TARGETS

You will note that the tables numbered (i) to (vi) below have been pre populated with your institution’s average enrolment for the last 3 years. You are now required to insert numerical targets for each of the groups identified across the **3 years 2023/24 – 2025/26**. These groups are regarded as being under represented in Access to Success.

- (i) Group: **MDM Quintile 1**
 Outcome: **To maintain participation of those from NI MDM Q1 (UG FT & PT)**

AVERAGE (based on 4 years 2018-2021)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2023/24	2024/25	2025/26
2,775		2,773	2,773	2,773

- (ii) Group: **Students with a Disability**
 Outcome: **To maintain the number of students who declare a disability (UG FT & PT)**

AVERAGE (based on 4 years 2018-2021)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2023/24	2024/25	2025/26
2,240		2,360	2,360	2,360

- (iii) Group: **Students with a Disability**
 Outcome: **To maintain the number of students in receipt of DSA (UG FT & PT)**

AVERAGE (based on 4 years 2018-2021)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2023/24	2024/25	2025/26
1,065			1,173	1,173

- (iv) Group: **Young Males from Quintile 1**
 Outcome: **To maintain participation of young males from NI MDM Quintile 1 (UG FT & PT)**

AVERAGE (based on 4 years 2018-2021)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2023/24	2024/25	2025/26
500			487	487

- (v) Group: **Adult Learners**
 Outcome: **To maintain the number of adult learners participating in HE (UG FT & PT)**

AVERAGE (based on 4 years 2018-2021)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2023/24	2024/25	2025/26
2,665			2,655	2,655

As HESA data is largely incomplete for the following area, the figure that you provided in a previous WAPP for 2019/20 has been inserted as a base line.

- (vi) Group: **Number of Care Experienced enrolments**
 Outcome: **To increase the number of enrolments for those from a care background (UG FT & PT or ALL)**

BASE YEAR	Targets/Outcome			
	Number	2023/24	2024/25	2025/26
57		57	57	57

1.3(b) The following tables have been provided for you to now insert any other ‘**specific**’ institutional targets. These may be different to those groups identified in 1.3(a) or may relate to targets other than enrolments. In all cases you will need to identify the group and highlight what the target outcome will be e.g. outreach, retention etc.

(i)

Group:
Outcome:

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
		2023/24	2024/25	2025/26
	Number			
	Percentage			

(ii)

Group:
Outcome:

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
		2023/24	2024/25	2025/26
	Number			
	Percentage			

(iii)

Group:	
Outcome:	

Baseline (statistical or % participation last year monitored)	Targets/Outcome																		
		2023/24	2024/25	2025/26															
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1.3(c) 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 2023/24 (£)	Estimated Spend 2024/25 (£)	Estimated Spend 2025/26 (£)
Bursaries	2,124,100	2,187,823	2,253,458
Scholarships	0	0	0
Other financial Support	85,000	85,000	85,000
Outreach	1,379,205	1,420,581	1,463,199
Retention and Success	705,331	726,491	748,286
Research Activity	216,264	222,752	229,434
Staffing/ Administration	193,321	199,121	205,094
TOTAL	4,703,221	4,841,768	4,984,471

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

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

- 1. WP Research and Analytics** – capacity and capability leading to a better tracking of participation, retention, progression, success and learning gain as well as evaluation of the impact and effectiveness of measures. Aims to provide departmental scorecard relative to the student cohort to allow needs based intervention at the local level.
- 2. Taking Boys Seriously** – action research and development. Aims to identify key intervention points and actions to improve participation rates of young males from the lowest deciles of socioeconomic classifications.
- 3. Retention and Success**
 - 3.1 Technologies to deliver predictive learning analytics** – Automated attendance monitoring, support in grammar and academic writing, technology enabled peer support and small group teaching coupled to research data from project 1 to better target resources for retention and success. Aims to achieve equable retention and success for WP cohorts relative to the wider cohort.
 - 3.2 Peer Assisted Study Sessions** – Trained PASS Leader Mentors support new entrant WP students and other risk points on the student journey. Aims to achieve improved success, self-esteem and achievement for WP students.
 - 3.3 Studiosity Services** – To aid student retention as part of the University's Widening Access and Participation Plan.
- 4. Contextual Admissions** – Develop a contextual admissions strategy to support WP objectives.
- 5. Accredited Flexible Learning** – The Certificate of Personal and Professional Development (CPPD) is a flexible, modular, undergraduate framework. Aims to provide flexible pathways to HE for individuals and organisations. Fee waivers are available for individuals who meet the WP criteria.
- 6. Schools and Community Outreach** – Sustainable transition and expansion of WA outreach to schools, low participation groups, communities and high deprivation neighbourhoods. Includes project expenditure across several established and successful programmes
 - Schools Outreach, for example, numeracy, literacy, STEM, health and well-being, mindfulness and resilience.
 - Community Outreach, for example, Staff Civic Ambassador

- Programme and Civic and community fellowship schemes etc.
 - Funded Faculty Outreach Projects.
 - Fostering Aspirations.
 - Externally funded Community Scholarships.
 - Open Days and Prospective Participation engagement.
- 7. Higher Level Apprenticeships and Upskilling the Workforce** – Enhancing the diversity of routes into higher education is important, not only for widening access and increasing social mobility of adult learners but in meeting the skills needs of the region. Recognising the importance of this Ulster established an Apprenticeship and Skills Hub in 2020 to support a sustainable institutional approach to the development of new routes to entry reflecting the needs of the region, the employers and the individuals. The hub has been instrumental in coordinating Ulster’s response to the DfE Covid short term skills fund offering hundreds of reskilling opportunities for those economically impacted by covid.
- 8. Mature and Adult Learners** – Adult learning short courses are made available across faculties to meet learning and workforce needs in the areas of STEM, creativity and innovation, hospitality, computing, leadership and teaching, with modules ranging from 5-20 credits.

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

1. **WP Research and Analytics** – Links to Key Actions 1, 2, 3, 4
2. **Retention and Success**
 - 2.1 **Technologies to deliver predictive learning analytics** – Links to Key Actions 8 & 9
 - 2.2 **Peer Assisted Study Sessions** – Links to Key Actions 8 & 9
 - 2.3 **Studiosity Services** – Links to Key Actions 8 & 9
3. **Taking Boys Seriously** – Links to Key Action 1, 2, 3, 4 & 9
4. **Contextual Admissions** – Links to Key Action 7
5. **Accredited Flexible Learning** – Links to Key Actions 4, 5 & 9
6. **Schools, Community Outreach and Open Days and Prospective Participation** – Links to Key Actions 3, 4, 5 & 7
7. **Higher Level Apprenticeships and Upskilling the Workforce** – Links to Key Actions 4, 5 & 6
8. **Mature and Adult Learners** – Links to Key Actions 4, 5 & 6

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

Direct financial support targeted for WAP students includes:

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

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

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

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

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

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

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

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

In order to ensure consistency across institutions we would ask that you use the Kirkpatrick Model for this exercise. The concept is that individual institutions will learn from this self-evaluation and obtain evidence to influence future widening participation activity and plans. You may evaluate the institution's widening participation activity as a whole, or evaluate individual projects.

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

Level 1 Evaluation – Reactions

What participants thought and felt about the programme

Level 2 Evaluation - Learning

The resulting increase in knowledge or capability

Level 3 Evaluation – Transfer

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

Level 4 Evaluation- Results

Results- the effects resulting from performance

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

1.8.1 Open Days and Prospective Participation for WAP (years 13 and 14)

1.8.2 Targeted Schools Outreach

1.8.3 Community Engagement

1.8.4 Looked-After Children

1.8.5 Adult Learners, Upskilling the Workforce.

1.8.6 Higher Level Apprenticeships and Workforce Development

1.8.7 Technology Enhanced Retention

1.8.8 Peer Assisted Study Sessions (PASS)

1.8.9 WP Research and Analytics

1.8.10 Taking Boys' Seriously Research

1.8.11 External Dissemination of WAP Impact During 2020/21

1.8.1 Open Days and Prospective Participation for WAP (years 13 and 14)

The Open Days and Prospective Participation Engagement Team (for years 13 and 14) target all schools and are tasked with highlighting the opportunities higher education offers them and advising on what support Ulster offers to students who meet the widening access criteria, financially (Bursary and Accommodation Vouchers), with equipment (Technology Fund) and Mentoring Support (Studiosity and through staff interaction).

This activity was not included within the 2020-21 WAP Plan. This department has since then come under the direction of the Director of Academic Business Development (ie Prof B Murphy) and has taken up the task of targeting widening access individuals in non-widening access institutions.

1.8.2 Targeted Schools Outreach

Ulster University Schools' Outreach Unit offers an extensive portfolio of aspiration and attainment raising courses and activities designed for young people across Northern Ireland to recognise their full learning potential, combating against the lost learning within the pandemic.

Each activity is fully evaluated and efforts are made to capture impact using the Kirkpatrick model of evaluation, from both the pupil participants as well as capturing feedback from teachers and principals.

During 2020/21 widespread restrictions were continuing to limit the traditional educational activities. In response, the Schools Outreach team adapted their traditional approach to outreach by offering a new fully open and inclusive approach, addressing the 'learning lost' and growing attainment gap. It developed and launched a new digital 'Ulster University Academy'. This enabled multi-disciplinary collaboration across faculties, Computing/Engineering/Built Environment/Life & Health Sciences/Arts, Humanities & Social Sciences and Ulster Business School.

During 2020/21, the Academy enrolled 3,000+ applicants. More than 45 courses were purposefully designed to complement/enhance the existing NI curriculums in schools. The Academy offers opportunities for pupils to learn at their own pace, independently or through home schooling.

Educators praised the interactive medium for engaging with pupils. 65% of NI schools engaged.

A teacher from Boys Model Belfast has commented

"The Academy strengthened our partnership with Ulster University. It allowed our boys to develop a range of skills using interactive engaging courses. It has been an invaluable resource, we will continue with these courses to complement our teaching curriculum/skills development in pupils."

Teacher, Boys Model, Belfast.

The impact of course is evaluated fully using the Kirkpatrick Model. Examples of courses that were offered and evaluated during 2020/21 include the following:

- Embracing Talent
- Being Entrepreneurial
- Creating Magical Experiences – The World of Event Management
- Microbit STEM Coding
- World Planning
- High and Lows of Sugar
- Literacy Connection

Looking at the 'Embracing Talent' course offering provides useful insights.

Embracing Talent

The course was targeted at KS4/5 and there were 371 enrolments during 2020/21.

Embracing Talent (ET) is a research informed personal development programme which focuses on development of 10 key employability skills identified in the NI Skills Barometer. The programme was developed as findings from the NI Skills Barometer 2019 indicated that there are 10 key skills employers say young people must possess. This course introduces young people to these skills, and teaches them how to develop each skill.

It was originally launched in the 2018/19 academic year in a traditional way with schools. This programme was adapted in 2020/21 and was delivered in a self-paced learning mode via Open Blackboard VLE. It was co-developed and endorsed by Business in the Community and Career Ready.

The programme consisted on 6 pre-recorded lessons with numerous activities, worksheets and reflective logs to complete. Participants received completion certificate after they passed an end of course quiz. The pass mark was 40%.

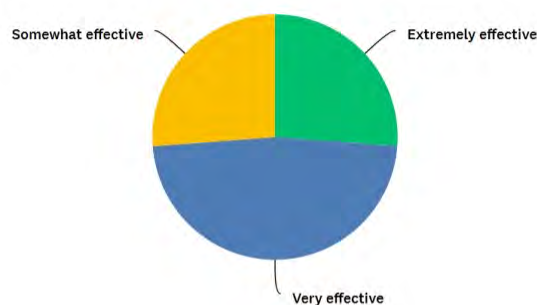
Impact was measured via self-assessment questionnaires on survey monkey which gathered both quantitative and qualitative feedback and aimed to assess levels 1 to 3 of the Kirkpatrick model.

To summarise, figures 36 and 37 show:

- **73.8%** of respondents confirmed the course was either very or extremely effective in helping them reach the intended learning objectives.
- **100%** agreed that the course met their expectations.

Figure 36: Embracing Talent Effectiveness

How effective was the course at helping you reach the learning objectives?

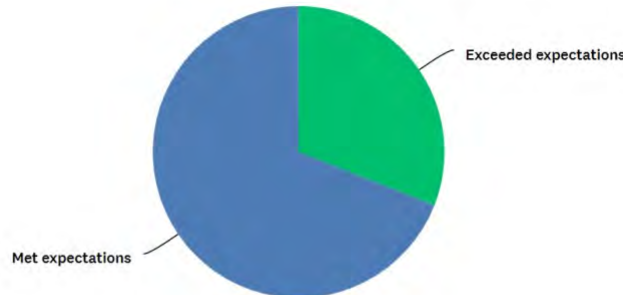


ANSWER CHOICES	RESPONSES
Extremely effective	26.19%
Very effective	47.62%
Somewhat effective	26.19%

Met expectations	69.05%
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Figure 37: Embracing Talent Expectations

Did the course meet your expectations?



ANSWER CHOICES	RESPONSES
Exceeded expectations	30.95%
Met expectations	69.05%

Qualitative feedback from pupils included the following and demonstrated impact the benefits of the approach and what they had learned:

- It was easy to understand and I love the fact that you can work through it at your own pace.
- It was easy to use, and it is easier to work in your own time, with the course being self-paced.
- It was very informative and allowed me to learn new things about the workplace and on how to improve on skill sets.
- I loved how students were engaged and given the opportunity to try out the tasks themselves to get some hands-on experience.
- It boosts your confidence in what you do for example like speaking to other people or in a group of people.
- It contained videos detailing the importance of each of the activities.
- Very informative and straightforward. It was insightful and helped me learn.
- The best thing about this course was getting the opportunity to expand my knowledge of how to write a CV and skills.
- Expanding my knowledge and especially the differentiation between skills and qualities.
- All around was good and the advice and insight was useful.
- Learning about my study/learning style and learning how to help develop key skills for the work place.
- The personalized information that each person was offered, made the course more useful for my personal life. Thank you!
- Interactive elements were engaging and overall the course was interesting.
- using different platforms like excel to show information and help explain the information taught.

Results of the evaluation of a different initiative 'The literacy Connection' delivered during 2020/21 showed benefits for schools and the Ulster University Students who supported it.

The Literacy Connection

4 primary schools took part in this intervention during 2020/21. It was facilitated by 13 Ulster Students, and 50+ KS2/3 pupils benefited.

In Northern Ireland, research indicates that although general literacy standards are improving, the divide between the best and poorest readers has remained consistent. Children of multiple disadvantage are most at risk of leaving school well below the expected literacy standards for their age. The ability to read is important, not only for academic success, but as a vital life skill in a literate society. Research purposes that as children go through school, there is a declining trend in intrinsic reading motivation – (reading for curiosity and enjoyment.)

Hence, it is important to explore strategies that foster student's willingness to read and reading for pleasure. Identifying ways to engage and motivate children to read for enjoyment may support their achievement and help them move out of a cycle of disadvantage.

This initiative aimed to widen access and provide civic contribution through educational outreach support to local primary schools. It aimed to increase primary age pupils' motivation to read, and to raise aspirations in relation to applying for University.

Students who volunteered to be part of the project took part in an active, preparatory workshop, equipping them with knowledge in effective and engaging literacy strategies to motivate children who are experiencing difficulty with reading. Students were also given training on the professional skills required to work in a classroom setting. Topics in the workshops included:

- Fundamental skills for successful reading
- Understanding the basics of behaviour in the classroom
- Professional and ethical conduct
- Health and safety awareness
- Enhancing motivation to read, through fun individual and group activities

Students who successfully completed the training were supported to work with a primary school in their local area for a period of 40-60 minutes, once or twice a week, in the role of tutor and mentor. There, they worked with a small group of children selected by their class teacher as potentially benefitting from additional literacy-based activities, including:

- Basic Phonics and blending practice
- Reading challenge competitions
- Creating a reading wall /reading tree
- Group short story sessions
- Story Ball game activity

- Favourite Character role play game
- Story quizzes

Feedback from Ulster Students demonstrated learning gain:

- *“The TLC project allowed me to gain practical experience relevant to my degree programme and also gain practical skills I can implement into the future such as teamwork and communication.”*
- *“After a really great 6 weeks, I am sad that tomorrow is our last class. The sessions have been such a great challenge and I have enjoyed every moment of working with the class. The P7 class engaged well with us, so I hope they enjoyed it as much as we have, even though it was all through Zoom.”*

A full report is available by annex 1.

1.8.3 Community Engagement

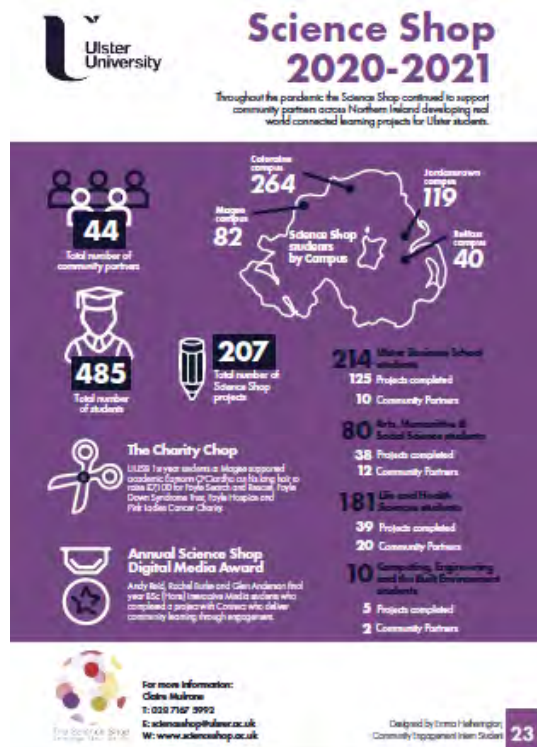
Some examples of the impact of community engagement for both Ulster University and community partners during 2020/21 follow. A summary of evaluation results are available via 1.8.3.

Science Shop

In 2020/21 the Science Shop continued to work with students, staff and community and voluntary partners across Northern Ireland providing real world connected learning projects for students and meeting unmet research needs in the sector. 485 undergraduate and post graduate students completed 207 projects for 44 community partners.

These projects included evidence-based research reports, marketing, communication strategies, interactive media outputs including motion graphic, animation and film, public relations strategies, social media digital content and exploring psychology at work.

Figure 38: Science Shop Impact



Below is an example, of Science Shop student engagement through the Project Social, a module completed by final year Interactive Media.

Since 2009, Project Social has engaged 79 Science Shop partners including social enterprises, health and mental health charities, community development partnerships, educational, disability and youth groups, sport clubs and religious partners.

This unique partnership provides real world connected learning projects for final year Interactive Media students.

This year 20 students engaged with community partners to develop 8 bespoke solutions.

Embracing a digital first approach and moving the learning space online the students produced outstanding work for partners surpassing that of previous years. To celebrate the students' achievements and to showcase this year's creative media solutions a celebratory video in place of the normal End of Year Show was developed. URL: www.project-social.co.uk

Social Justice Hub

The Social Justice Hub provided specialist family and employment law accredited training to a range of community, voluntary and student partners strengthening our learning and engagement network.

The Social Justice Hub and the Law Clinic, partnered with Culinary Arts staff and students from the Belfast campus, the North Belfast Advice Partnership, which runs the North Belfast Food Bank and Lower North Belfast Family Support Hub, to tackle food poverty for 100 local

families.

Together we co-created the 'Breakfast Club @ Home' to ensure children in North Belfast are returned to the classroom fully fuelled and ready to learn after Covid-19 restrictions saw them learning at home. The funding covering the food costs and the kitchen equipment needed, was provided by Alison Donaldson and her family. Widening access funds were used to support the student activity, the creation of the recipe cards used by families and the cookbook the families received at the end of the programme. e

Figure 39: Breakfast @ Home Club



Law training for community partners on the front line

Sharing our legal expertise in Family Law, Employment Law and Social Security is the corner stone Social Justice Hub and the Law Clinic. Throughout this challenging year and embracing a digital first approach we were able to support 240 individuals from seventeen community and voluntary partners in Belfast and the Northwest to attend the online accredited training sessions in:

- Social Security
- Employment Law: Furlough, Layoffs & Redundancy
- The Rainbow Project- Sexual Orientation & Gender Identity
- Employment during a Pandemic and Brexit

- Maternity Rights
- Family Law

Figure 40: Law Clinic



Civic Ambassadors

The Civic Ambassadors initiative creates an opportunity for staff from across all faculties to work in partnership with community and voluntary sector organisations throughout Northern Ireland, supported by widening access funding.

In 2020/21 Covid 19 impacted on planned activity but with knowledge, expertise and innovative approach, our Civic Ambassadors adapted projects and presented across digital platforms. Community partners and course participants also rose to the challenge of remote learning by embracing online delivery whilst encouraged and guided by Ulster University academic staff.

Civic Ambassadors are Ulster staff who are enthusiastic about improving educational attainment and ambition for young people or adults from under-represented groups across the region, examples of two projects from this year include:

A Sure Start initiative in Omagh and Armagh identified a gap in their service provision in the form of eyecare advice and information for their service users. With widening access funding two academic staff from Optometry at Ulster ‘s Coleraine designed and delivered a programme aligned to their needs, helping staff and parents to identify any sight issues, intervening early to prevent a detrimental impact on a child’s learning.

A member of academic staff from Applied Art Ceramics, at Belfast’s School of Art designed and delivered, innovative remote Ceramic Workshops. The four-week course introducing hand built ceramic techniques was presented through live, online demonstrations and interactive workshops. All sessions, supported by recorded presentations enabled participants to watch at a time suitable to them.

Figure 41: Home Start Ceramics Workshop



A full annual review report is available by annex 2.

1.8.4 Looked-After Children

Tick the Box

Ulster University joined forces with The Fostering Network Northern Ireland and the Health and Social Care Board to launch the Tick the Box campaign for 2020. This initiative aims to encourage applicants with backgrounds of fostering or social care to declare this by ticking the box on the UCAS application form. In this way students can help ensure they receive appropriate support from the university.

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

The event was also aimed at foster carers and social work practitioners in order to support young people to go to university.

It enables those in the Health Trusts to meet with relevant Higher Education staff and enables them to understand the funding and support processes for the young. In 2020/2021, 91 Looked After and Care Experienced students at Ulster University were eligible and received the Ulster University Care Leavers Bursary.

Figure 42: Tick the Box

TICK THE BOX £92,000

Tick The Box

The focus on the educational progression and attainment of young people from a care background has increased significantly in recent years with greater emphasis placed by higher and further education institutions on proactively engaging and supporting this cohort of young people.

In 2018/19, 20% of young people achieved 5 A*-C GCSE passes or higher at the time of leaving care, with only 0.19% of the overall undergraduate population of Northern Ireland's domiciled students were care experienced. Ulster University is committed to supporting access to Higher Education and has raised care experienced enrolments from three in 2008/09 to ninety two in 2020/21. We actively partner with Fostering Network in their annual Tick the Box campaign. This promotes the services offered to students who attend Ulster University for applicants at the UCAS stage to inform universities that they are care experienced. In doing so, in confidence, students will have a named contact throughout their time at Ulster. This additional support, includes £1,000 per annum bursary.

ULSTER HAS DISTRIBUTED £495,000 IN BURSARIES SINCE 2008

For further information contact Paul Cassidy

Schools Outreach Academy- Pathways Guide
In the coming weeks we will launch a Pathways online resource on the University of Ulster Schools Outreach Academy for children looked after. This will allow post primary pupils to access online resources at their own pace. Young people will be informed of:

- UCAS application process
- Ticking the box as a care experienced student
- Financing university and budgeting
- accommodation
- wellbeing services
- Ulster's commitment to care experienced students

Training for front line staff working with care experienced young people

As a member of the Regional Strategic Multi-Agency Group on Attainment and Progression in Education and into Employment for Looked After Children a 'Pathways to Further and Higher Education for Looked After and Care Experienced Young People' was produced and published.

As part of a strategic review into resources for care experienced young people entering Higher Education, a number of engagements with social workers, graduates, current students and potential students on their individual budgeting experiences were held. Engaging with the young people, helped to develop an evidenced informed report for the Regional Strategic group, reflecting the financial experiences of our youth prior to entering, during and after leaving Higher Education. Training outreach with Social Workers, Pathways Advisors and Young People.

This year we facilitated information sessions with 18 pathways advisors and social workers across the region.

This engagement led to development of 10 bespoke online advice workshops, supporting foster carers and potential future students.

1.8.5 Pathways and Adult Learners, Upskilling the Workforce.

During 2020/21, there were 221 students associated with the CPPD framework which is planned for and monitored by the Centre for Flexible Education (Table 1). Four campus-based programme codes; 6281 Belfast campus, 6293 Coleraine campus, 6294 Jordanstown campus, 6300 Magee campus, 8084 Distance Learning are used for this purpose.

Table 1: 2019/20 and 2020/21 planned and actual student enrolments for CFE by Campus programme Code.

	CPPD (JN) 6294	CPPD (BF) 6281	CPPD (CE) 6293	CPPD (MG) 6300	CPPD (DL) 8084	CPPD (DfE) 8190	TOTAL
2019/20 Plan	200	40	170	90			500
2019/20 Actuals	146	100	21	25	38	148	478
2020/21 Plan	200	40	170	90			500
2020/21 Actuals	52	67	29	26	47		221

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

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

Fee support for adult learners and widening access cohorts is essential to the sustainability of underrepresented groups accessing higher education. In 2020/21 support for learners through the Flexible Education Pathways as follows:

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

During 2020/21 Ulster University provided accredited learning opportunities for 180 community, NEETS, FE bridging students and work-based adults in areas of widening access and participation.

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

1.8.6 Higher Level Apprenticeships and Workforce Development

During academic year 2020/21 Ulster continued to work with employer partners across Northern Ireland to provide opportunities for higher level apprentices.

This is important, not only for widening access and increasing social mobility of adult learners but in meeting the skills needs of the region.

The effects of the COVID pandemic on the workforce continued throughout the 20/21 impact on employers capacity to recruit apprentices and the furloughing of current employees.

During academic year 2020/21, 86 new degree apprentices started on 8 apprenticeship programmes including a new level 7 framework Business in Technology. The total number of degree apprentices enrolled with Ulster University in 2020/21 is 307 with 59 successfully completing their apprenticeship in that academic year.

In response to the COVID pandemic and the increasing numbers of redundancies and furloughed individuals across Northern Ireland DfE extended the short term skills initiative in support reskilling and upskilling in priority economic sectors. To support this initiative Ulster developed a suite of fully online postgraduate certificates and modules in key areas, including artificial intelligence, data science, professional software development, engineering, energy management, pharmaceutical analysis and leadership and business. During academic year 20/21 439 economically impacted individuals registered for these qualifications.

1.8.7 Technology Enhanced Retention

During 2020-21 the University supported initiatives that identify and support student retention. These include: Qwickly (attendance monitoring) and Studiosity (grammar/academic writing support).

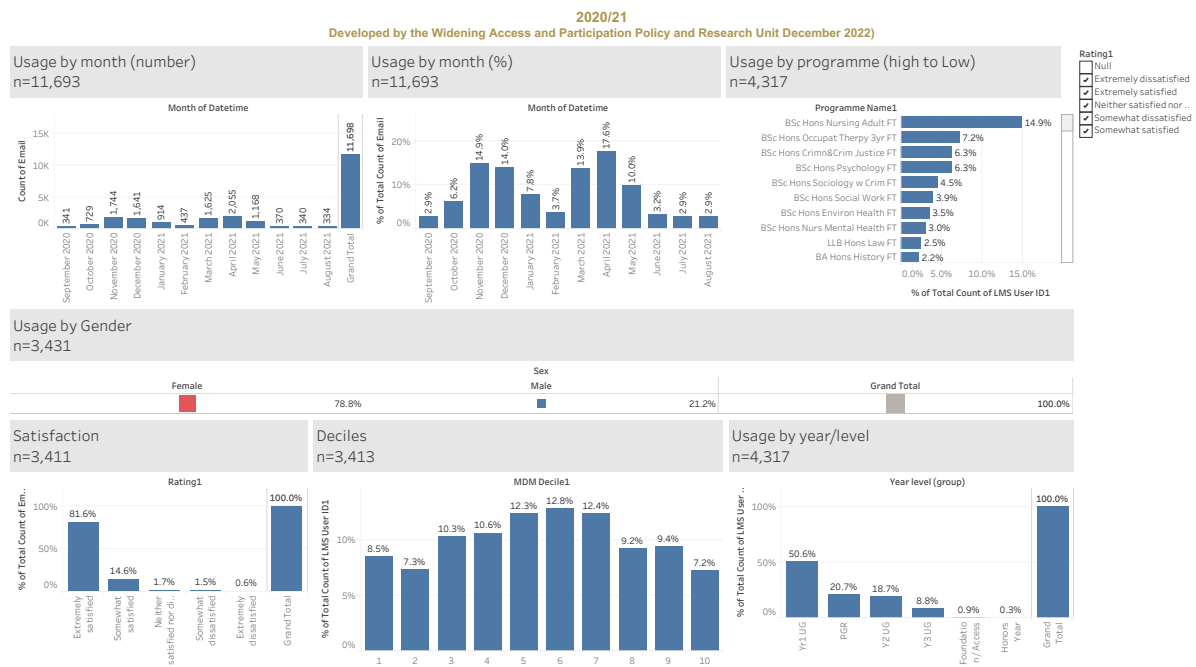
Qwickly attendance monitoring has been operational through Blackboard Learn since February 2018 and Ulster has developed online dashboards to identify students with poor attendance patterns.

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

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

Figure 43 which follows shows some summary evaluation findings from Studiosity grammar/academic writing support service. In total 11,698 sessions were evaluated. Some students used the service more than once. Due to GDPR only the profiles of 4,317 live students have been analysed further for some categories. Numbers are provided within Figure 43 for clarity.

Figure 43: Writing Feedback Usage 2020/21



In summary

- The service was used across the academic year. November 2020 (14.9%) and April 2021 (17.6%) had the most usage.
- 36.7% of live users were from Quintiles 1 and 2 (Deciles 1-4).
- 81.6% of sessions were rated 'Extremely satisfied' overall.
- 50.6% of live users were UG first years.
- 79.3% of live users were UG or at foundation/access level.
- 20.7% of live users were PGR.
- 78.8% of live users were female.
- The four programmes that had live students who used the service the most were Nursing, Occupational Therapy, Criminology and Psychology.

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

- "Thank you for the feedback, which you explained clearly. I have learned a great deal."
- "Detailed constructive feedback."
- "Good grammar review, highlighting 'wordy' areas is very useful when word count is tight."
- "Clear and constructive feedback, positively delivered."
- "Excellent Service and fast turn around."
- "Lets me know what I've done correctly & explains what I need to change. Thank you!"
- "Very constructive feedback and well explained/easy to follow."

- *" Easy to follow instructions on how to improve my work."*
- *" The feedback was very positive (not always the case I have found, sometimes I feel depressed when I get my feedback as it can be soul destroying when you have worked so hard on a piece of work) , while letting me know the areas that I can improve on. It has given me the much needed confidence to continue to work on this essay for my exam & submit it. Thank you!!!"*

Ulster also uses the Performance Dashboard and Retention Centre in Blackboard as part of engagement monitoring and has invested in a 5 year contract with Blackboard moving the system to a cloud based SaaS service. This new architecture also includes Blackboard Data - a powerful tool which surfaces data that can be used for retention monitoring and learning analytics. Strategic workstreams have been established to review Ulster's approaches to attendance and learning analytics, with expectations to develop a business case for further investment.

1.8.8 Peer Assisted Study Sessions (PASS)

During 2020/2021, a placement student was appointed to support PASS. He is working as a peer learning intern during 2021/22. A new placement student for AY 2022/23 to support PASS and the new Studiosity Student Connect Peer Mentoring Service has also been appointed.

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

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

During 2020/21 85 students signed up as PASS leaders.

Each year A Pre and Post Survey was administered to both PASS Mentees and PASS Leader Mentors. Survey 1 was completed at the beginning of the academic semester and survey 2 was completed at the end.

Focus groups and feedback sessions were also used throughout the academic year. Completion rates were poorer than are typical during Covid.

Mentee findings

189 mentees completed survey 1 and 21 completed survey 2. Response rates are low for survey 2 equating to a 11.1% response rate.

Key findings from the surveys for the mentors revealed as follows:

The number of students who are intending to or already have a part time job while studying has increased by 12% rising from 61.9%.

The percentage of responders that indicated they found the sessions useful, enjoyable and interesting fell slightly on average from what they had expected initially. This may have been as a result of the virtual nature of many of the sessions due to the restrictions of the Covid pandemic as this could have limited users engagement opportunities.

Several Mentees expressed that they didn't feel that the sessions had prepared them for their exams as much as they had initially expected; with those that strongly agree falling from 33.3% to 23.8%. Some others communicated a lack of confidence in writing skills. Again these results may be due in part to the pivot to online learning. The placement student and intern are going to explore ways mentors can be encouraged to support students better for exams and writing in their roles as mentors.

Students' opinions on their ability to work with others in a team seems to have improved slightly from the initial survey this could be in part thanks to them being able to talk to a mentor and work in groups virtually and communicate more openly with them participating in tasks like ice breakers proving beneficial.

A few examples of open ended feedback received from mentees about what they hoped to gain or gained from peer mentoring includes the following:

- *"I feel like it will help me get to know the people in my group more as well as help me manage my workload."*
- *"Being able to gain insight about my course from people who have experienced it and will be able to understand and address any worries I have."*
- *"I hope that it helps me with my communication skills and answer any questions I have"*
- *"I hope it helps to tackle and explain some of my worries. This might include how to write the essays"*
- *"It will be nice to have a support system that involves other students to help settle into university"*
- *"I would love help with essays."*
- *"Peer mentor is brilliant, the mentors that we have are absolutely great. They help*

when needed and have the best patience. I am thankful I have this support when doing my study."

Some of the areas first years indicated they are most worried about included, The workload, Too much stuff to read but too little time, Meeting new people, Not being able to communicate well, deadlines, referencing, time management, essay writing, being online and making new friends.

PASS leader mentors findings

70 PASS leader mentors completed survey 1 and 33 completed survey 2. This was a 47.1% response rate.

Key findings from the surveys for the mentors revealed as follows:

At the beginning of the year only 43% students agreed that they belonged to the university community, at the end of the year this grew to 58%. This shows that taking on the role a PASS leader made students feel more integrated in Ulster University. PASS Leaders have also indicated an improvement in their ability to coordinate the work of others. Confidence levels increased by 14%.

Only 30% of student agreed that they were capable of planning, preparing, and delivering a presentation at the onset. This however grew to 35% in the second survey. This shows that taking part in PASS may have helped student grow in essential employability skills such as organisational and communication skills. The surveys also show that students have grown in confidence in speaking in front of a group of people. From these results the weekly PASS sessions have proven this, as 9 people somewhat disagreed in survey one to then only 4 somewhat disagreeing in survey 2.

It is interesting to note the difference between surveys in regards to students listening ability. There was a decrease in confidence pre (56%) and post (48%). Deeper analysis of answers indicated that students found it hard when interrupting other's more than they realised with 6% definitely agreeing with this statement in the pre survey but 19% agreeing in the post survey. Perhaps PASS has made students more self-aware of their own strengths and weaknesses, allowing them to improve on essential skills such as listening or perhaps the digital pivot during COVID made communication more challenging

A few examples of open ended feedback received about why mentors signed up or what they gained is included as follows:

- *"It will help build my confidence and make me more employable"*
- *"I will get to meet new people and consolidate my learning from last year"*
- *" feel that it will improve my knowledge by going over skills I may have forgotten as well as increasing my confidence"*

- *"I became a mentor because I remember how daunting it is to be a first-year uni student. I wanted to be a mentor so that I could assure at least one student that they are not alone and that they are surrounded by many resources to support them throughout their time in Ulster."*
- *"I think being a mentor is helping me communicate better with my other peer mentors and being able to help the first year students. Another reason why I think being a peer mentor as helped me developed is gaining confidence when taking to other members of staff and to the younger students."*

CPPD modular credit and EDGE credit

During 2020/21 85 students signed up as PASS leaders. All leaders are given the option to complete two CPPD modules, PPD037 and PPD359 and earn two EDGE credits for 'Peer Assisted Study Skills 1'²⁴ and 'Peer Assisted Study Skills 2'²⁵. The modules are zero fee extra curricular modules designed to give credit for peer mentoring effort, engagement, learning and reflections across semesters within the academic year.

Students are awarded a pass or fail for these 10 credit modules. Not all students who have provided peer mentoring opt to submit evidence of their peer mentoring learning to earn this modular credit for one or more semesters. Such students are not categorised as a fail. They are classed as not have completed so that a fail does not appear on their record as they did take on the roles of mentor.

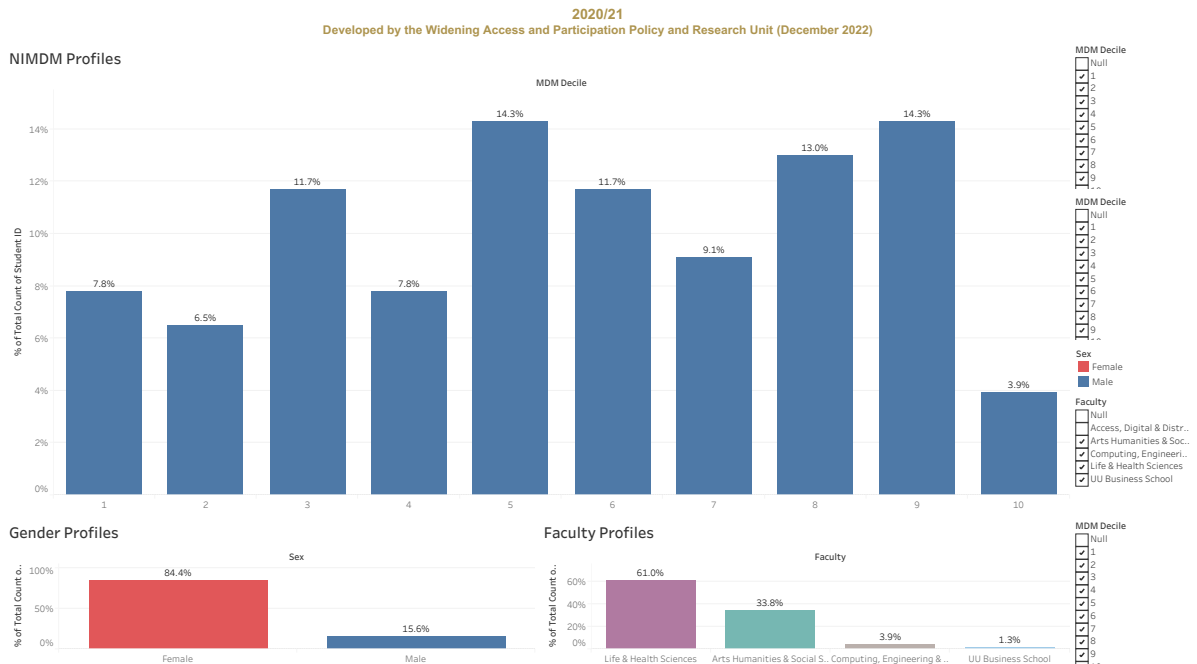
65 opted to complete the PPD337 PASS module one and received EDGE credits demonstrating levels 2 and 3 learning and transfer based on the Kirkpatrick model. 46 opted to complete PPD359 and received EDGE credits also demonstrating levels 2 and 3 learning and transfer based on the Kirkpatrick model.

Figure 44 which follows shows 33.8% of mentees with an NI domicile were from Deciles 1 to 4. 84.4% were female. It also shows engagement by Faculty and that the Faculty of Life and Health Sciences has the largest percentage of PASS Leaders.

²⁴ <https://www.ulster.ac.uk/employability/edge/edge-activities/pass-peer-assisted-study-skills-1->

²⁵ <https://www.ulster.ac.uk/employability/edge/edge-activities/pass-peer-assisted-study-skills-2>

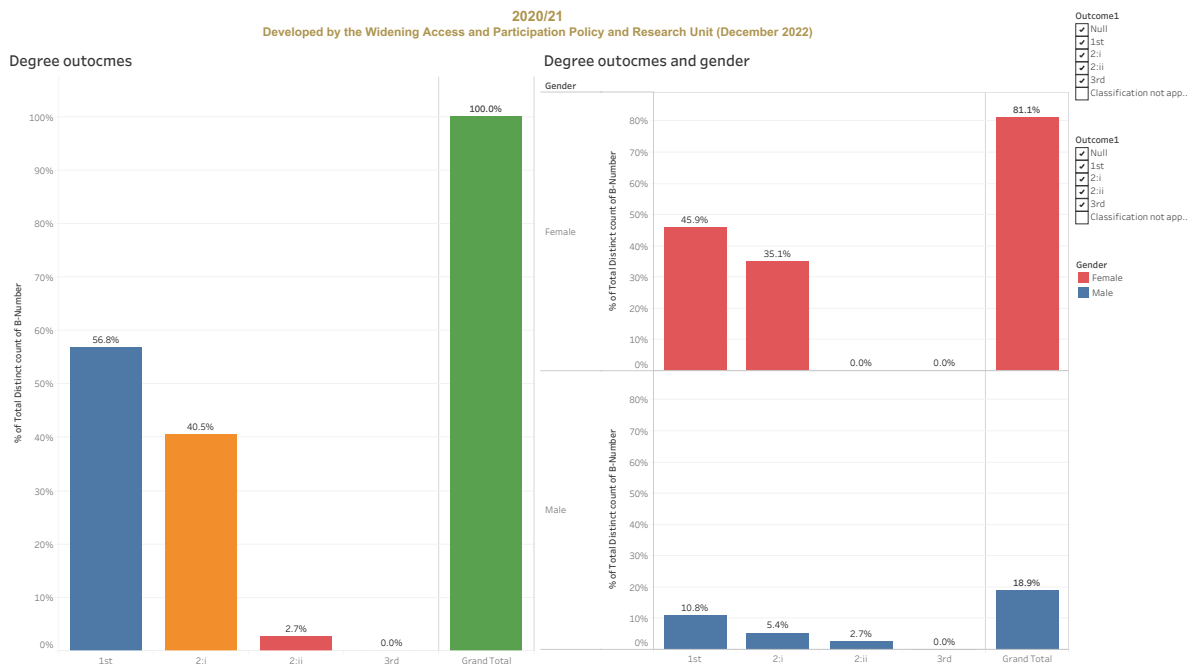
Figure 44: 2020/21 PASS Leader Profiles by NIMDM, Gender and Faculty



37 students who had previously been PASS leaders graduated during 2020/21. 30 were female and 7 were male.

Figure 45 shows their degree outcomes as a percentage. The largest percentage 56.8% achieved a first.

Figure 45: PASS Leader Degree Outcomes for 2020/21



1.8.9 WP Research and Analytics

WP data is collected, monitored and reviewed to understand the characteristics of the student body.

Horizon scanning analysis is undertaken to understand the WP landscape externally and explore the full range of internal data and external data sources that are available to Ulster University for WAP purposes.

A range of University, Faculty, School and Programme level demographic reports, infographics and dashboards are developed annually and have been developed for targeting/reporting purposes and in order to inform decision-makers and WAP policy.

Evaluation using the Kirkpatrick Model is encouraged and supported.

1.8.10 Taking Boys’ Seriously Research

Following data collected through 6 collaborative case study sites in greater North Belfast, the TBS research team in partnership with the steering group refined and published a set of 10 TBS principles of relational education.

10 TBS Principles of Relational Education

These became the basis of a regional trial with schools and youth projects launched at a TBS Educators’ conference held in October 2021.

Figure 45: Taking Boys Seriously Principles



TBS Educators Conference

The Educators' conference demonstrated the strength of interest in the Taking Boys Seriously project. 630 people registered for the conference with over 450 attending. Key inputs were given from Education Minister Michelle McIlveen, MLA, Barry Mulholland, Chair of the Education Authority and Dr Mary Curnock Cook, Chair of Pearson UK. The report is available from: <https://www.ulster.ac.uk/conference/taking-boys-seriously-2021#panel5v>

Changing the narrative away from deficit discourses of 'underachievement' and 'problematic masculinities' was a core feature of the work leading up to the conference and research lead Susan Morgan presented the notion of Compounded Educational Disadvantage. This term directs attention towards systemic issues. Through the research to date with educators and boys in the case study sites three overarching systemic issues were identified - poverty, a system of selective education, and post-conflict masculinities.

The metaphor of an educational *ecosystem* that enables boys to thrive has been developed as a way to create more equitable opportunities and outcomes for those experiencing compounded educational disadvantage. This ecosystem involves the whole pipeline of education from early years through to FE and HE and draws upon community networks represented by informal education as well as formal education.

At the centre of this educational ecosystem is boys and young men. Chair of the Education Authority Barry Mulholland picked up this theme and state to the conference delegates

"We look through the lens of a learner to hear the voice of the learner to inform and shape the planning at all levels".

Core to TBS has been the voice of boys and young men who are impacted by compounded educational disadvantage. During 2021 a series of vignettes were produced with young men speaking about their experiences of education connected with the 10 TBS principles. One young man aged 15 who contributed to the vignettes sent the following message to educators:

"Don't judge a book by its cover. You would see all the pupils and you would just think 'he's not one of them ones that's good at learning'. But I was one of them pupils, you wouldn't know me a year ago as I was totally different. What I would say to the conference is just give pupils a chance."

Another young man reflected on how a positive relationship with a teacher in school opened the way to increased aspirations towards Higher Education:

"I kind of never really thought about going to university but like when we start talking to our careers teacher and about our personal statements it kind of like opened my view. He actually like came to me personally and showed me a couple of courses and all to do and he also gave me alternatives like tech. He gave me a lot of variety to choose from and just opened it all up."

These vignettes were subsequently used by multiple schools and youth centres as a staff training tool focused on embedding relational education and promoting the voice of young

men. They are available from:

<https://youtube.com/playlist?list=PLPVJha8f4AtLytiJl6UITICv4VardWJQz>.

The Kirkpatrick model has been used for evaluation purposes. Level 1 reactions and level 2 learning were captured from participants both during and after the event on an interactive padlet. Below is a snapshot of these.

Level 1 reactions

“These principles are key to any youth work process not just for working with boys.”

“These principles seem to me to make a lot of sense”

“Totally agree with the Primacy of Relationships principle. As a p7 teacher my past pupils always return to tell me how they're getting on. Year on year they tell me which teachers they do and don't like - and this forms their whole opinion of that subject”

Level 2 Learning

“Allocate time in the school day for relationship buildings. Begin with conscious deliberate efforts until this becomes the unconscious norm.”

“Boys need good community mentors to harness leadership skills in the right way. This has worked quite successfully in North Belfast where an internship programme in conjunction with Business and Community.”

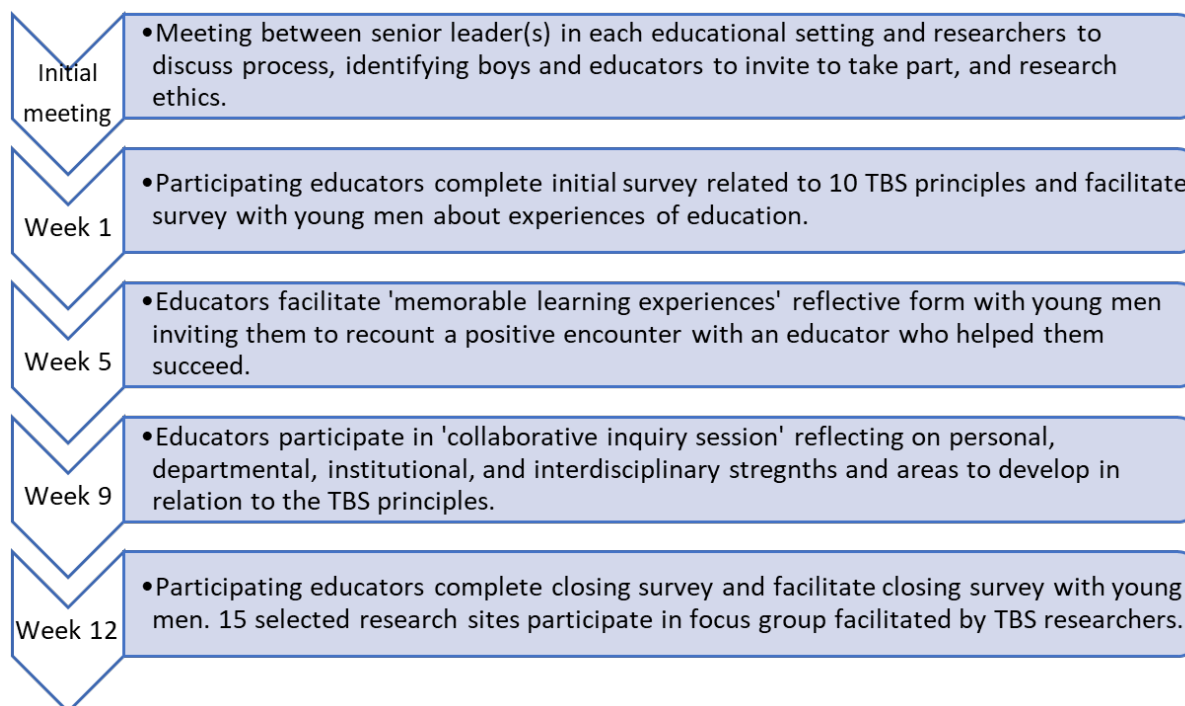
“Relationships are so important, my conversations with boys about manhood have led to eye-rolling & comments like "women trying to teach boys how to be men"- more male educators/ role models are needed.”

“Need to address organisational structures to ensure collaboration not competition.”

Launch of TBS principles trial

Following the conference invitations were put to delegates to register interest in participating in a trial of the principles. Again we can see an evaluative indicator through level 1 reaction with 74 expressions of interest made. The research team followed up with each of these planning a regional trial across multiple educational settings including Catholic Maintained, Controlled, and Integrated post-primaries, Education other than at school (EOTAS), youth services, and Higher Education. This trial will lead to a more significant evaluation process across levels 2-4 of the Kirkpatrick model. A participatory action research process has been designed where each research site trials the principles over 12 weeks. Significantly, Ulster University were not prescriptive in directing educators on how to use the principles. Rather, a participatory ethos was promoted where educators and young men are invited to be co-producers of knowledge. In this light, the TBS principles are to be used as a reflective tool to inform practice development. The 12-week process is overview below. It shows that educators are facilitating data collection in their settings as part of the participatory approach building on the existing relationships they have with young people.

Figure 46: 12-week participatory action research process



The trial is due to run from January-December 2022 and will focus on building a qualitative evidence base around the efficacy of the 10 TBS principles of relational education for (re)engaging and improving outcomes for young men experiencing compounded educational disadvantage.

Level 3 Evaluation – Transfer

Maximising boys’ potential

Meetings were held with Patricia Cooney’s team in EA who have responsibility for several of the key areas emanating from the Department of Education commissioned A Fair Start report (2021). Key area 4 ‘Promoting a whole community approach to education’ and key area 5 ‘Maximising boys potential’ connect strongly with the TBS research. From this meeting the TBS principles were incorporated into regional training delivered by the Education Authority on relational learning.

Meetings were also held with Melanie Mulligan and Lynn Lynch in CCEA who are supporting whole school improvement in the delivery of the KS3 curriculum. Having attended the TBS conference they committed to identifying enabling factors across the KS3 curriculum for educators to embed the TBS principles.

1.8.11 Dissemination of WAP Impact During 2020/21

Ulster seeks to:

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

The following provides a summary of some of the papers that were disseminated by ADDL during 2020/21.

2020

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

2021

- S. Lynch and C. O'Donnell (28th & 29th January 2021). The value-added benefits of embedding the student voice and perspective when designing and delivering peer mentoring. Online International Forum for Peer Learning 2021.
- L. Lavery-Bowen, Transforming Lives. Contributed to Event Series run by Queen's University Belfast, St Mary's University College, Stranmillis University College and Ulster University.
 - Queen's University Belfast - Friday, 12 February 2021 (2.00-4.00pm)
 - Ulster University - Thursday, 25 February 2021 (2.00-4.00pm)
 - St Mary's University College - Friday, 26 February 2021 (2.00-4.00pm)
 - Stranmillis University College - Wednesday, 3 March 2021 (1.45 - 3.45pm)

- *S. Morgan and A. Hamilton. Podcast in December 2021 the Taking Boys Seriously* participated in a podcast series by the Equality Commission Northern Ireland. The podcast has an established audience of educationalists and policymakers. URL: <https://open.spotify.com/episode/2oL2xgFoNFm3SLT84DTirn>
- C. O'Donnell (May 2021). Contributed to the Royal Irish Academy Round table on Equality, Diversity and Inclusion in relation to students in higher education.
- C. O'Donnell, B. Murphy, B. Hunter and A. Toye (November, 2022). Expanding Peer Mentoring Offerings During Covid-19 To Aid Student Retention And Enhance Employabilty at ICERi. ISBN: 978-84-09-34549-6 / ISSN: 2340-1095
- C. O'Donnell and B. Murphy. With contributions from B. Hunter (November, 2021). Using Data And Dashboards To Drive Continuous Improvement For Widening Access And Participation Objectives at ICERi. ISBN: 978-84-09-34549-6 / ISSN: 2340-1

PART TWO

WIDENING ACCESS AND PARTICIPATION PLAN

Forward Plan 2023-2024

Part 2 is the forward plan for the institution in the academic year 2023/24. Institutions are required to submit information under each of the headings below. Please see Section 2 of the

2 Estimated Fee Income

2.1 Level of Fees

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

a) Fees charged at the maximum higher fee

Courses with a fee of £4,710		Additional fee income per student <small>(*£4,710 max fee minus *£1,855 standard fee)</small>	Estimated Number of students in 2023/24	Estimated additional fee income
Course	Fee (£)			
FTUG	£4,710.00	£2,855.00	12610	£36,001,550.00
Placeme	£2,340.00	£1,427.50	1400	£1,998,500.00
	£4,710.00	£2,855.00		£0.00
	£4,710.00	£2,855.00		£0.00
	£4,710.00	£2,855.00		£0.00
Total Students			14010	£38,000,050.00
Estimated Total additional fee income from students charged the maximum higher fees				

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

Courses with a standard fee of at least *£1,855 but		Additional fee income per student	Estimated Number of students in 2023/24	Estimated additional fee income
Course	Fee (£)			
		-£1,855.00		£0.00
		-£1,855.00		£0.00
		-£1,855.00		£0.00
		-£1,855.00		£0.00
		-£1,855.00		£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 2023/24 i.e total at 2.1(a) plus total at 2.1(b)**

Total Estimated Additional fee income	£38,000,050.00
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2.3 **Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2023/24**
[See Guidance notes for 2.3 before completing] Add additional groups as

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203	FTUG	4100	£471.00	£1,931,100.00
				£0.00
				£0.00
	<i>If there are different</i>			£0.00
Other low income groups				£0.00
				£0.00
				£0.00
	<i>If there are different bursary amounts</i>			£0.00
Adult Learners				£0.00
Students with Disability				£0.00
Young Males from low participation				£0.00
Care Leavers Bursary		93	£1,000.00	£93,000.00
Accommodation Vouchers		100	£1,000.00	£100,000.00
Total Bursary Spend (£)		4293		£2,124,100.00

(b) Scholarships

Target Groups	Course Type	No of Students	Scholarship Amount per student (£)	Total Scholarship Amount (£)
Students with household income	At Ulster University, we understand that lack of finance may be the only reason that many young people with potential do not progress to university. In order to address this inequality we			£0.00
Other low income groups including		25	£3,000.00	£75,000.00
Permanently reside in		5	£1,000.00	£5,000.00
Students with Disabilities				£0.00
Young Males from low participation				£0.00
Care Experienced				£0.00
Other - Young Carers				£0.00
Total Scholarship Spend (£)		30		

(c) Other Direct Financial Support

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

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

2.4 **Estimated Direct Expenditure on Outreach Activities in 2023/24 aimed at Widening Participation students**

(i)

Name of Programme/Project	Schools Outreach		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Portfolio of pre-entry aspiration and attainment raising programmes designed for young people across Northern Ireland to enrich the UU student pipeline.		
Target Groups	<p>Key Stage 3-5 WA Target Schools >=40% FSME. Students with household income up to £22,403 or other low income groups including pupils in receipt of FSM or EMA</p> <p>We support the University WAP aspirations through providing opportunities for all young people who meet WAP indicators. One way we do this is by discreetly focusing on Schools that have <40% on the Free School Meal Index (FSM). We use eligibility for FSM and while we acknowledge this is a good available proxy measure of economic disadvantage/social mobility within a school cohort, it is not perfect. This measure is a 'targeted school approach' rather than a 'targeted pupil approach.'</p> <p>On recognition of this, the team supports additional widening access criteria which we adapt and design programmes/initiatives around</p> <ul style="list-style-type: none"> •First in family to undertake an undergraduate degree •In receipt of FSM or EMA Main carer for a family member/dependent •Care experienced •Receipt of disability living allowance/personal independence payments. •Reside in an area of high deprivation/low participation. 		
Estimated Expenditure (£)	£543,177.00	See Appendix:	Appendix 1

Brief description of activity

If not already included in Section 1.4

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

Target Outcomes (Should be quantifiable)	-Engagement with at least 20% schools with $\geq 40\%$ FSME; -90% post-primary: 10% primary engagement ratio;		
Activity: New or Ongoing i.e undertaken last year	<input type="checkbox"/>	<input type="checkbox"/>	Please insert an 'X' as appropriate in either the NEW or ONGOING box <input type="checkbox"/>
Other Activity Type	<input type="checkbox"/>		
Name of any collaborative partner	Our teams' partnerships infrastructure is key to our role of influence to our young people to give knowledge around potential professions and industry sector employment. We with an extensive network of partners, who share our values to support UU student success, including Manchester United Foundation, UNESCO Learning Cities, Engineers Ireland, Royal Academy of Engineering, Business in the Community, Accountancy Ireland, Micro:Bit Foundation, Belfast Giants, Carrulicos Foundation, Speakers for Schools, NI Councils, Barclays Bank, Riverside Theatre, Volunteer Now, Sport NI, Royal Meteorological Society, Woodland Trust, NI Science Festival, Maths Week Ireland...		

(ii)

Name of Programme/Project	Community Engagement and Pathway to Success		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-entry aspiration and attainment raising		
Target Groups	<ul style="list-style-type: none"> •Young people and Adult Learners through Community Engagement including community and voluntary sector. •Young People and Adults Pre-entry Aspiration and Attainment Raising. •Young people from a background of care, NEETs and adult returners in target. neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region. •Non-traditional entrants, mature students and adult learners 		
Estimated Expenditure (£)	£436,028.00	See Appendix:	Appendix 2
Brief description of activity <i>If not already included in Section 1.4</i>	<p>The Community Engagement Team actively seeks to build and engage in sustainable community partnerships with the primary aim of positively influencing individuals and communities across the region. The Community Engagement team supports The Science Shop, Access Ambassadors, Care Experienced Students, Community Learning and in partnership with the School of Law, the Social Justice Hub. Engaging directly with community partners we provide access to support for care experienced young people considering HE, action research for community partners through our students and sharing knowledge and expertise through our staff Access Ambassador programme, raising aspiration and developing pathways to Ulster. In partnership with the School of Law through the Social Justice Hub we provide law training opportunities to community partners.</p>		

Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> • Increase the number of participants to 20 for Ulster care experienced summer school • Increase the number of care experienced students receiving Ulster bursary • Develop specific discipline based mentoring support for care experienced students • Grow the reach of the staff Access Ambassador programme in the community • Increase real world connected learning opportunities for students with community partners • In partnership with Flexible Education academic programme lead increase the uptake of Pathways to Success funding for adult learners • In partnership with Ulster FE Collaborative Forum explore new pathways for Young people from a background of care, NEETs and adult returners • Enhance the training opportunities for community partners through the Social Justice Hub 		
Activity: New or Ongoing i.e undertaken last	Ongoing		Please insert an 'X' as appropriate in either the NEW
Other Activity type	Working with Colleagues across the University we will continue to support community engagement activities that have regional impact and align with Ulster's People, Place and Partnership strategy developing sustainable future for all.		
Name of any collaborative partner	We have an extensive network community and voluntary partners across Northern Ireland including Fostering Network and VOYPIC for care experienced students. We work with the five Health and Social Care Trust to support staff working with care experience young people. Through the Ulsters collaborative forum we engage with all our FE partners.		

(iii)

Name of Programme/Project	Open Days and Prospective Participation for WAP (Years 13 and 14)		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Aspiration Raising		
Target Groups	The Team will directly target 94% of schools and colleges regardless of FSME as we are very aware that many pupils at grammar schools and colleges come from financially disadvantaged backgrounds.		
Estimated Expenditure (£)	£216,300.00	See Appendix:	Appendix 3
Brief description of activity <i>If not already included in Section 1.4</i>	The Schools Engagement Team deliver school presentations, exhibitions and careers evenings. At these events, advice is delivered to both families and students as well as to heads of careers.		
Target Outcomes (Should be quantifiable)	The Team will directly target 94% of schools and colleges regardless of FSME and will highlight the benefits of progressing to HE and advising on how to apply to Ulster University.		
Activity: New or Ongoing i.e undertaken last	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity type			
Name of any collaborative partner	Schools across the province.		

(iv)

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

(v)

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

2.5

Estimated 'Direct Expenditure' on Post Entry Retention Activities aimed at Widening Participation students in 2023/24

(i)

Name of Programme/Project	PASS, Studiosity support initiatives, Qwickly, and Costs for Quality Enhancement Retention Support and Slate Projects		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£815,331.00	See Appendix:	Appendix 4
Brief description of activity <i>If not already included in Section 1.4</i>	Peer-assisted Study Skills (PASS), Technology-driven academic support and attendance monitoring (Studiosity/Qwickly), Staff time devoted to special retention support measures, Technology Fund, Specific application based projects focussed on retention and success under the University's Strategy for Learning and Teaching Enhancement (SLaTE).		
Target Outcomes (Should be quantifiable)	Improvement in retention/non-progression statistics.		
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	X	
Other Activity type	Targetted interventions to support students at risk of non-progression.		
Name of any collaborative partner	Studiosity/cross-University faculties and departments.		

(ii)

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

(iii)

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

2.6

Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2023/24

(i)

Title of Research Activity	Research and Analytics and Taking Boys Seriously		
Research Target Group	WP under-participating groups: • Participation, retention and success by Q1 MDM ug students;		
Estimated Expenditure (£)	£255,383.06	See Appendix:	Appendix 5
Description Brief description of research programme	<p>1. Research capacity to support WAP analytics, reporting and research. Outputs that guide interventions and help evaluate impact.</p> <p>2. Action research on gender-based pedagogies and factors affecting educational attainment of disadvantaged young boys (Taking Boys Seriously (TBS)).</p>		

Expected Research Outcomes

WP Analytics

*WP collection, monitoring and review of the characteristics of the student body to guide interventions and help evaluate impact.
*Develop customisable dashboards of equity in access and success

of student profile by University, Campus, Region, Faculty, School, Programme. Seek and improve the collection of new data to enhance upstanding. Undertake horizon scanning analysis to understand the WP landscape externally and explore the range of internal data and external data sources that are available to UlsterUniversity for WAP purposes.

*Identify and take advantage of opportunities for dissemination of outcomes.

Taking Boys Seriously

Over the next 2 years the TBS research team will work closely with stakeholders represented through the Steering Group and wider community networks to lay the foundations of extending the research and maximising impact. The objectives can be characterised under 4 strands:

***Strand 1: Formal education**

Build partnership agreement with 6 schools who will commit to embedding the TBS project intentionally using relational approaches as a whole school approach. Begin tracking a cohort of boys in each of these schools using measures for attendance, attainment, achievement, aspiration. Deliver training with schools around embedding the principles.

***Strand 2: Use of principles in the primary sector**

Work with the School of Education in Ulster University to explore developing TBS Participatory Action Research approach in primary sector. Host a regional TBS collaborative inquiry session with leaders and educators in primary education.

***Strand 3: Youth Services**

Develop a pilot project with youth services in the North West to develop indicators for measuring how youth work builds social and cultural capital of young men facing compounded educational disadvantage.

***Strand 4: Higher Education**

Develop appropriate methodology for examining how Higher Education can best develop a relational education ecosystem for young men from disadvantage communities. Engage 30 young men from across all 5 faculties in at least 2 focus groups / individual interviews.

2.7

Estimated 'Direct' Expenditure on Staffing and Administration in 2023/24

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

Estimated Direct Expenditure	£
Estimated apportionment of Administration costs not already attributed to an activity	£193,321.00
Estimated 'other' costs please specify below	
Total:	£193,321.00

2.8

Summary of all Estimated Direct Financial Expenditure in 2023/24

Estimated Direct Expenditure	£
Estimated amount of additional fee income to be spent on bursaries <i>i.e this will be a total that detailed at 2.3(a)</i>	£2,124,100.00
Estimated amount of additional fee income to be spent on scholarships <i>i.e this will be a total of that detailed at 2.3(b)</i>	£0.00
Estimated amount of additional fee income to be spent on 'other financial support' to students <i>i.e this will be a total of that detailed at 2.3(c)</i>	£85,000.00
Estimated amount of additional fee income to be spent on outreach <i>i.e this will be a total of that detailed at 2.4</i>	£1,195,505.00
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>	£815,331.00
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>	£255,383.06
Estimated amount of additional fee income to be spent on Staffing and Administration <i>i.e this will be a total of that detailed at 2.7</i>	£193,321.00
Total estimated direct expenditure(£)	£4,668,640.06
Total estimated direct expenditure as a proportion of additional fee income %	12.29%

2.9

Estimated 'Indirect' Expenditure on Widening Participation infrastructure and

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

Description of Expenditure	Amount (£)
Central Department Support for WAP	£5,950,790.00
Central University Support for WAP	£1,225,353.00
Total Expenditure (£)	£7,176,143.00

**THANK YOU FOR TAKING THE TIME TO PROVIDE ESTIMATED
FINANCIAL INFORMATION FOR ACADEMIC YEAR 2023/24**

**IN PART 3, YOU WILL BE ASKED TO PROVIDE INFORMATION
ON ACTUAL EXPENDITURE ON WIDENING PARTICIPATION
ACTIVITIES IN ACADEMIC YEAR 2020/21**

PART THREE**WIDENING ACCESS AND PARTICIPATION PLAN****Monitoring Report for 2020/21 Widening Access and Participation Plan**

Part 3 is the monitoring report for academic year 2020/21 and will be the actual spend incurred – you will wish to refer to your WAPP for 2020/21 to complete this section of the form

3 Additional Fee Income**3.1 Total Additional Fee Income in 2020/21 (please detail in the table below)**

Total Actual additional fee income (£)	£33,170,627.22
Estimated additional fee income (£)	£32,211,200.00
Variance	£959,427.00

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

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3.2 Level of fees

Please provide details of the fees charged for 2020/21 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 2020/21	Total additional fee income 2020/21
FTUG	£4,395.00	£2,660.00	11848	£31,515,680.00
FTUG SW	£2,185.00	£1,340.00	1190	£1,594,600.00
	£4,395.00	£2,660.00		£0.00
	£4,395.00	£2,660.00		£0.00
Additional fee income from students charged the maximum higher fee (£)			13038	£33,110,280.00

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

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

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2020/21	Total additional fee income 2020/21
FTUG<120 credit pts average	£1,843.93	£108.93	554	£60,347.22
		-£1,735.00		£0.00
		-£1,735.00		£0.00
Additional fee income from students charged the maximum higher fee (£)			554	£60,347.22

3.3 Actual 'Direct Expenditure' on bursaries and other direct financial support targeted at Widening Participation Students in 2020/21

In the following sections you are required to provide a comparison summary of the activity and actual expenditure in 2020/2021 against that profiled in your institution's WAPP. You will need to explain any 'variances' identified in the tables 3.3 to 3.6

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203 <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>	FTUG	3889	£439.00	£1,707,271.00
		11	£427.00	£4,697.00
				£0.00
				£0.00
				£0.00
				£0.00
Other low income groups <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Care Leavers		91	£1,000.00	£91,000.00
Accommodation Vouchers			£1,000.00	£30,702.69
Total		3991		£1,833,670.69

Estimated bursary expenditure as detailed in your 2020/21 WAPP (£)	£1,964,000.00
Actual bursary expenditure for 2020/21 (£)	£1,833,671.00
Variance between estimated and actual bursary spend	(£130,329.00)
	-6.64%

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

All eligible students received either a bursary or an accommodation voucher. However, due to Covid a significant number of students left accommodation early therefore exact number of beneficiaries of accommodation vouchers is not recorded here.

(b) Scholarships

Target Groups (insert below)	Number of students	Scholarship Amount per student(£)	Total Scholarship expenditure 2020/21
Students with household income up to £19,203			£0.00
Other low income groups			£0.00
Care Leavers			£0.00
Adult Learners			£0.00
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
Total	0		£0.00

Estimated Scholarship expenditure as detailed in your 2020/21WAPP (£)	£0.00
Actual Scholarship expenditure for 2020/21 (£)	£0.00
Variance between estimated and actual Scholarship spend	£0.00
	#DIV/0!

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

--

(c) Other Actual Direct Financial Support in 2020/21

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

Target Groups (insert below)	Number of students	Other Amount per student(£)	Total Other expenditure 2020/21 (£)
Fee Waivers for low income groups	varies	Up to £500	£63,508.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
Total	0		£63,508.00

Estimated Other expenditure as detailed in your 2020/21WAPP (£)	£85,000.00
Actual Other expenditure for 2020/21 (£)	£63,508.00
Variance between estimated and actual Other spend	(£21,492.00)
	-25.28%

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

All eligible students who registered on modules were supported. Covid severely impacted on the uptake and delivery of modules.

3.4

'Actual' Direct Expenditure on Outreach Activities in 2020/21 aimed at Widening Participation students

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

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

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

Outreach Activities

(i) Name of Programme/ Project	Schools Outreach		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Portfolio of pre-entry aspiration and attainment raising programmes designed for young people across Northern Ireland to enrich the UU student pipeline.		
Target Groups	Pupils in primary, post-primary and special needs schools on the Centre's schools priority index		
Estimated Expenditure (£)	£431,378.06	Actual Expenditure (£)	£372,837.99
Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> -Engagement with at least 20% schools with >=40% FSME; -90% post-primary: 10% primary engagement ratio; -At least 200 primary school pupil engagements; -At least 1800 post primary school pupil engagements; -Enhanced use of technology to support teaching & learning Educationalpartnerships to scale outreach; -Increased aspiration to progress to university, Year 13 & 14 progression pathways; -Increased interest in the engaging with education in under represented subjects; -Lower barriers to experiencing a university campus within a virtual capacity (Due to Covid-19); -Direct access to subject experts and specialist equipment at university; Blended approach via online learning. -Enhanced teacher-academic contact; -Enhancement of central educational themes of Key Stages 3-5. 		
Actual Outcomes (Should be quantifiable)	<p>March 2020, widespread restrictions on educational activities were introduced in response to the impact of COVID-19 pandemic. Reacting to the continuing difficult situation faced by schools/colleges, Ulster's Schools Outreach team adapted their traditional approach to Outreach to produce a fully open and inclusive approach to educational outreach, www.ulster.ac.uk/schoolsacademy addressing the 'learning lost' and growing attainment gap. The Academy enrolled</p> <p>--2020-21: 3136 enrolments hosted via Open Blackboard Platform, --2020-21: Reaching 55% of all WA Target Schools >=40% FSME</p>		
		Variance	(£58,540.07)
Explanation of any variance identified (if less than/greater than 10%):			
Covid had a significant detrimental effect on delivery. However the newly developed Ulster Schools Outreach Academy went a long way in ensuring that schools were supported digitally.			

(ii)

Name of Programme/ Project	Community Engagement		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-entry aspiration and attainment raising		
Target Groups	<ul style="list-style-type: none"> •Young people and Adult Learners through Community Engagement including community and voluntary sector. •Young People and Adults Pre-entry Aspiration and Attainment Raising. •Young people from a background of care, NEETs and adult returners in target. neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region. •Non-traditional entrants, mature students and adult learners 		
Estimated Expenditure (£)	£336,104.00	Actual Expenditure (£)	£242,245.54
Target Outcomes (Should be quantifiable)	<p>20 Staff Civic Ambassadors working with young people and adult learners undertaking educational workshops / modules with community and school partners;</p> <p>Appoint 13 new Community Fellows to engage in widening access outreach activities with local communities to encourage attendance at Ulster University;</p> <p>Engage 50 community partners identifying needs-based projects effectively matched with Ulster students and academic staff to increase access and engagement with HE;</p> <p>Assist Ulster Associate students in FE to transition to HE. Recognise and Reward an Associate student at each of our seven collaborative partners in FE Institutions with Endeavor Shield.</p> <p>Increase the participation rate of care experienced young people and those living with disabilities through innovation projects and bursary allocation.</p>		
Actual Outcomes (Should be quantifiable)	<p>92 Care experienced students received personal support and a £1,000 Bursary. 240 partners and students undertook free law training. 100 families participated in the Breakfast at Home club. 4 civic ambassador projects working with community partners improving educational attainment and ambition. 44 community partners worked with 485 students and academics completed 207 real world connected learning projects for each community partner. 10 online advice workshops for carers and potential future students.</p>		
		Variance	(£93,858.46)
Explanation of any variance identified (if less than/greater than 10%):			
Covid again had a significant detrimental effect on delivery. However, the team made every effort to ensure that target groups were supported as much as the restrictions allowed and took advantage of any and all opportunities.			

(iii)

Name of Programme/ Project	Pathways to Success (Adult Learners). Includes recognition for first time in WAP Plan support for NI-wide validated pathways from FE to HE at a scale that vastly exceeds the articulation rate to Ulster University.		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry Access Pathways		
Target Groups	Non-traditional entrants and mature students		
Estimated Expenditure (£)	£94,368.34	Actual Expenditure (£)	£94,563.94
Target Outcomes (Should be quantifiable)	700 direct entrants via FE pathways; 6,500 students enrolled across NI with FE sector; 400 enrolments on Flexible Framework.		
Actual Outcomes (Should be quantifiable)	<p>*The extent of collaborative validated provision demonstrates in a major way that Ulster University is committed to widening access and participation beyond the immediate scope of its own degree-level provision and is enabling other parts of the education sector to provide alternative routes of access to the University.</p> <p>*Ulster University validates intermediate higher level qualifications, including Access to HE Diplomas and Foundation Degrees that provide a direct pathway to further higher level study.</p> <p>*In 2019/20 there were 5,145 and in 2020/21 there were 4,405 students enrolled within local area-based college partners on Ulster University access provision including Foundation Degrees and Access Diplomas. In total 622 students progressed from collaborative and validated provision within FE into Ulster University in 2020/21.</p> <p>*Of these, 148 students progressed from Access Diplomas in 2020/21. Adult learning short courses were made available across faculties to meet learning and workforce needs in the areas of STEM, creativity and innovation, hospitality, computing, leadership and teaching, with modules ranging from 5-20 credits.</p> <p>*Fee support for adult learners and widening access cohorts is essential to the sustainability of underrepresented groups accessing higher education. In 2020/21 support for learners through the Flexible Education Pathways as follows: <input type="checkbox"/> The design and development of the flexible modular provision within the CPPD (Certificate of Personal and Professional Development) framework was informed by learning needs identified through on-going consultation with the education, community and business sectors. Provision was targeted at under-represented groups. CPPD modular options are available at level 3 and 4 to support part-time students intent on exploring the achievement of higher-level skills, or a route to further HE studies (in line with the NI Access Strategy: Access to Success). The framework also serves workforce development opportunities for employers by enabling recognition and accreditation of skills (in line with the NI Skill Strategy: Skills for Success).</p> <p>•During 2020/21 Ulster University provided accredited learning opportunities for 180 community, NEETS, FE bridging students and work-based adults in areas of widening access and participation.</p> <p>•The design and development of the modular provision within the undergraduate flexible frameworks was informed by learning needs identified through on-going consultation with the education, community and business.</p> <p>•221 students were registered on the flexible framework during 2020-21.</p>		

	Variance
	£195.60
Explanation of any variance identified (if less than/greater than 10%):	

(iv)

Name of Programme/ Project	Open Days and Prospective Participation for WAP (Years 13 and 14)		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Direct contact with all schools across Northern Ireland encouraging progression to HE.		
Target Groups	Years 13 and 14 across all schools		
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£126,239.41
Target Outcomes (Should be quantifiable)	The Schools Outreach Team directly target post-primary schools with a FSME of over 40%. However, we are very aware that there are a significant number of pupils in grammar schools and in colleges who come from low income families. The Schools Engagement Team target all schools and are tasked with highlighting the opportunities higher education offers them and advising on what support Ulster offers to students who meet the widening access criteria, financially (Bursary and Accommodation Vouchers), with equipment (Technology Fund) and Mentoring Support (Studiosity and through staff interaction).		
Actual Outcomes (Should be quantifiable)	Covid severely disrupted face to face interactions however engagement remained strong via webinars.		
			Variance £126,239.41
Explanation of any variance identified (if less than/greater than 10%):			
This activity was not included within the 2020-21 WAP Plan. This department was formed in recent years, and has now come under the direction of the Director of Academic Business Development (ie Prof B Murphy) and has taken up the task of targetting widening access individuals in non-widening access institutions.			

(v)

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

(vi)

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

(vii)

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

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

Retention Activities

(i)	Name of Programme/ Project	Retention, Progress and Success Initiatives		
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Retention and Success Support targeted for WP students enrolled with the University		
	Target Groups	MDM Q1 and 2; non traditional direct entry students from FE		
	Estimated Expenditure (£)	£992,000.00	Actual Expenditure (£)	£759,954.02
	Target Outcomes (Should be quantifiable)	<p>Group of interventions:</p> <ol style="list-style-type: none"> 1. Peer-Assisted Study Sessions, PASS - a supported WP mentoring scheme (£20,000 staff time; student intern) and resources). 2. Technologies that support academic writing skills, learning analytics and attendance monitoring in support of WP engagement and success (£260,000). 3. Technology Fund to support most disadvantaged students (£612,000). 4. Studiosity Student Connect Peer Mentoring Service (£100,000). 		
	Actual Outcomes (Should be quantifiable)	<p>These support initiatives were even more important than ever as students adapted to online delivery of teaching.</p> <ol style="list-style-type: none"> 1. PASS pivoted to fully online delivery. Training and support was provided to mentors online which reduced the cost of offering the programme while not effecting impact on students supported, both mentors and mentees, however it had a greater cost in terms of staff time. 2. Digital Technologies that supported academic writing skills, learning analytics and attendance monitoring in support of WP engagement and success were particularly valuable during the pandemic when face to face contact was not possible. 3. The Technology Fund was invaluable and we were able to support our most disadvantaged students. 4. This was the first year of the Studiosity Student Connect Peer Mentoring Service where first year students were able to seek advice/support from final year students. Engagement was slower than expected, perhaps due to Covid since the value of such initiatives frequently pass by word of mouth and it was more challenging to engage with students remotely. 		
		(£232,045.98)		
	Explanation of any variance identified (if less than/greater than 10%):			
	DfE refunded £612,000 spent on laptops and £50,000 for new Studiosity Student Connect Peer Mentoring Service. £494,921 of this was reinvested to purchase a further 800 laptops.			

(iii)

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

(iv)

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

Taking Boys Seriously Research project

- 3 case study reports were developed from the 6 collaborative case study sites in Greater North Belfast.
- A TBS educators conference was hosted as a hybrid event with 450+ educationalists across the formal and informal education sectors participating both online and in-person with key inputs from the Education Minister, Michelle McIlveen MLA; Chair of Education Authority, Barry Mulholland; and Chair of Pearson UK, Mary Curnock Cook, CBE.
- A final set of the TBS principles for relational education were published and disseminated through the conference. A regional trial of the 10 TBS principles was launched at the conference and 72 expressions of interest were made.
- A conference report was published setting out core concepts developed by TBS to date including Compounded Educational Disadvantage, Developing an Educational Ecosystem, and Relational Education underpinned by the 10 TBS principles. Quarterly steering group meetings continued to be well attended by leaders across formal and informal education.

Variance

£44,609.64

Explanation of any variance identified (if less than/greater than 10%):

3.7 'Actual' Direct Expenditure on Staffing and Administration in 2020/21

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.

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual apportionment of Administration costs	£129,361.00	£162,640.36
Total Actual Direct expenditure (£)	£129,361.00	£162,640.36

3.8 Summary of 'Actual' Financial Expenditure in 2020/21

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual spend on bursary support to students (£) <i>this will be a total of that detailed at table 3.3(a)</i>	£1,964,000.00	£1,833,671.00
Actual amount of additional fee income spent on scholarships (£) <i>this will be a total of that detailed at 3.3(b)</i>	£0.00	£0.00
Actual amount of additional fee income spent on other direct support (£) <i>this will be a total of that detailed at table 3.3(c)</i>	£85,000.00	£63,508.00
Actual amount of additional fee income spent on outreach (£) <i>this will be a total of that detailed at table 3.4</i>	£861,850.40	£835,886.88
Actual amount of additional fee income spent on retention and success (£) <i>see table 3.5</i>	£992,000.00	£759,954.02
Actual amount of additional fee income spent on research (£) <i>see table 3.6</i>	£156,948.36	£201,558.00
Actual amount of additional fee income spent on Staffing and Administration (£) <i>see table 3.7</i>	£129,361.00	£162,640.36
Total Direct expenditure committed in 2020/21 (£)	£4,189,159.76	£3,857,218.26
Total Direct expenditure committed in 2020/21 (%)	13.01%	11.63%
Total Underspend in 2020/21 (£) <i>(if appropriate)</i>		£0
Total Underspend carried forward from 2020/21 (£) <i>(if appropriate)</i>		£0.00
Total Underspend to be reallocated in 2020/21 (£)		£0.00

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

Actual 'Indirect' Expenditure on Widening Participation infrastructure and broader student support for Widening Participation students in 2020/21

Please detail any other expenditure that is not direct expenditure from additional fee income in the table below. You may add additional rows as necessary.

3.9	Description of Expenditure	Amount (£)
	Central Department Support for WP	£5,777,466.00
	Central University Support for WP	£1,189,663.00
	Total Actual Indirect Expenditure (£)	£6,967,129.00

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

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

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

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	Exceeded. A DfE widening participation performance indicators report received in November 2022 stated the HE sector average is 14.1% and that Ulster (17.0%) is 2.9% above the HE sector average
	2,888 (ex dormant) 16.5% of 17,520 students	
2,717	2,992 (inc dormant) 16.7% of 17,947 students	

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

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	Exceeded: A DfE widening participation performance indicators report received in June 2021 stated the HE sector average is 12.5% and that Ulster (16.4%) is 3.9 % above the sector average.
	2,740 (ex dormant) 15.6% of 17,520 students	
1,850	2,831 15.8% of 17,947 students	

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

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	Exceeded: A DfE widening participation performance indicators report received in November 2022 did not have HE sector average.
	1,374 (ex dormant) 7.8% of 17,520 students	
811	1,416 7.9% of 17,947 students	

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

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	Exceeded: DfE widening participation performance indicators report received in November 2022 stated the HE sector average is 2.8% and that Ulster (3.3%) is 0.5% above the sector average.
	542 (ex dormant) 3.1% of 17,520 students	
495	559 (inc dormant) 3.1% of 17,947 students	

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

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	Exceeded: A DfE widening participation performance indicators report received in November 2022 stated the HE sector average for adult part time learners is 20.2% and that Ulster (15.9%) is 4.3% below the sector average. For PT, the performance indicators report received in November 2022 stated the HE sector average is 13.6% and that Ulster (7.6%) is 6.0% below the sector average. OU is the largest provider in NI. Ulster is the next largest.
	2,727 (ex dormant) 15.6% of 17,520 students 2,862 (inc dormant) 15.9% of 17,947 students PT 1,260 (ex dormant) 7.2% of 17,520 students PT 1,395 (inc dormant) 7.8% of 17,947 students	
2,665		

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

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	Exceeded. A DfE widening participation performance indicators report received in November 2022 did not have HE sector average.
	93 (All ex dormants) 0.4% of 22,868 93 (All inc dormants) 0.4% of 23,735 83 (UG ex dormants) 0.5% of 17,520 UG 83 (UG inc dormants) 0.5% of 17,947 10 (PG ex dormants) 0.2% of 5,348 PG 10 (PG inc dormants) 0.2% of 5,788 PG	
58		

(vii) Group:
 Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	A DfE widening participation performance indicators report received in November 2022 did not have HE sector average.
	427 (UG ex dormant) 2.4% of 17,520 students	
	442 (UG in dormant) 2.5% of 17,947	
	598 (All ex dormant) 2.6% of 22,868	
Monitoring only	619 (All inc dormants) 2.6% of 23,735 students	

(viii) Group:
 Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	

(ix) Group:
 Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	

(x) Group:
 Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2020/21	2020/21	

PART FOUR

**WIDENING ACCESS AND PARTICIPATION PLAN
Validation**

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

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

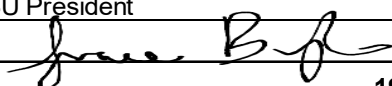
4.1 Comment by the Student Union Body

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

Ulster University Students' Union (UUSU) welcomes Ulster University's continued commitment in making higher education more accessible through the funding for Outreach and Retention programmes; including the provision of bursaries and other direct financial support, as well as the continued investment in technology fund. Furthermore, UUSU welcomes the provision of bursaries to students, investments for research opportunities, and other direct financial support. UUSU is pleased to see Ulster University's commitment to providing financial support to students who are eligible for the accommodation bursary and acknowledges that the COVID-19 pandemic was a contributing factor, which in a significant number of students who left university accommodation early. Indeed, all these measures are even more critical at a time when living costs are at an all-time high and are pushing many into poverty.

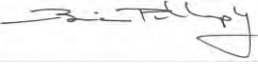
UUSU welcomes the investment in mentoring services, particularly of note is the Studiosity Student Connect Peer Mentoring Service. The service has provided first year students with opportunities to request remote mentoring within their discipline. Students receive on-demand academic writing support from trained final year students. UUSU is pleased to see the continued support for peer-to-peer learning at all levels of the student experience at the university and welcome the opportunities for students to engage with support systems. UUSU welcomes the work the university is doing to embed equity in participation by quintile across the NI MDM profiles. We specifically want to recognise the work the university does to support Young Males from Quintile 1 (FT & PT UG), including targeting the under-participation of young working-class males through the 'Taking Boys Seriously' programme.

For part-time (PT) students, the performance indicators report received in November 2022 stated the HE sector average is 13.6%, compared to that of Ulster University (7.6%). UUSU notes that part-time adult learner enrolment currently is sitting 6.0% below the sector average. UUSU would like to note this as a concern for those who wish to avail of Flexible Education and we urge the university to consider the potential financial barriers it creates. It is imperative that action is taken to address the structural underfunding of higher education in Northern Ireland. UUSU would note that there is an opportunity to explore this difference and calls for research into the current gap in meeting the sector average.

Name:	Grace Boyle
Position:	UUSU President
Signed:	
Date:	19/01/2023

4.2 Validation

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


Name:	Professor B Murphy
Position:	Director of Academic Business Development
Signed:	
Date:	19/01/2023

4.3 WIDENING ACCESS AND PARTICIPATION PLAN 2023/24 - 2025/26

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

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

Name:	Professor Paul Bartholomew
Position:	Vice-Chancellor
Signed:	
Date:	19/01/2023