

Date: 30/03/2021

Cover sheet of a Widening Access and Participation Plan for 2021/22 - 2023/24

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Institution:	Ulster University
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WIDENING ACCESS AND PARTICIPATION PLAN 2021/22 – 2023/24

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

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

Ulster University is a civic university based in Northern Ireland¹. Educational attainment, access to higher education and the employability of graduates are highlighted as key outcomes within our 5-and-50 strategic plan (2016-2034)².

Uniquely, the University has campuses across the region: Belfast/Jordanstown, Coleraine (North Coast) and Magee (Northwest). This brings access close to the point of need, as many widening participation students tend to commute. In addition, the University 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.

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

Further 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 online³.

COVID-19 has brought about unprecedented challenges to the operating environments for Higher Education Institutions. Ulster University has made and is continuing to make a sustained effort to adapt to the circumstances presented by COVID-19 and its impact for students and staff. In particular the WAP Plan has been adjusted to cope with the digital poverty presented by many students.

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

Ulster University is one of the larger universities in the UK and on the island of Ireland⁴. It has a large proportion of students from WP backgrounds. Accordingly, WP data is used to make informed decisions that guide educational interventions to enhance: recruitment, student satisfaction, retention, attainment and/or learning gain for Widening Participation students.

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

Key statistics for 2018-19 in this regard are as follows.

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

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

³ <http://addl.ulster.ac.uk/wap>

⁴ <https://www.thecompleteuniversityguide.co.uk/ulster/>

**Please be aware there may be some slight variations between figures and illustrations reported depending on source and when the reports that inform the narrative were interrogated.*

Ulster University:

- Is one of the larger universities in the UK and on the island of Ireland. It attracts a fair and balanced profile of students from all sections of society. (<https://www.thecompleteuniversityguide.co.uk/ulster/>).
- Has a **43.9%** share of overall NI student enrolments (24,530 of 55,755) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>)
- Has the **largest admission of UG first-degree** students in NI (45.4%, 17,120 of 37,670) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>)
- Has the **largest admission of First-Year First-Degree** students in NI (47.5%, 5,575 of 11,730) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>)
- Has the **largest admission of Part-Time Enrolments** in NI (43.2%, 7,700 of 17,820) (<https://www.hesa.ac.uk/data-and-analysis/students/table-1>)
- Has the **largest admission of young FT UG** students in NI (47.9%, 3,435 of 7,175). (<https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t1>, full table with contextual data view)
- Has the **largest admission of mature FT UG** students in NI (56.8%, 1,050 of 1,850). (<https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t2a>, full table with contextual data view)
- Has the **dominant Q1 WP** contribution to NI. [See Figure 4].
- Has the **dominant Q1 and Q2 WP** contribution. [See Figure 4]
- Draws **wide participation across NI**. [See Figure 5]
- **Has the highest in NI sector participation rate in Q1** (16.4% v 13.9% NI). [See Figure 6]
- Has near **equitable profile of student across all Quintiles** of deprivation. [See Figures 6 and 7]
- Has a dominant **share by Magee** campus for the least advantaged Q1 and Q2. [See Figures 8 and 9]
- Has a dominant **volume by Jordanstown** for the least advantaged Q1 and Q2. [See Figures 8 and 9].

1.2.2 ULSTER RECRUITMENT SUMMARIES

OVERALL ENROLMENTS

HESA data for 2018-19 confirms that Ulster University has 24,530 enrolments overall. This equates to 43.9% of the NI total (24,530 of 55,755). There were 815 more (23,715, 2017/18) enrolments than 2017/18 at Ulster⁵. Of these only 50 were male (10,445 in 2017/18 and 10,495 in 2018/19).

Of the 2018/19 enrolments⁶:

- 57.2% are female (14,035 of 24,530). This equates to 43.2% of the NI female total (14,035 of 32,490). There were 765 more female enrolments than 2017/18.
- 42.8% are male (10,495 of 24,530). This equates to 45.1% of the NI male total (10,495 of 23,265). There were merely 50 more male enrolments than in 2017/18.

⁵ <https://www.hesa.ac.uk/data-and-analysis/students/table-1>

⁶ <https://www.hesa.ac.uk/data-and-analysis/students/where-study>, <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

- 68.6% are full-time (16,830 of 24,530). This equates to 44.4% of the NI total (16,830 of 37,935). There were 70 less full-time enrolments than 2017/18 in NI. There were 485 less full-time enrolments at Ulster University than 2017/18.
- 31.4% are part-time (7,700 of 24,530). Overall Ulster University has the largest number of such enrolments in NI equating to 43.2% of the NI total (7,700 of 17,820). There were 1,365 more part-time enrolments than 2017/18 in NI. There were 1,300 more part-time enrolments at Ulster University than 2017/18.

UNDERGRADUATE ENROLMENTS AS PROPORTION OF ALL ENROLMENTS⁷

There are 18,325 undergraduate enrolments (74.7%, 18,325 of 24,530 of all enrolments) for 2018/19. This equates to 42.5% of the NI total (18,325 of 43,100). There were 40 fewer undergraduate enrolments than 2017/18 (18,365).

Of all 2018/19 enrolments:

- 60.4% are full-time undergraduate enrolments (14,815 of 24,530). This equates to 45.9% of the NI total (14,815 of 32,215). There were 125 fewer enrolments than 2017/18 in relation to all of NI. There were 580 fewer enrolments than 2017/18 in relation to Ulster only.
- 14.3% are part-time undergraduate enrolments (3,505 of 24,530). There were 535 more enrolments than 2017/18 and equates 32.2% of the NI Total (3,505 of 10,890).

UNDERGRADUATE FIRST DEGREE ENROLMENTS

There are 17,120 UG first degree enrolments (69.8%, 17,120 of 24,530 of all enrolments) for 2018/19. Ulster University has the largest number of such enrolments equating to 45.4% of the NI total (17,120 of 37,670). There were 195 fewer enrolments than 2017/18 (17,315).

Of all 2018/19 enrolments:

- 86.3% are full-time first degree UG enrolments (14,775 of 17,120). 46.9% of the NI total (14,775 of 31,530). There were 195 fewer enrolments than 2017/18 (17,315).
- 13.7% are part-time first degree UG enrolments (2,345 of 17,120). This equates to 38.2% of the NI Total (2,345 of 6,140). There were 385 more enrolments than 2017/18 (1,960).

UNDERGRADUATE FIRST-YEAR FIRST-DEGREE ENROLMENTS⁴

There are 5,575 first-year first-degree UG enrolments for 2018/19 (22.7%, 5,575 of 24,530 of all enrolments). There were 30 more enrolments than 2017/18 (5,545).

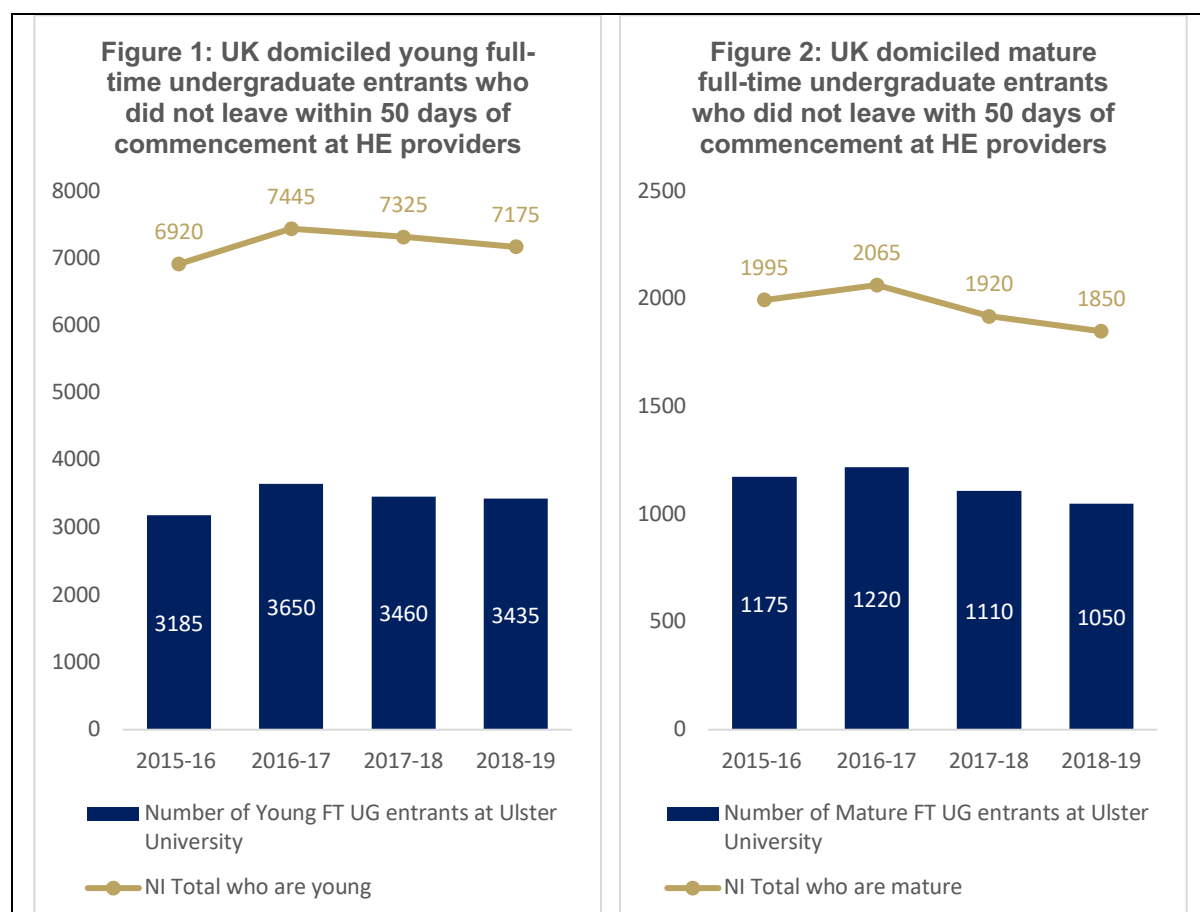
Of these:

- 19.6% are full-time first-year first-degree UG (4,815 of 24,530). Ulster University has the largest number of such enrolments equating to 49.1% of the NI total (4,815 of 9,805). There were 40 less enrolments than 2017/18 (4,855).
- 3.1% are part-time first-year first-degree UG (765 of 24,530). Ulster University has enrolments equating to 39.7% of the NI total (765 of 1,925). There were 70 more enrolments than 2017/18 (695).

YOUNG AND MATURE FULL-TIME ENTRANTS

Figures 1 and 2 illustrate young and mature entrant profiles from 2015/16 to 2018/19 who did not leave with 50 days of commencement at HE providers.

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



Graphs produced using HESA source data^{8 9}

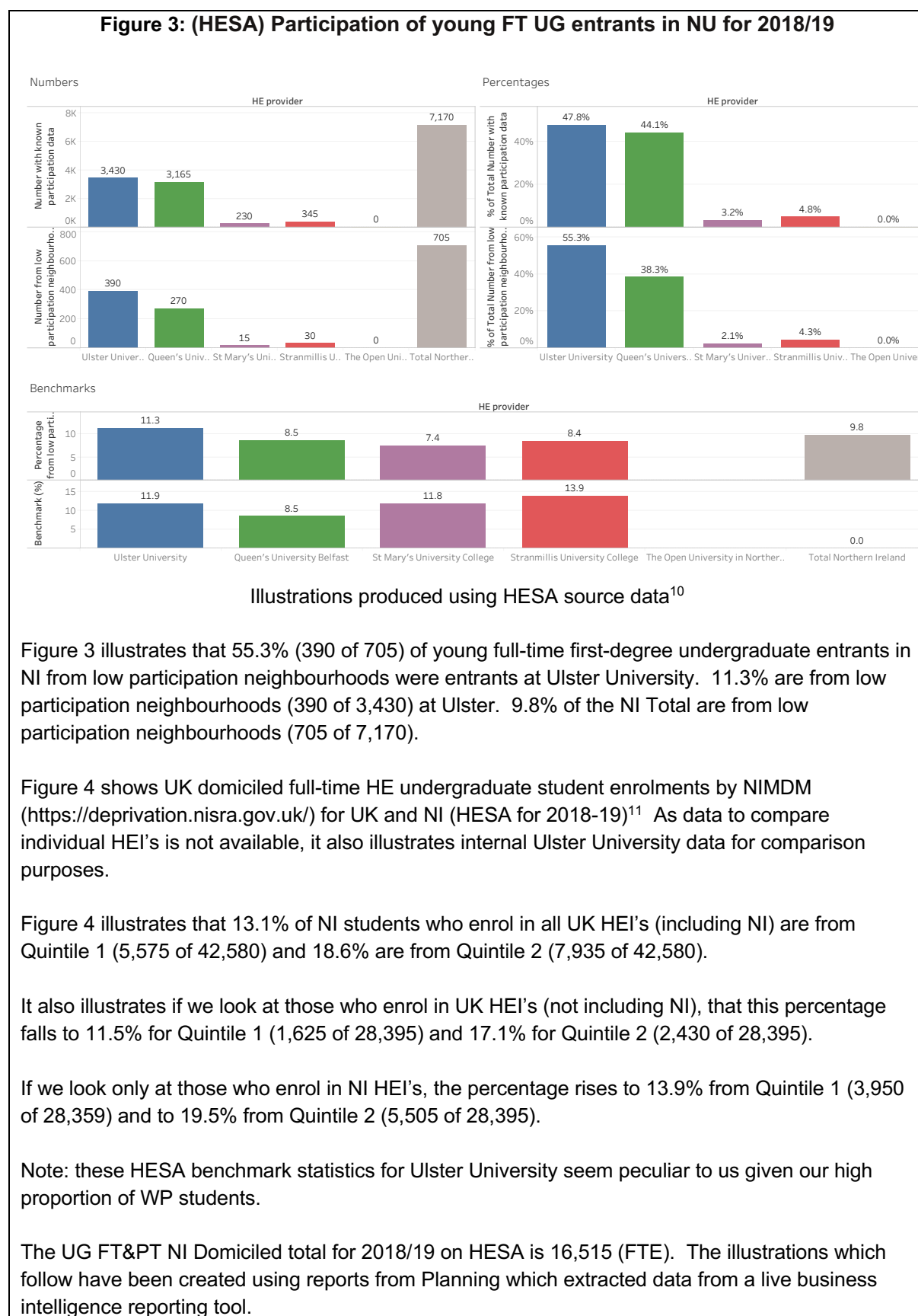
14% of all enrolments for 2018/19 are young full-time undergraduates (3,435 of 24,530). As illustrated by Figure 1 there are 25 fewer enrolments than 2017/18. Overall, Ulster University has the largest number of young full-time entrants in NI equating to 47.9% of the NI total who are young (3,435 of 7,175).

4.3% of all enrolments are mature full-time undergraduates (1,050 of 24,530). As illustrated by Figure 2 there are 50 less enrolments than 2017/18 (1,100). Overall, Ulster University has the largest number of such enrolments in NI equating to 56.8% of the NI total who are (1,050 of 1,850).

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

⁸ <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t1>

⁹ <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t2a>

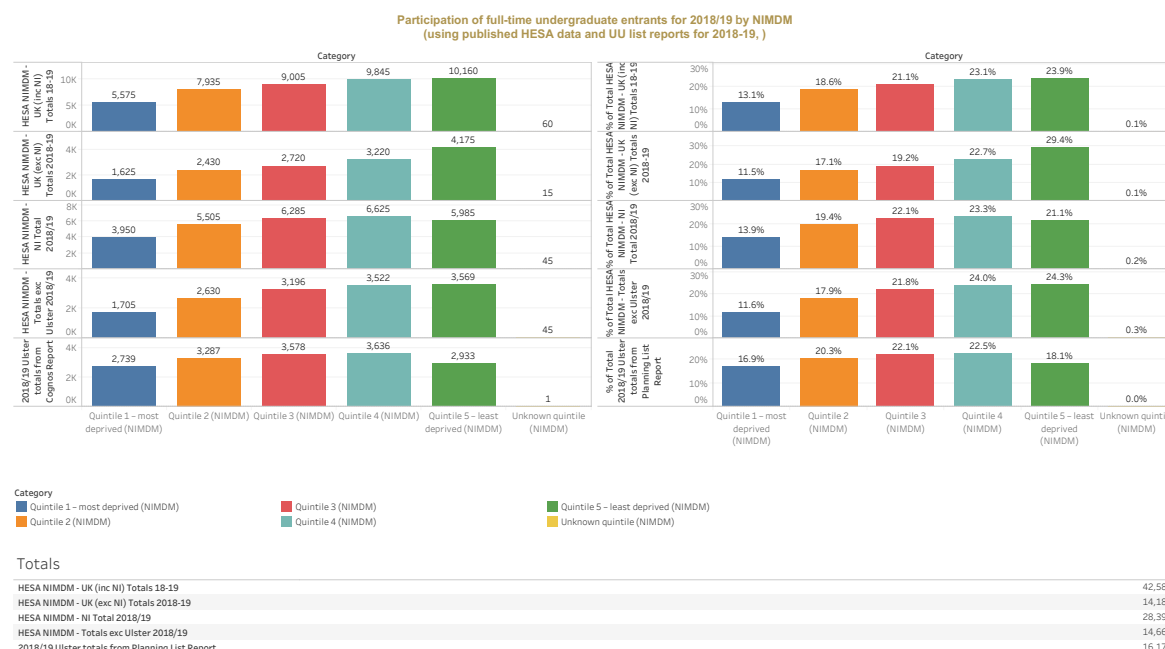


¹⁰ <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/table-t1>

¹¹ <https://www.hesa.ac.uk/data-and-analysis/sb255/figure-5>

The totals are less than the HESA totals as these show the profiles of 2018/19 registered Ulster University students by NIMDM. They analyse the live data and not the data file that was returned earlier to HESA for 2018/19. The total number of FT&PT UG NI Domiciled registered student within the Planning report is 16,174. These numbers for example do not include, leave of absence students.

Figure 4: HESA FT UG student enrolments by NIMDM for 2018/19



Illustrations produced using HESA source data and internal Ulster University data from Planning, December 2020.

It is not possible to look deeper at the Ulster University profile from the published HESA data. Internal Ulster University student data from Cognos by NIMDM for 2018-19 has however also been added to figure 4 which reveals that 16.9% of all known UG FT enrolments are from Quintile 1 (2,739 of 16,174) and 20.3% are from Quintile 2 (3,287 of 16,174). For Quintile 1 this is 4.0 percentage points higher than the UK total (13.1%) and 3.0 percentage points higher than the NI total (13.9%). For Quintile 2 this is 1.7 percentage points higher than the UK total (18.6%) and 0.9 percentage points higher than the NI total (19.4%).

Figure 4 also illustrates how the percentages change if we remove Ulster University figures from the NI Total. With Ulster results removed the percentage of those in Quintile 1 reduces to 11.6% (1,705 of 14,667) and the percentage for Quintile 2 reduces to 17.9% (2,630 of 14,667).

1.2.3 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.

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+. Note: Prior to that the 2010 NIMDM measure was used.

Ulster University data illustrates consistent and sustained success in Widening Participation and Achievement rates for Under-Represented Groups and close to equitable participation in all NIMDM categories. The demographical WAP Ulster University data which follows makes reference to the demographic findings from internal reports from business intelligence and/or student information systems.

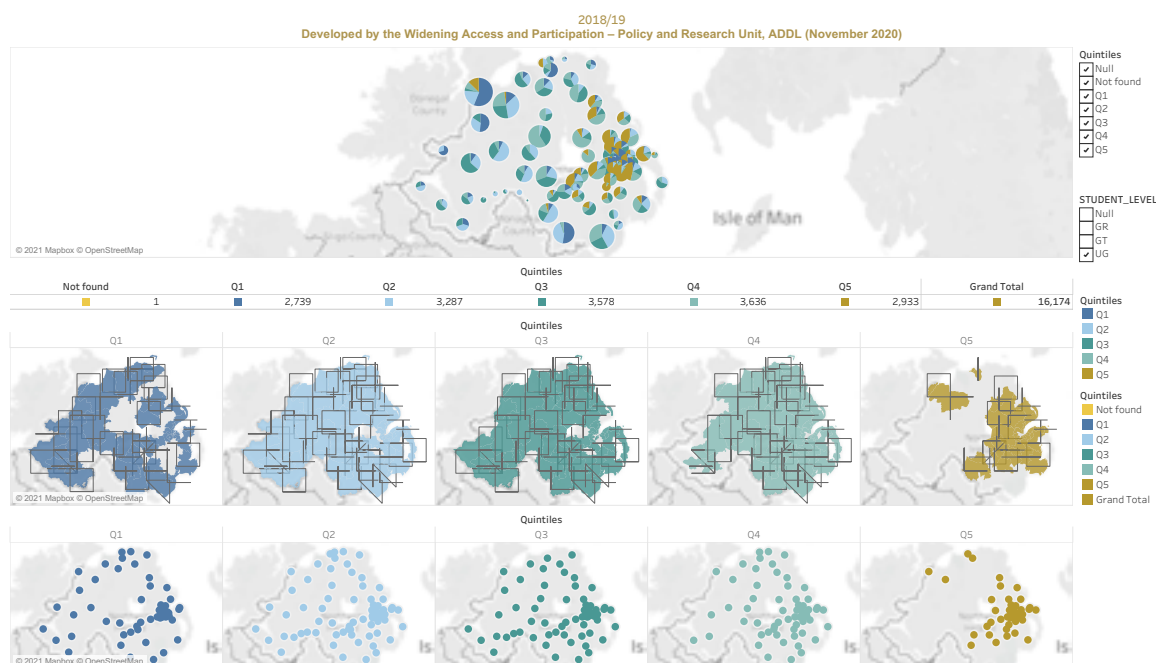
Ulster University WAP data extracted from Planning reports in November 2020 revealed 19,551 (18,611 excluding nulls) of all student enrolments are NI-domiciled.

Of these 19,551:

- 10,839 (55.4%) are female and 8,712 (44.6%) are male.
- 14,788 are full-time, comprising of 13,692 FT undergraduates (92.6%) and 1,096 (7.4%) FT postgraduates.
- 4,763 are part-time, comprising of 2,482 (52.1%) PT undergraduates and 2,281 (47.9%) PT postgraduates

Figure 5 illustrates Ulster University's Student Population by Postcode for 2018-19.

Figure 5: Ulster University Student Population Heat Maps by UG Postcode for 2018-19



Illustrations produced using internal Ulster University source data from Planning, December 2020

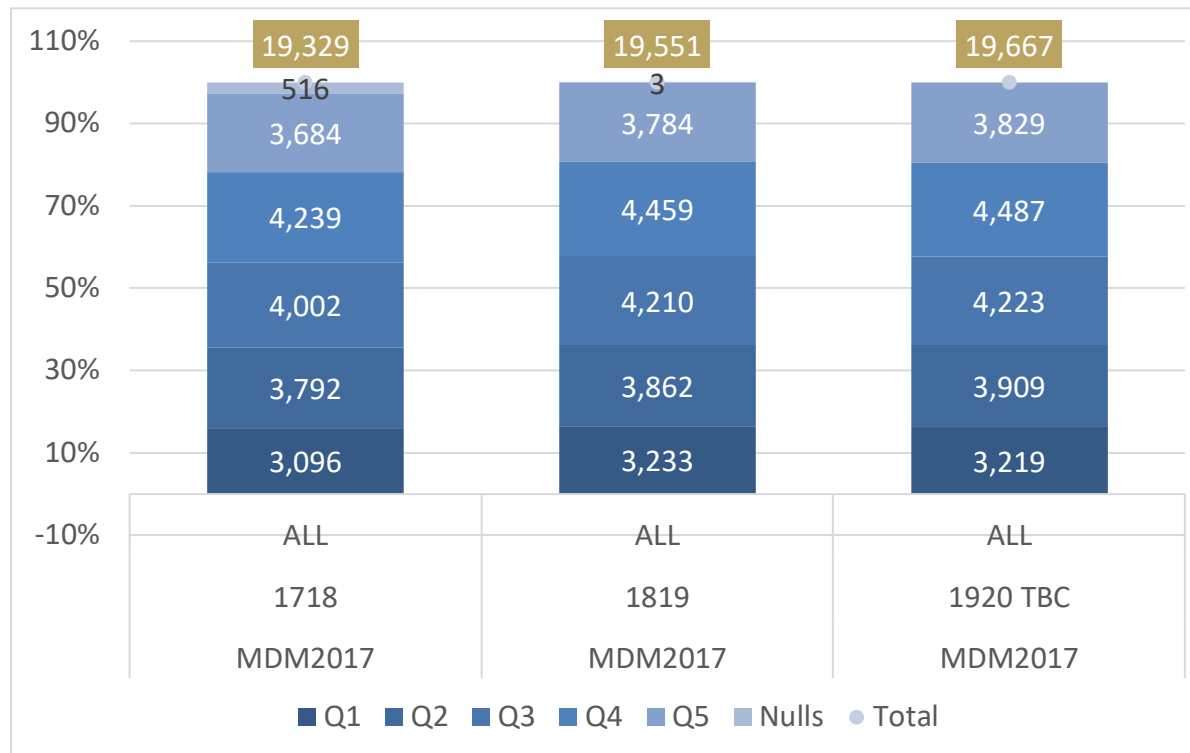
PROFILE SUMMARIES BY QUINTILE

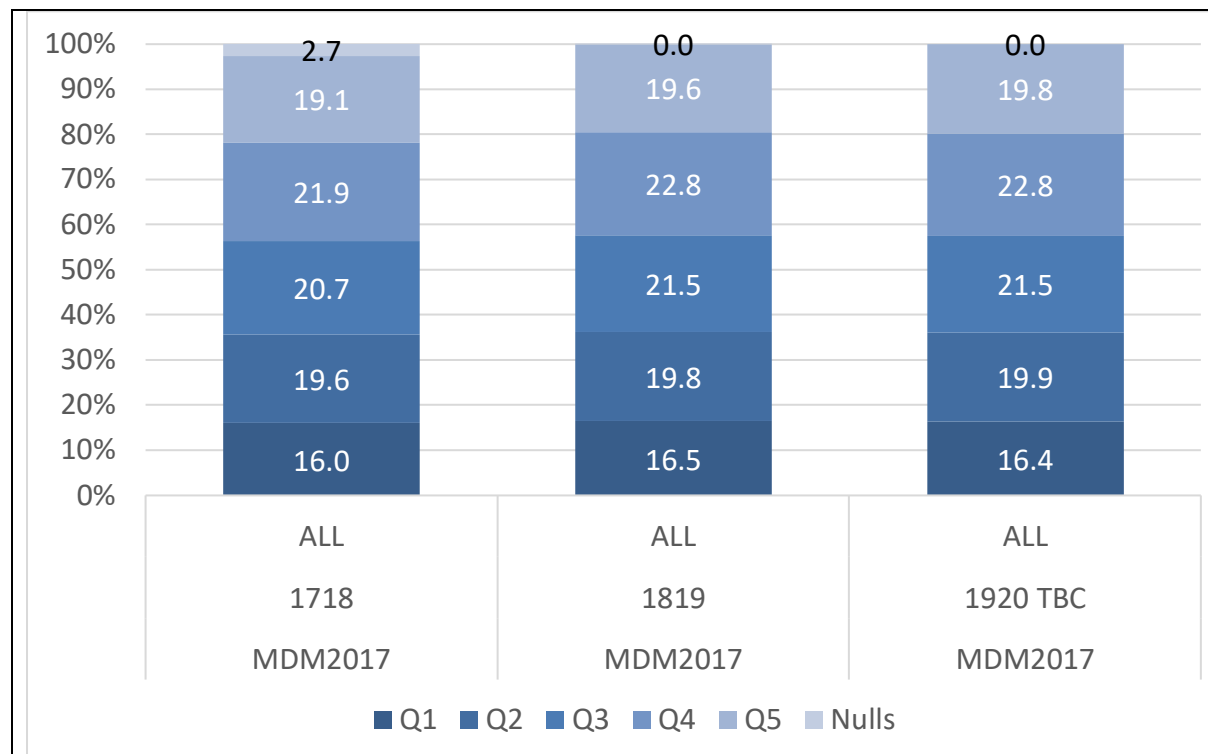
Figures 6 and 7 which follow show a summary of Quintile Profiles for ALL (Figure 6) and UG (Figure 7) NI Domiciled students at Ulster University for academic years 2017-18, 2018-19 and 2019-20 by number and percentage and the total number of enrolments each year.

Ulster University seeks to provide equity. As illustrated by Figure 6, Quintile 1 has the lowest number and percentage. Quintile 1 enrolments for all 2018-19 students currently equates to 3,233 or 16.5% using NIMDM. All other Quintiles are closer to 20%.

Figure 6: Participation Numbers and Percentages by Quintile for 2017/18 to 2019/20 (ALL)

ALL

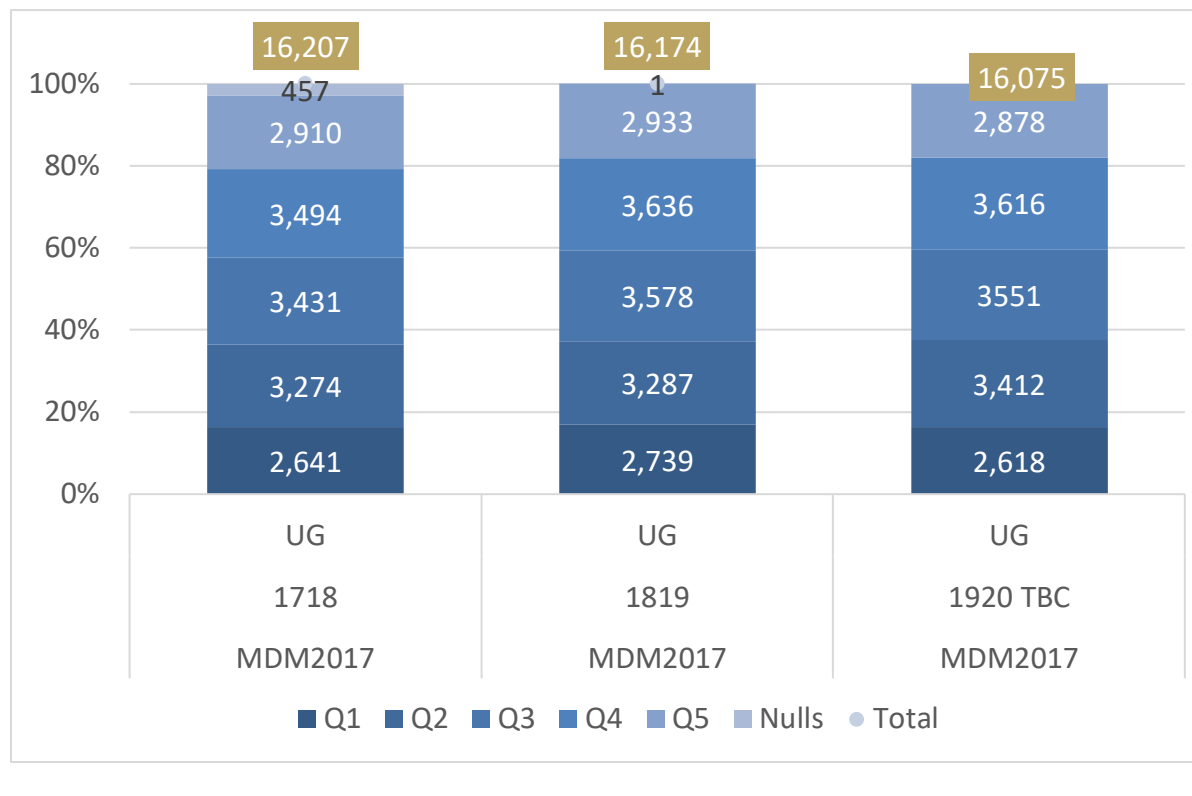


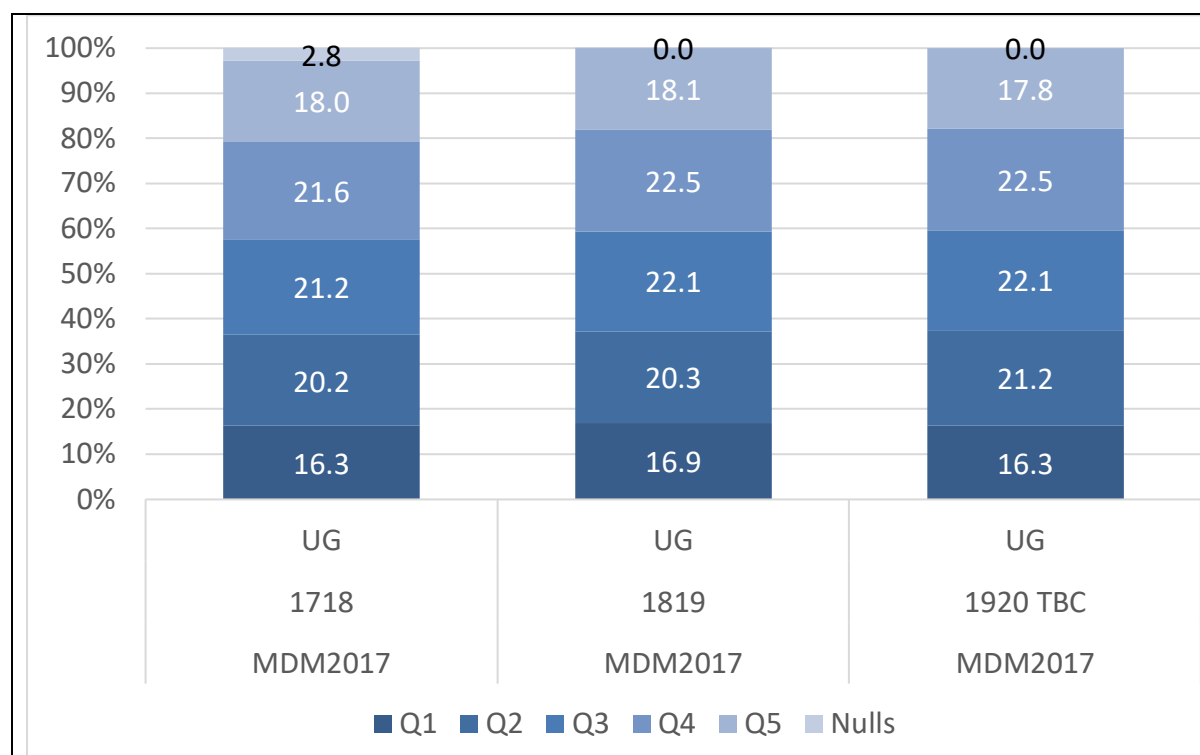


Graphs produced using internal Ulster University data from Planning and Cognos, December 2020

Figure 7: Participation Numbers and Percentages by Quintile for 2017/18 to 2019/20 (UG)

UG





Graphs produced using internal Ulster University data from Planning and Cognos, December 2020

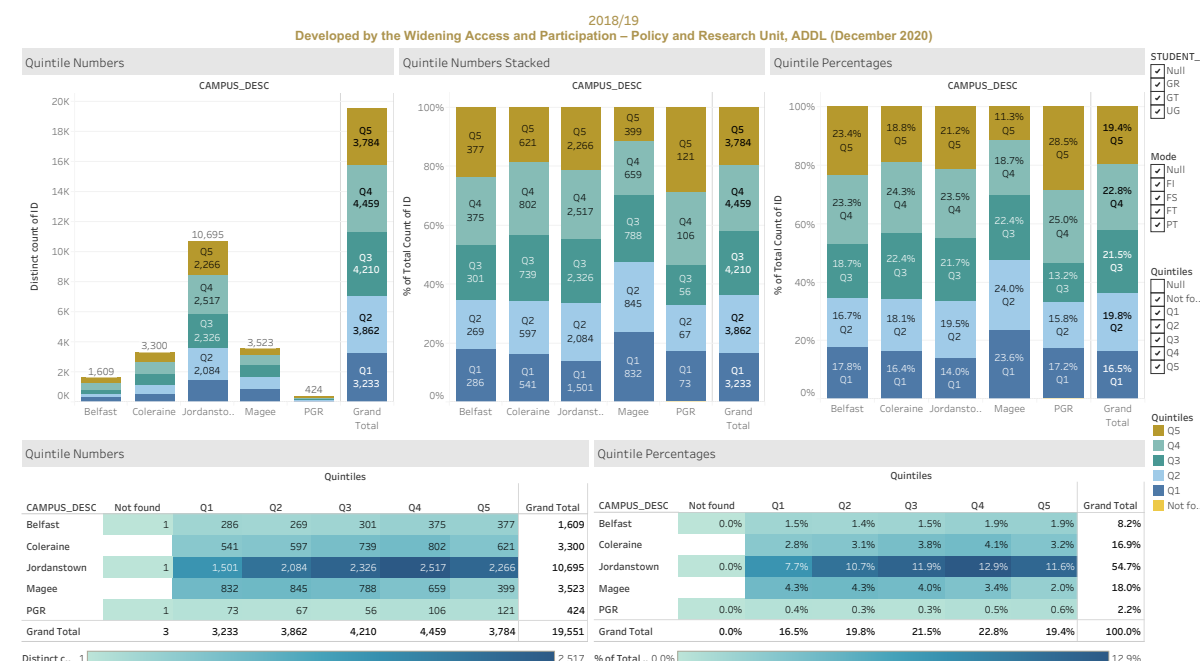
As illustrated by Figure 7 above, Quintile 1 also has the lowest number and percentage for UG 2018-19 students. Quintile 1 currently has 2,739 students which equates to 16.9% using NIMDM¹². Quintile 5 has the next lowest numbers and percentage. There are 2,933 students in Quintile 5 equating to 18.1%. Quintiles 2, 3 and 4 are all over 20%.

CAMPUS PROFILE SUMMARIES BY QUINTILE

Figure 8 which follows shows Campus and Quintile Profiles by Number and Percentages for 2018/19.

¹² NIMDM URL: <https://www.nisra.gov.uk/statistics/deprivation/northern-ireland-multiple-deprivation-measure-2017-nimdm2017>

Figure 8: Campus and Quintile Profiles by Number and Percentages for 2018/19.
N=19,511



Illustrations produced using internal Ulster University source data from Planning, December 2020

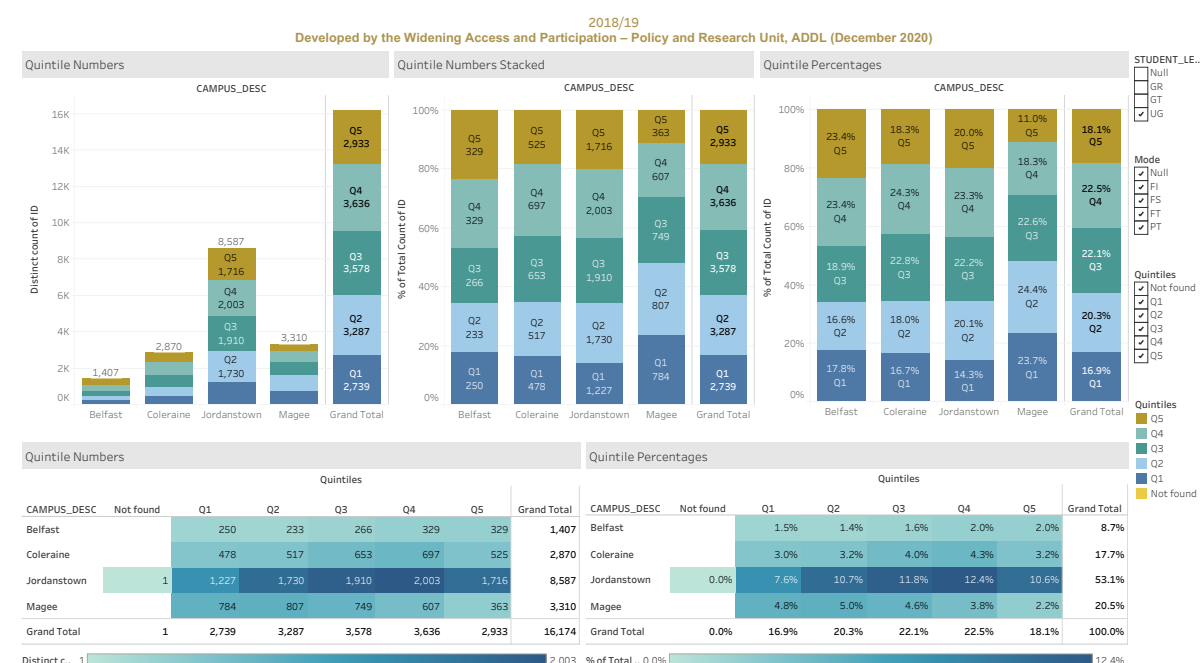
Figure 8 illustrates student numbers and percentages of all by Quintile for each Campus for 2018/19. As illustrated Belfast (1,609)/Jordanstown (10,695) have the largest student population at 12,304 followed by Magee (3,523) and Coleraine (3,300). 424 are enrolled as PGR students with no campus specified.

As illustrated Magee has the largest proportion of enrolments from Quintile 1 (23.6%) which equates to 832 enrolments at Magee and 4.3% of the University total. Magee also has the largest proportion of enrolments from Quintile 2 (24.0%) which equates to 845 enrolments and another 4.3% of the University total.

Jordanstown has the largest number of enrolments (1,501) from Quintile 1 which equates to 14.0% of enrolments at Jordanstown and the largest proportion of the University total, 7.7%. Jordanstown also has the largest number of enrolments (2,084) from Quintile 2 which equates to 19.5% of enrolments at Jordanstown and the largest proportion of the University total, 10.7%. 16.5% overall are from Q1 and 19.8% overall are from Q2.

Figure 9 which follows shows UG Campus and Quintile Profiles by Number and Percentages for 2018/19.

Figure 9: Campus and Quintile UG Profiles by Number and Percentages for 2018/19.
N=16,174



Illustrations produced using internal Ulster University source data from Planning, December 2020

As illustrated, Magee has the largest percentage proportion of UG enrolments from Quintile 1 (23.7%) which equates to 784 enrolments at Magee and 4.8% of the University total. Magee also has the largest percentage proportion of enrolments from Quintile 2 (24.4%) which equates to 807 enrolments and 5.0% of the University total.

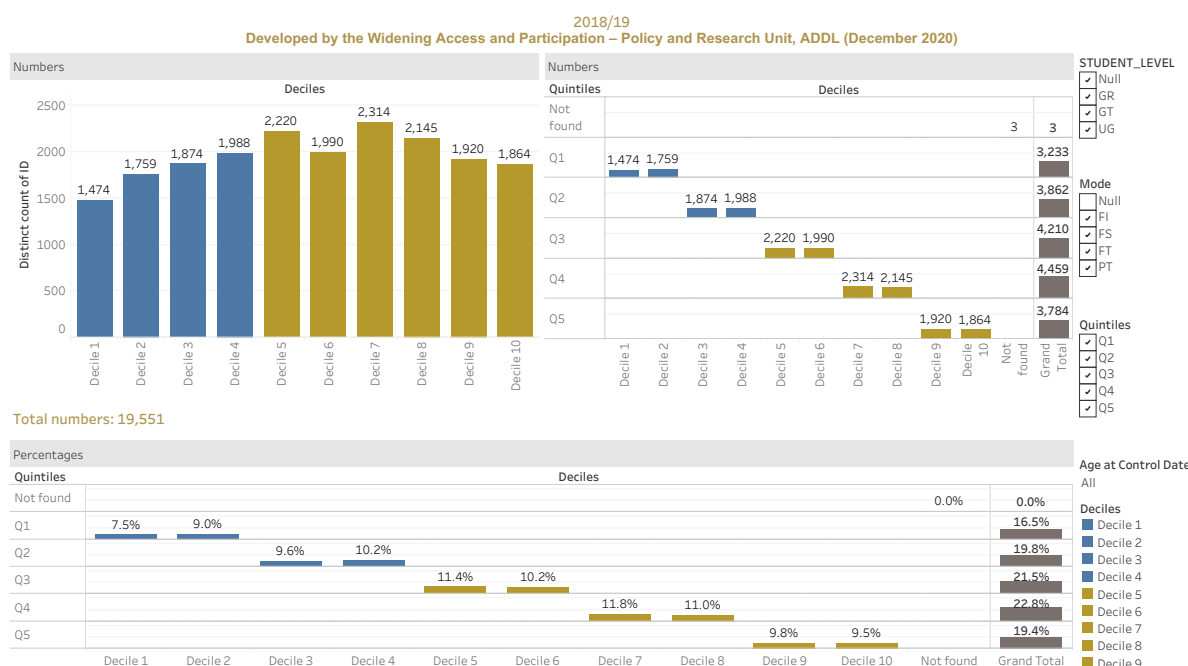
Jordanstown has the largest number of enrolments (1,227) from Quintile 1 which equates to 14.3% of enrolments' at Jordanstown and the largest proportion of the University total, 7.6%.

Jordanstown also has the largest number of enrolments (1,730) from Quintile 2 which equates to 20.1% of enrolments' at Jordanstown and the largest proportion of the University Quintile 2 total, 10.7%.

PROFILE SUMMARIES BY QUINTILE AND DECILE

Figure 10 which follows illustrates quintile and decile profiles at Ulster University for all 2018-19 for all levels and modes using the NI MDM 2017 measure and the proximity to 20% or 10% which is considered equitable for Q1 and Q2 retrospectively.

Figure 10: Quintile and Decile Profile Summaries at Ulster University for ALL 2018-19
N=19,551



Illustrations produced using internal Ulster University source data from Planning, December 2020

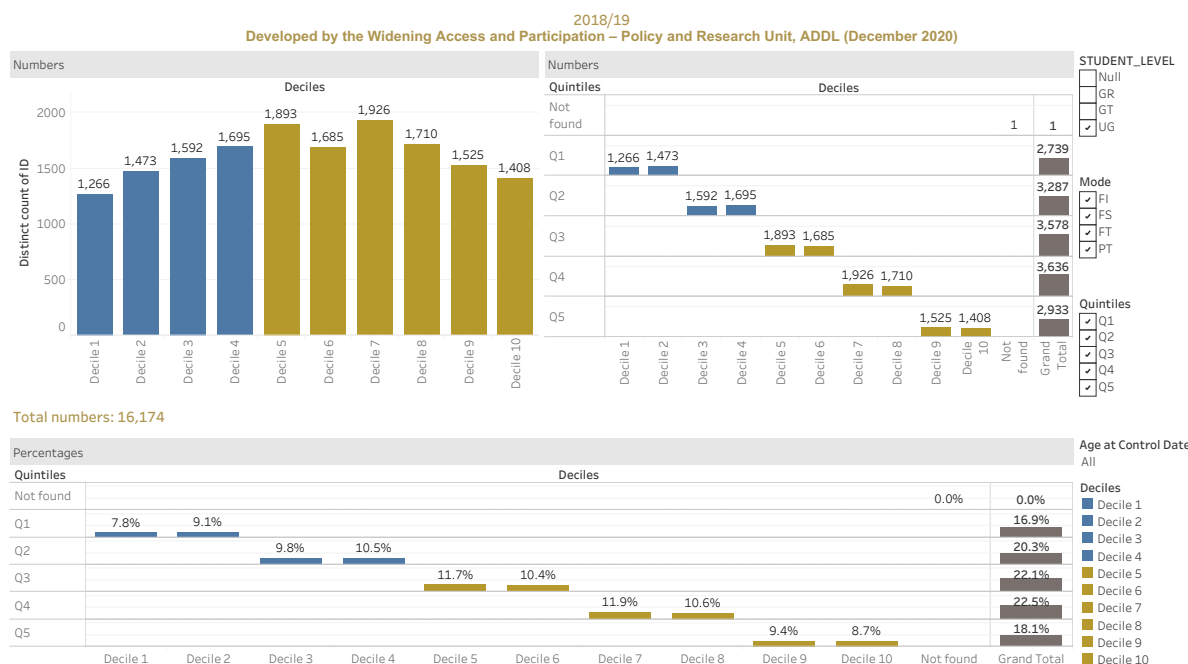
Figure 10 shows that Q1 has 3,233 students (16.5%) which is 3.5% below 20% which is considered equitable. There are now 137 more students in Q1 than there were in 2017/18. Figure 10 also shows Q2 has 3,862 students which equates to 19.8%. Q3 and Q4 are both above 20% and Q5 is 0.6% below.

Looking more closely Decile 1 has the lowest numbers (1,474) equating to 7.5%. Decile 2 has the next lowest numbers (1,759) and percentage (9.0%). Deciles 4, 5, 6, 7 and 8 are above 10% whilst deciles 3, (9.6%), 9 (9.8%) and 10 (9.5%) are close to 10% which is considered equitable for deciles.

Figure 11 which follows illustrates UG Quintile and Decile profiles at Ulster University for 2018-19 using the NI MDM 2017 measure and the proximity to 20% or 10% which is considered equitable for Q1 and Q2 retrospectively.

Figure 11 shows that there are 2,739 UG students (16.9%) in Quintile 1 which is 3.1% below 20% which is considered equitable at Ulster University. It also shows Q2 has 3,287 students which equates to 20.3%. Q3 (22.1%) and Q4 (22.5%) are also both above 20% and Q5 is 18.1% which is 0.9% below 20%. Looking more closely at deciles shows greater sensitivity. Decile 1 has the lowest numbers (1,266) equating to 7.8%. Decile 2 has the next lowest numbers (1,473) and percentage (9.1%). Deciles 3 (9.8%), Decile 9 (9.4%) and 10 (8.7%) are also below 10% which is considered equitable for deciles.

Figure 11: UG Profile Summaries by Quintile and Decile at Ulster University for 2018-19
N=16,174

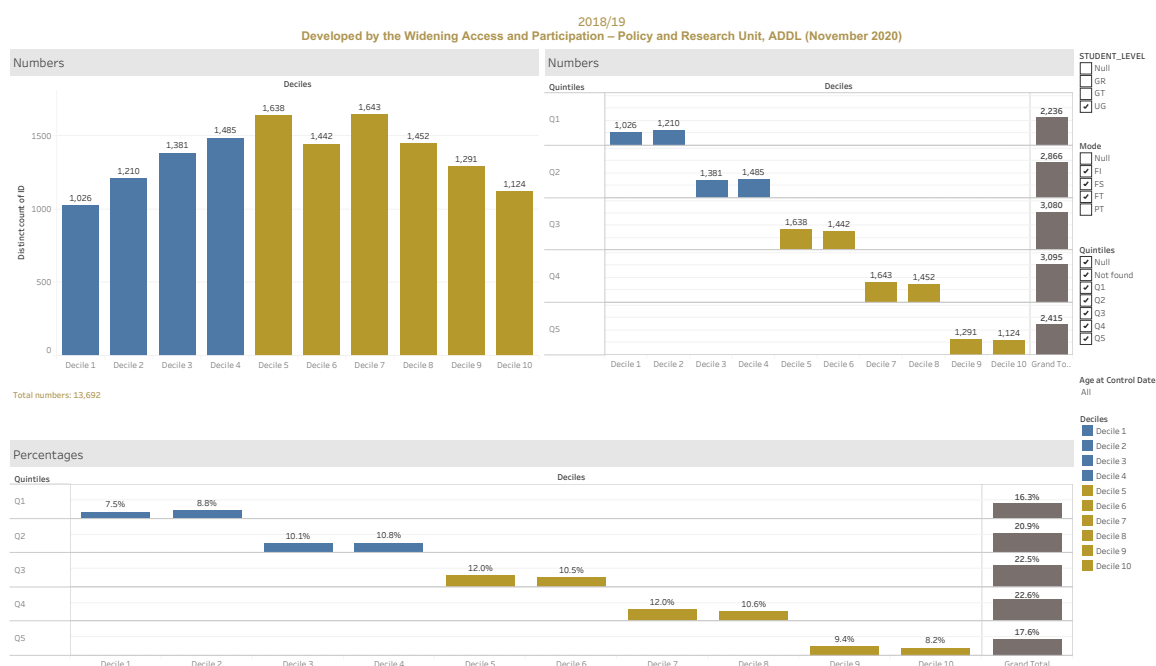


Illustrations produced using internal Ulster University source data from Planning, December 2020

As noted previously HESA data shows 13.9% of UG enrolments in NI HEIs (3,950 of 28,395) are from Quintile 1 and 19.4% are from Quintile 2 (5,505 of 28,395) - see: Figure 4.

Therefore it can be inferred that Ulster's 37.2% enrolments from the most deprived could be 3.9% above the NI average 33.3% (see Figure 4, Q1: 13.9% and Q2: 19.4%).

Figure 12 shows UG FT Profile Summaries by Quintile and Decile at Ulster University for 2018-19. N=13,692

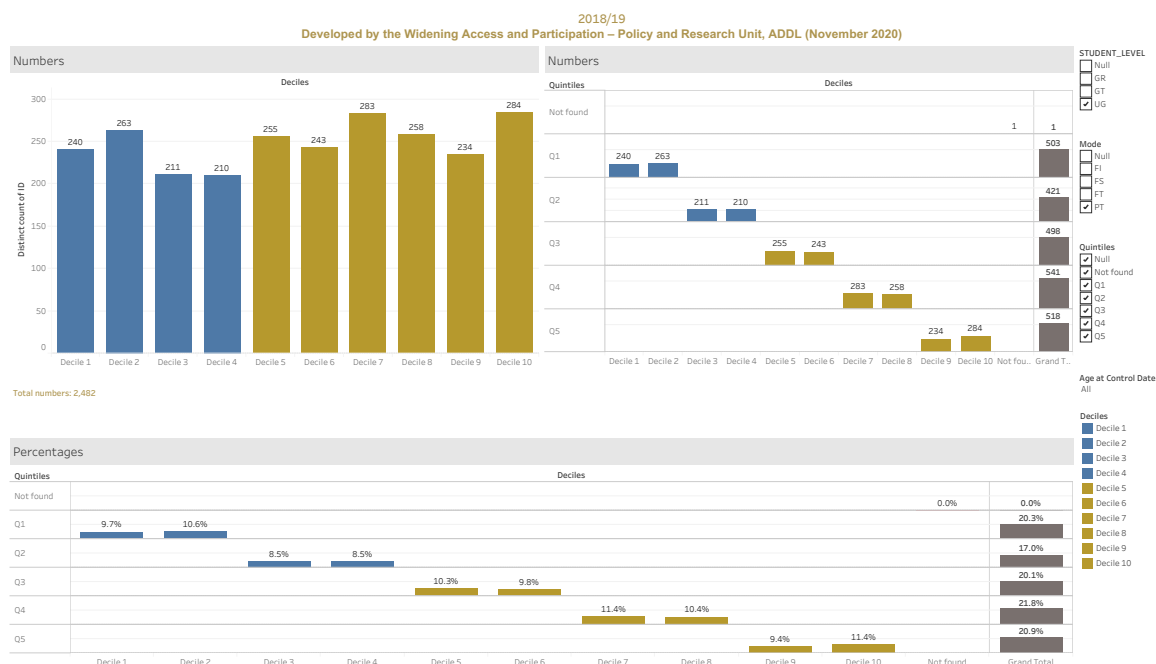


Illustrations produced using internal Ulster University source data from Planning, December 2020

Figure 12 illustrates that 2,236 or 16.3% of Ulster University UG FT students are from Quintile 1 and 2,866 or 20.9% are from Quintile 2.

Figure 13 which follows shows UG PT Profile Summaries by Quintile and Decile at Ulster University for 2018-19.

**Figure 13: UG PT Profile Summaries by Quintile and Decile at Ulster University for 2017-18
N=2,482**



Illustrations produced using internal Ulster University source data from Planning, December 2020

Figure 13 shows that 503 or 20.3% of Ulster University UG PT students are from Quintile 1 and 421 or 17.0% are from Quintile 2. Quintiles 3, 4 and 5 are achieving over 20%. Looking more closely at deciles reveals that Deciles 1, 3, 4 and 6 and 9 are below 10%.

1.2.4 PARTICIPATION BY UNDER-REPRESENTED GROUPS - 2017/18 WP PROFILES IN RELATION TO WP OBJECTIVES

For the academic year 2018/19 the following targets were agreed.

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

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

MDM QUINTILE 1

The MDM Quintile 1 target for 2018/19 which was set in 2017 was 3,241 (This was approved by DfE in 2017)¹³.

**Note: numbers can change by small quantities depending on the date the data was interrogated.*

As indicated in part 3.10(i), the most recent reports from Planning in December 2020 reveal that 2,739 or 16.9% of 16,174 UG students were from Quintile 1. Figure 11 above illustrates this also. 16.3% or 2,236 of these are UG FT (see Figure 12 above) and 20.3% or 503 are UG PT (see Figure 13 above). 16.5% or 3,233 of all enrolments are from Q1 (see Figure 10 above).

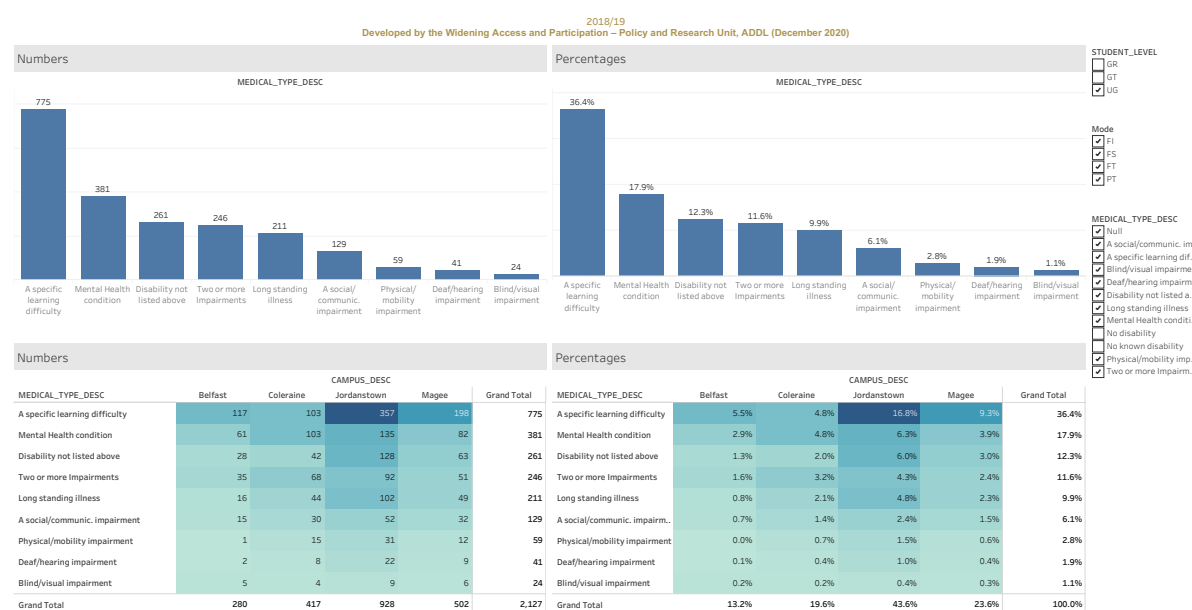
2,599 is 642 lower than the 3,241 target. This target was set in 2017 based on an average of 4 years, 2012-2016. At that time the NIMDM 2017 was not yet in use. In 2017-18 there were 2,717 Q1 enrolments. There are 118 less Quintile 1 students in 2018/19 than there was in 2017/18.

STUDENTS WHO DECLARE A DISABILITY

The self-declared disability target for 2018/19 which was set in 2017 was 1,640 (This was approved by DfE in 2017)¹⁴.

As indicated in part 3.10(ii), the most recent reports from Planning in December 2020 reveal that 2,127 or 13.2 % of 16,174 were from Quintile 1. These are illustrated as follows.

Figure 14: UG FT and PT UG Students who self-declared a disability Profile at Ulster University for 2018-19
N=2,127



Illustrations produced using internal Ulster University source data from Planning, December 2020

Figure 14 illustrates that according to reports from Planning¹⁵ 2,127 FT and PT UG students self-declared a disability during 2018/19.

¹³ <https://www.ulster.ac.uk/about/widening-access/plans/201819>

¹⁴ <https://www.ulster.ac.uk/about/widening-access/plans/201819>

¹⁵ May 2020

This is 277 more than the number who self-declared a disability during 2017/18 (1,850) and 759 more than the target (1,640). 2,127 of 16,174 equates to 13.2% of the FT and PT UG student total.

Figure 15: 201819 Degree Outcomes for UG Declared Disability Profile Numbers for 2018-19
N=516



Illustrations produced using internal Ulster University source data from Planning, November 2020

Figure 15 shows degree outcome profiles for students who have declared a disability. This illustrates that overall 129 students or 25% achieved a first class honours degree and that 98.3% overall achieve a first or second class honours classification.

STUDENTS IN RECEIPT OF DSA

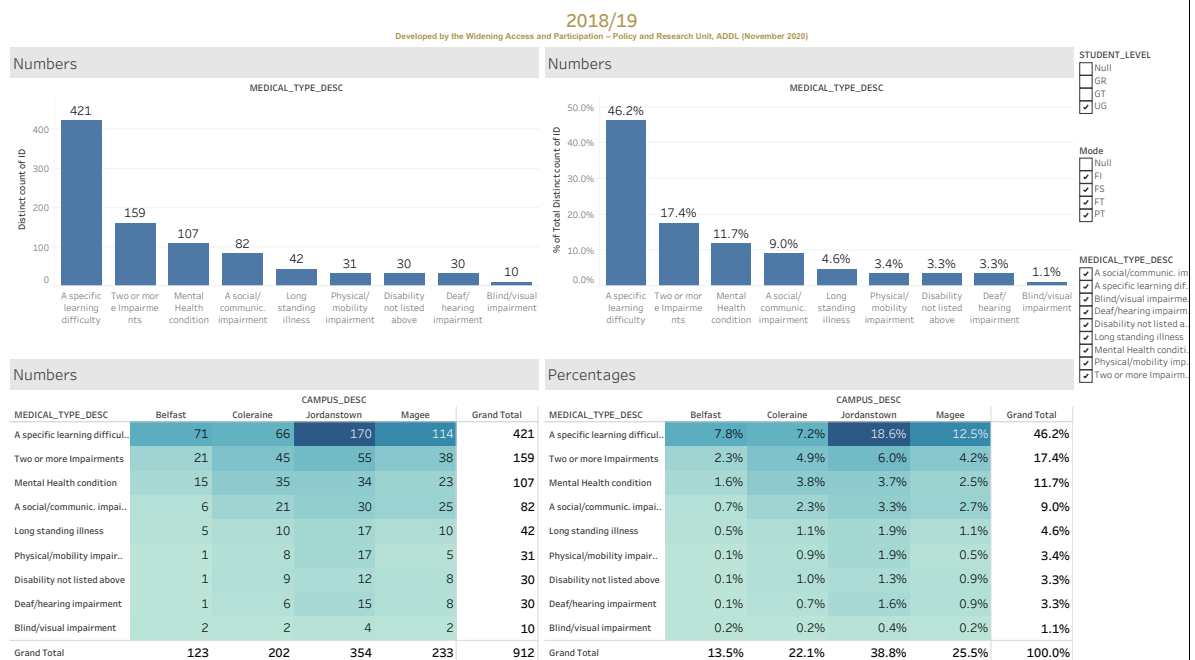
The students in receipt of DSA target for 2018/19 which was set in 2017 was 763 (This was approved by DfE in 2017)¹⁶.

As indicated in part 3.10(iii), the most recent reports from Planning in November 2020 reveal that 912 FT&PT UG students were in receipt of DSA during 2018/19. This is 101 more than the number who self-declared a disability during 2017/18 (811) and 149 more than the target (763). 912 of 16,174 equates to 5.6% of the FT and PT UG student total.

Figure 16 shows the DSA profiles by declared disability type. 46.2% of students who receive DSA have declared a specific learning difficulty.

¹⁶ <https://www.ulster.ac.uk/about/widening-access/plans/201819>

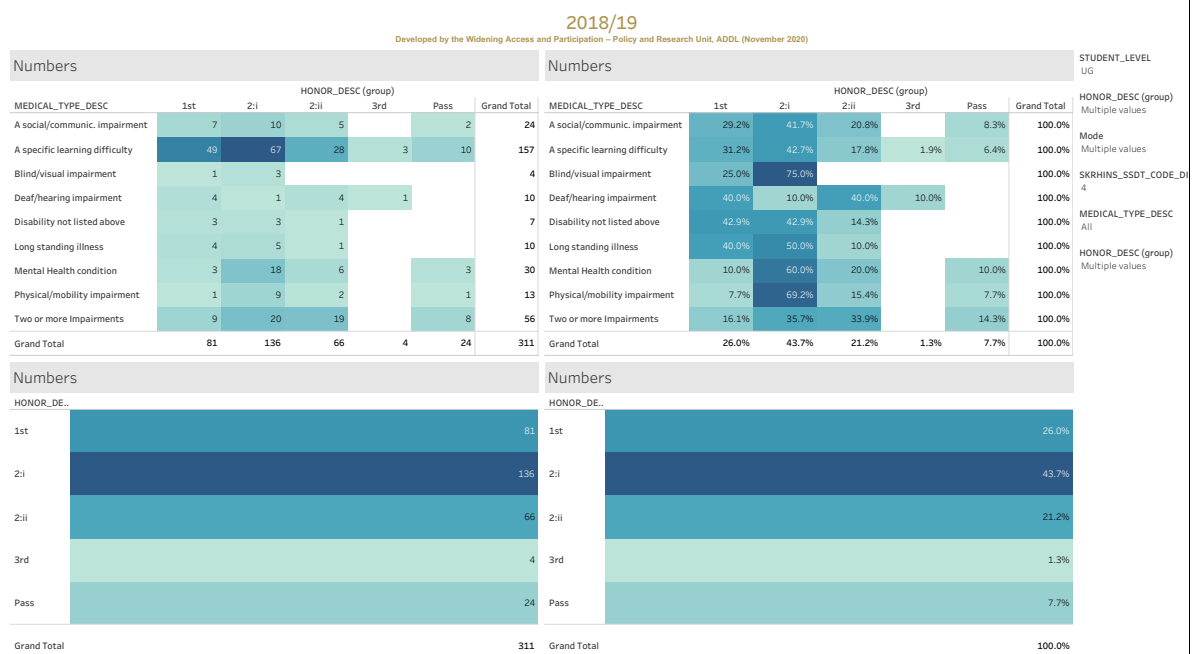
Figure 16: UG DSA Numbers by Medi-code and Campus for 2018-19
N=912



Illustrations produced using internal Ulster University source data from Planning, November 2020

Figure 17 illustrates the degree outcomes for students receiving DSA.

Figure 17: 2018-19 Degree Outcomes for UG DSA Numbers for 2018-19
N=311



Illustrations produced using internal Ulster University source data from Planning, November 2020

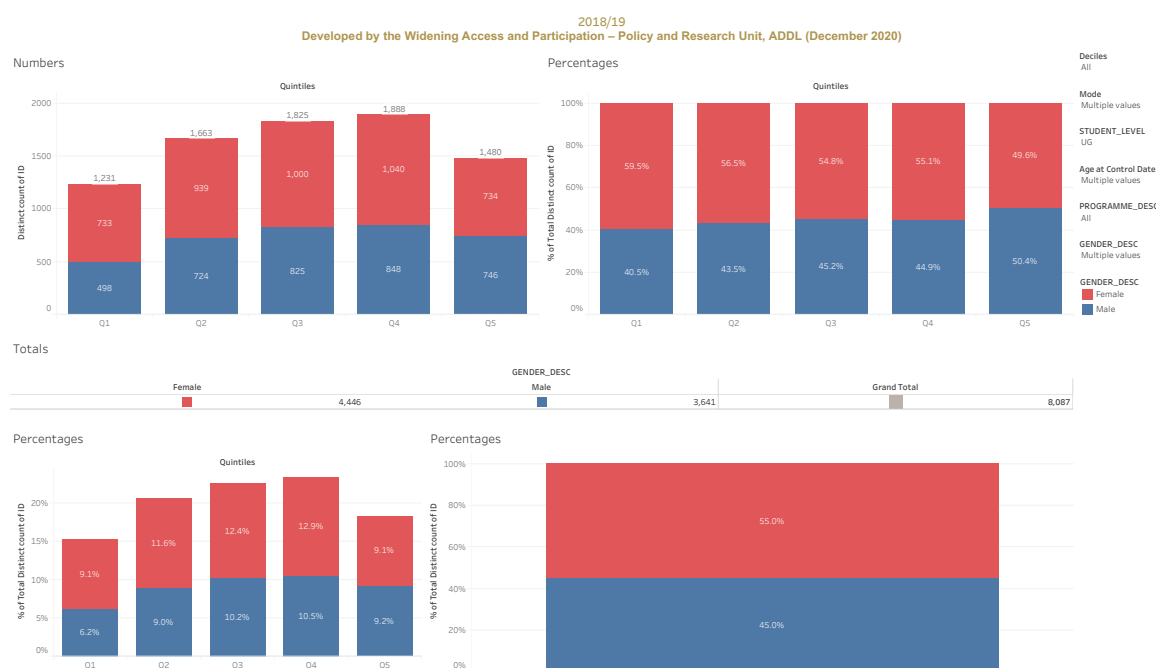
This illustrates that overall 81 students or 26.0% achieved a first class honours degree and that 98.6% overall achieve a first or second class honours classification.

YOUNG MALE PARTICIPATION RATES BY QUINTILE

As indicated in part 3.10(iv), the most recent reports from Planning in December 2020 reveal there were 498 young males from Quintile 1 during 2018/19. This is 3 more than the number for 2017/18 (495) and 128 less than the target (626). However, this target was set in 2017 based on an average of 4 years, 2012-2016). At that time the NIMDM 2017 was not yet in use. In 2017-18 there were 495 such enrolments. This equates to 3.1% of the UG population 16,174.

Figure 18 shows UG young profiles by Quintile and Gender. DfE define UG students as young when aged 20 and under on 31/8/2018.

Figure 18: UG Young Profile Views by Quintile and Gender for 2018/19
N=8,087



Illustrations produced using internal Ulster University Planning data, December 2020

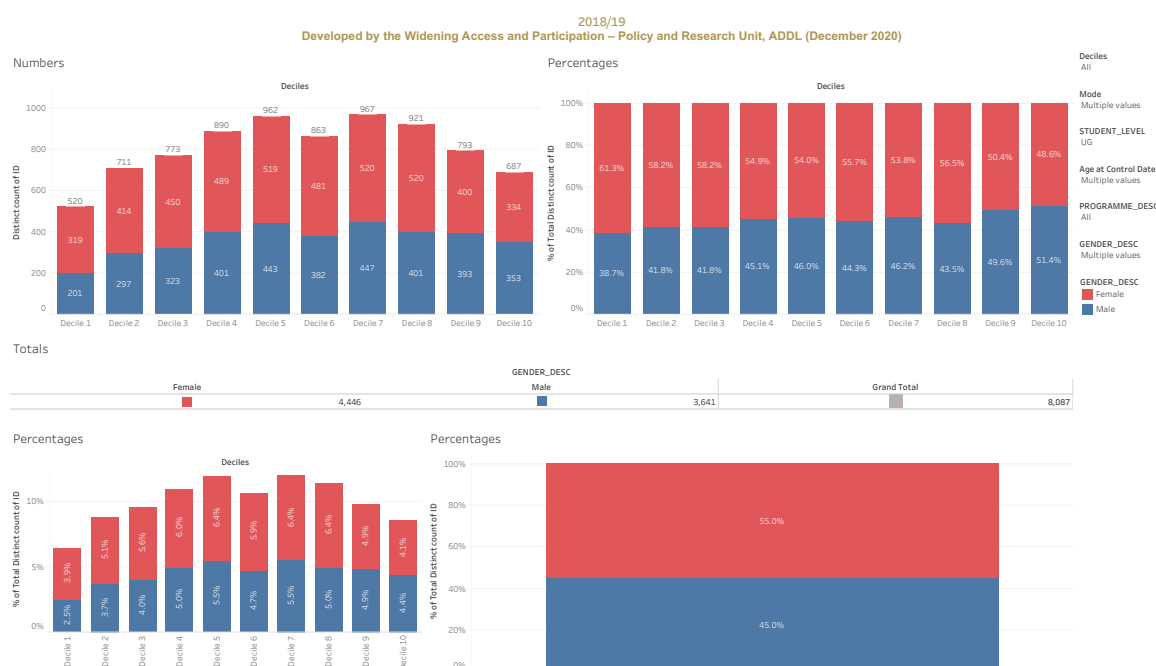
Figure 18, illustrates the smallest number and percentage, 498 or 6.2% of young males are UG from Quintile 1. Of these (not illustrated), 430 or 5.8% are UG FT from Quintile 1 and a small number, 68 or 9.7% are UG PT from Quintile 1. 47 UG PT young males, or 6.7%, are from Quintile 2.

Under-participation by males is a long-standing issue for HE generally with redress by HE alone often precluded due to educational attainment at post-primary level.

YOUNG MALE PARTICIPATION RATES BY DECILE

Figure 19 shows decile profiles for young males.

Figure 19: UG Young Males By Decile 2018/19
N=3,641



Illustrations produced using internal Ulster University Planning data, December 2020

Looking at decile profiles for young males reveals 201 or 2.5% of young male UG entrants are from Decile 1. Of these (not illustrated), 186 or 2.5% are young FT UG. A small number 15 or 2.1% are PT UG.

Student Bursaries

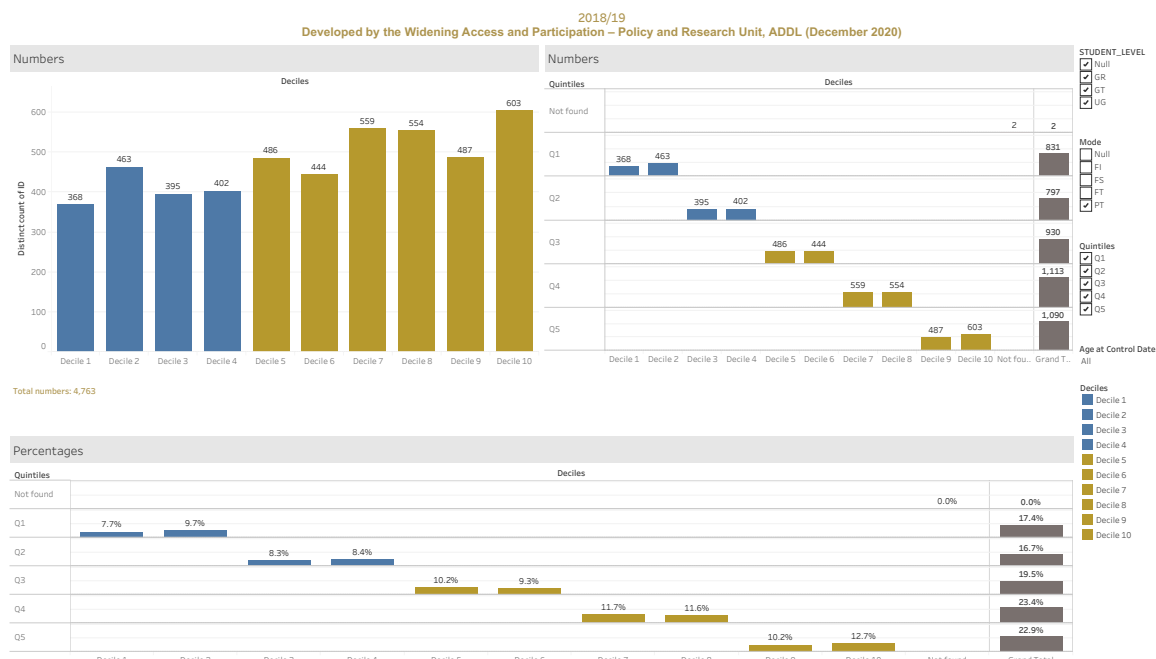
During 2018/19, 3,722 students with household income up to £19,203 received an access bursary. 3,722 of 16,174 equates to 23.0% of the UG population. 977 of these were first years. 70 received accommodation vouchers and 57 received a care leaver bursary.

PART-TIME LEARNERS

Part-time provision is key to participation by work-based adult learners. As indicated previously, HESA data shows a significant proportion, 31.4% of all enrolments at Ulster are part-time (7,700 of 24,530). 14.3% (or 3,505 of 24,530) of these are undergraduate part-time enrolments. Overall Ulster University has the largest number of part-time enrolments in NI equating to 43.2% of the NI total (7,700 of 17,820)¹⁷.

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

Figure 20: PT Learner Profiles for all Ulster University Enrolments with known NIMDM Profiles. N=4,763.



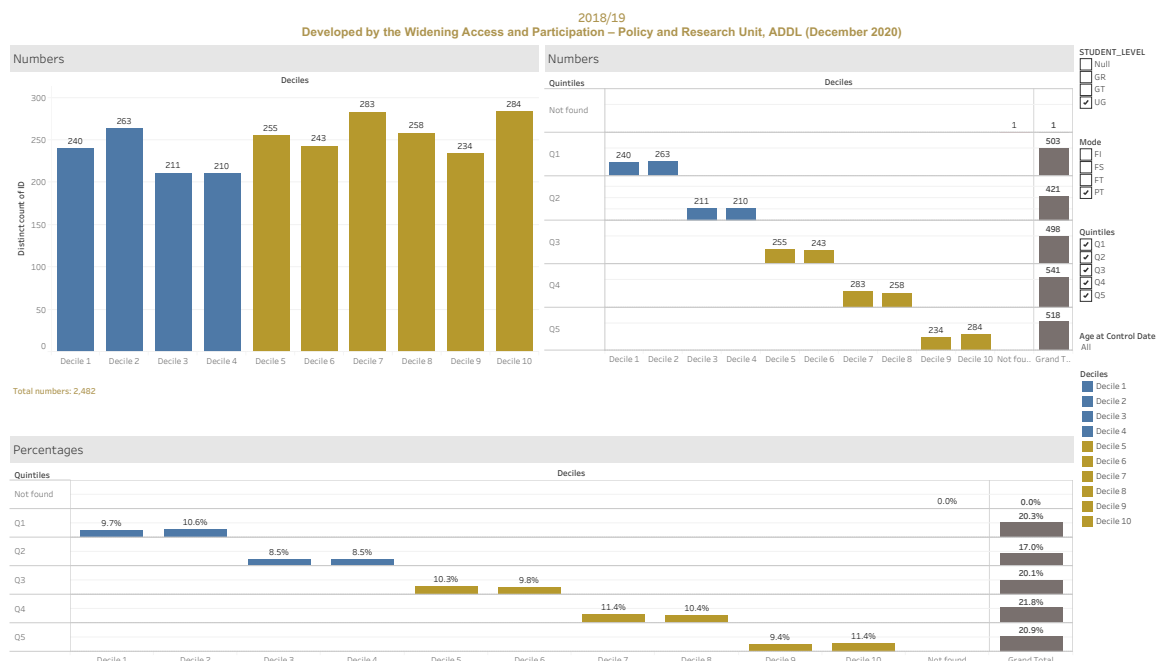
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Illustrations produced using internal Ulster University Planning data, December 2020

Figure 20 shows quintile and deciles are more polarised for PT learners than FT learners. Quintiles 1 to 2 are below 20%. Quintile 3 is close at 19.5%. Quintile 1 has 831 students which equates to 17.4%. It also shows Quintile 2 has 797 students which equates to 16.7%. Quintile 3 has 930 or 19.5%. Quintile 4 and Quintile 5 are both well above 20%. Deciles 1, 2, 3, 4 and 6 are all below 10% which is considered equitable for deciles.

Figure 21 shows PT UG learners only.

Figure 21: PT UG Learner Profiles for all Ulster University Enrolments with known NIMDM Profiles. N= 2,482.



Illustrations produced using internal Ulster University Planning data, December 2020

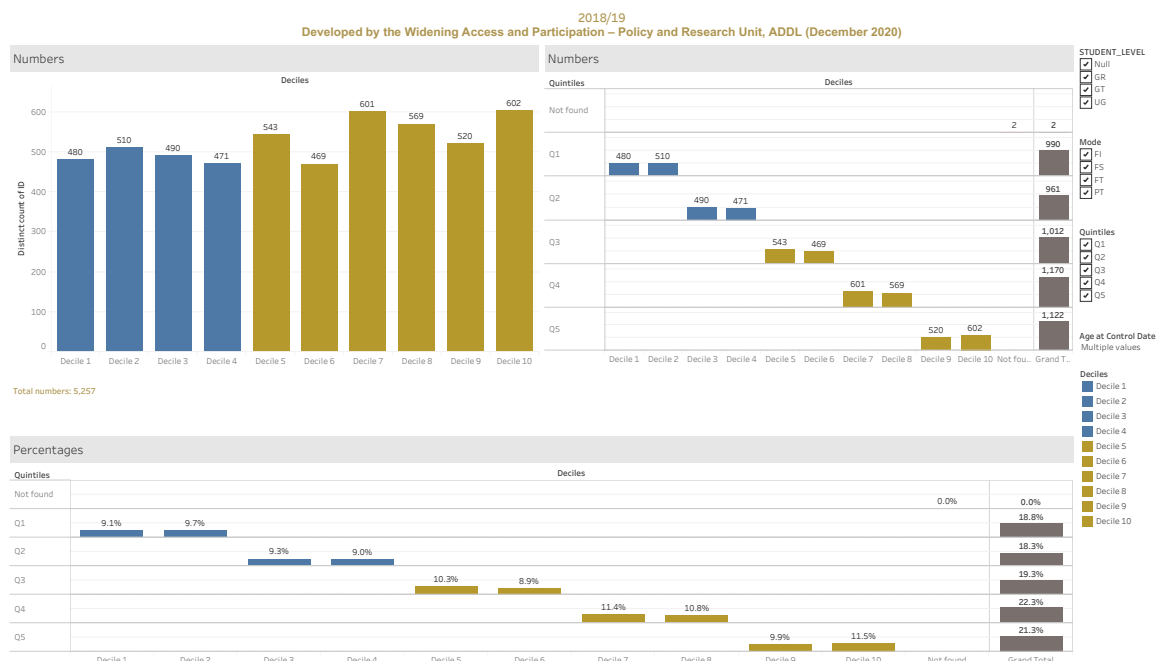
20.3% of part-time learners on UG programmes are from Quintile 1. There are 503 of such learners for 2018/19. Quintiles 2 below 20%. Whereas Quintile 3 is close to 20% and Quintiles 4 and 5 are above.

ADULT LEARNERS

The target for 2018/19 was to increase participation of UG Adult Learners. HESA class UG learners as mature when they are aged over 21. However the current DfE adult learners target for WP focuses on undergraduates 25 and over, and so differs from HESA's definition.

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

Figure 22 All Adult Learner Profiles on UG Programmes at Ulster University.
N=5,257



Illustrations produced using internal Ulster University Planning data, December 2020

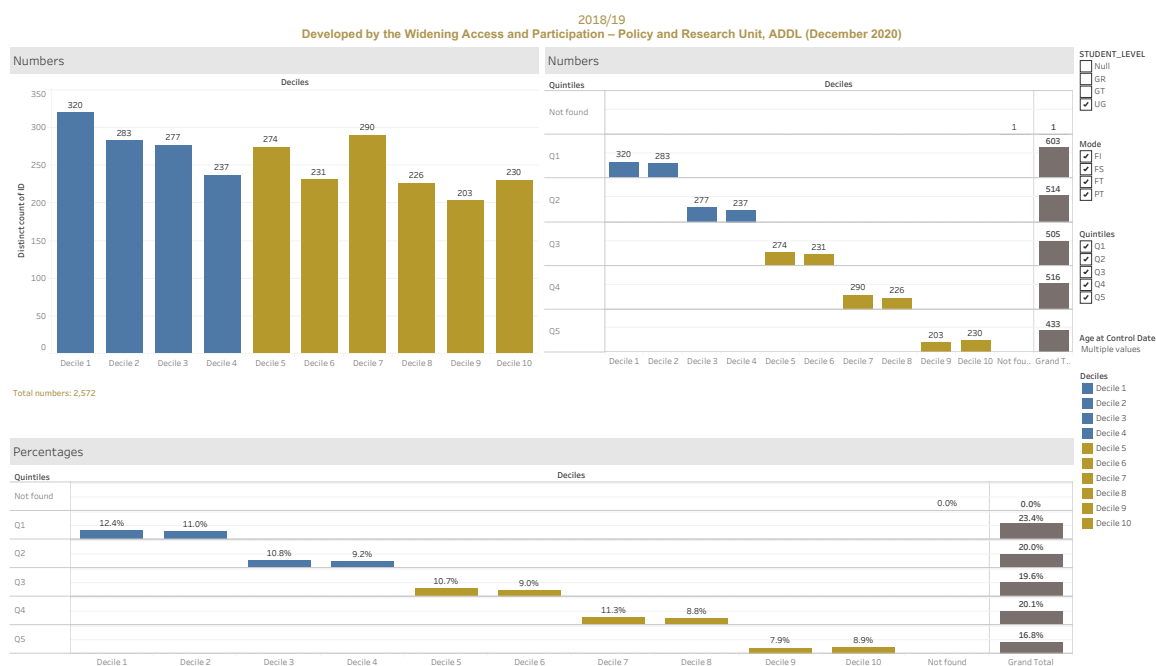
Quintiles 1, 2 and 3 are below 20%. Quintile 4 and 5 are 22.3% and 21.3% respectively.

UG ADULT LEARNER PROFILES (FT & PT)

As indicated in part 3.10(v), the most recent reports from Planning in December 2020 reveal there were 2,572 FT&PT UG adult enrolments (25 and over). This equates to 15.9% of the UG population (16,174). 2,572 is 928 lower than the 3,500 target. However, this target was set in 2017 based on an average of 4 years, 2012-2016. At that time the NIMDM 2017 was not yet in use. In 2017-18 there were 2,655 such enrolments. Therefore this could alternatively be viewed as 93 less than in 2017/18.

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

Figure 23: FT & PT UG Adult Learner Profiles on UG Programmes at Ulster University.
N=2,572.
 (Adults are Over 25 for UG Programmes)



Illustrations produced using internal Ulster University Planning data, December 2020

Figure 23 shows that Quintile 1 for UG Adults has a high proportion of students from most disadvantaged group: 603 students which equates to 23.4%. It also shows that Quintile 5 has the least students, 433 which equates to 16.8%. Quintiles 2 and 3 are close to 20%. Quintile 4 is below 19.6%.

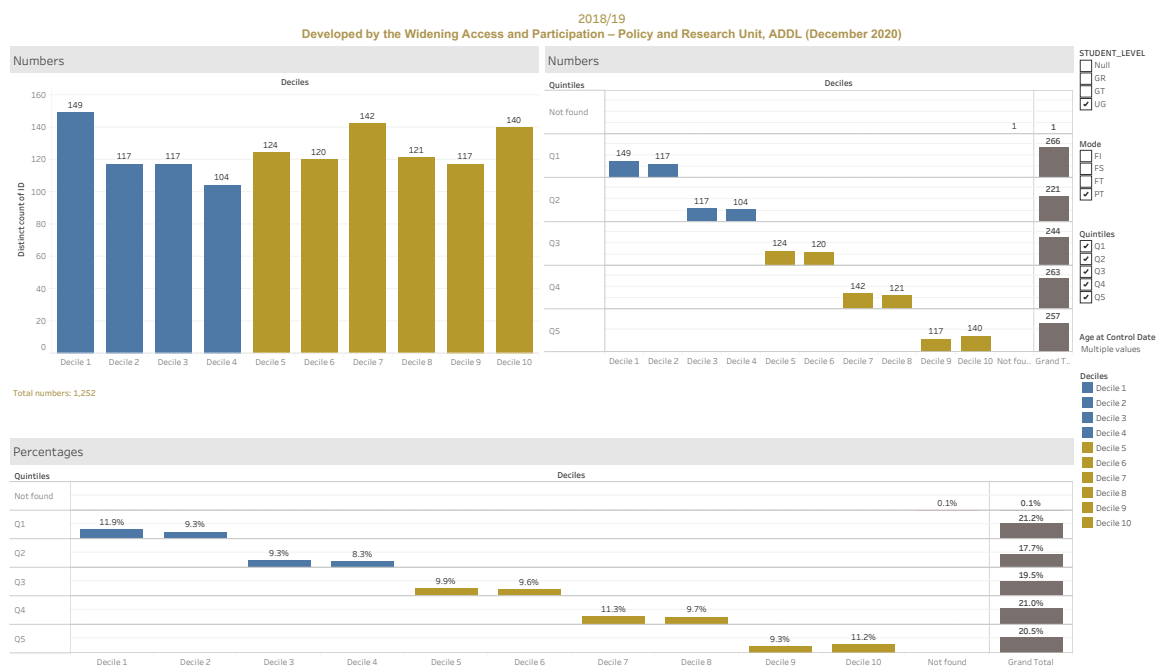
Figure 24: FT Adult Learner Profiles on UG Programmes at Ulster University. N=1,320.
 (Adults are Over 25 for UG Programmes)



Illustrations produced using internal Ulster University Planning data, December 2020

Figure 24 shows that a large proportion of students are from quintile 1, that is, 337 students which equates to 25.5%. It also shows that quintile 2 has 293 students which equates to 22.2%. Quintile 3, 4 and 5 are both below 20%. Deciles 6, 8, 9 and 10 are less likely to complete FT UG study and are each below 10%.

Figure 25: PT Adult Learner Profiles on UG Programmes at Ulster University. N=1,252.
(Adults are Over 25 for UG Programmes)



Illustrations produced using internal Ulster University Planning data, December 2020

Figure 25 shows that Quintiles 1, 3 & 4 have high proportions of adult PT UG students which equates to 266 or 21.5% for Q1 and 257 or 20.5% for Q5. It also shows quintiles 2 (17.7%) and 3 are (19.5%) below 20%. Quintile 2 has the least, 266 or 17.7%. Deciles 2, 3, 4, 5, 6, 8 & 9 are all below 10%.

Fee support for adult learners and widening access cohorts is essential to the sustainability of underrepresented groups accessing higher education. In 2018/19 support for learners through the Flexible Pathways Award for modular access at undergraduate level 4 is as follows:

- 193 adult learners enrolled on CPPD modules and were eligible for access funding
- Funding was allocated to ensure access to resources including learning materials, digital recorders for assessment, core texts and graduation fee.

During 2018/19 Ulster University provided accredited learning opportunities for 643 from community, NEETS 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

4,691 students were enrolled within local area-based college partners on Ulster University access provision including foundation degrees and access diplomas during 2017/18.

In total 843 students progressed from collaborative and validated provision within FE into Ulster University in 2018/19.

Of these 843 students, 176 students progressed from Access diplomas in 2018-19.

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

Figure 26: Progression from Access Diploma Enrolments in 2018/19

Progression from 2016-17 & 2017-18 FE Programmes to Ulster University Programmes During 2018-19

Developed by the Widening Access and Participation – Policy and Research Unit, Academic Business Development (August 2020)

Numbers		%		Previous Prog Desc (grou..	
FE code and prog		FE code and prog		Access	Enrol Stat
5240: AccDip Combined Studies DER FT	■	18 5240: AccDip Combined Studies DER FT	■	10.2%	All
2323: CerTHE Com Soc Beha Sci MIL PT	■	15 2323: CerTHE Com Soc Beha Sci MIL PT	■	8.5%	
4542: AccDip Science DER FT	■	14 4542: AccDip Science DER FT	■	8.0%	
6835: AccDip Combined Studies LIM PT	■	13 6835: AccDip Combined Studies LIM PT	■	7.4%	
6846: AccDip Social Sciences COL PT	■	12 6846: AccDip Social Sciences COL PT	■	6.8%	
5241: AccDip Combined Studies DER PT	■	10 5241: AccDip Combined Studies DER PT	■	5.7%	
6845: AccDip Social Sciences COL FT	■	10 6845: AccDip Social Sciences COL FT	■	5.7%	
6733: AccDip Ad Learn Soc Sc HumNEWFT	■	8 6733: AccDip Ad Learn Soc Sc HumNEWFT	■	4.5%	
7256: AccDip Comp Bus&Multimed MIL FT	■	7 7256: AccDip Comp Bus&Multimed MIL FT	■	4.0%	
4543: AccDip Science DER PT	■	5 4543: AccDip Science DER PT	■	2.8%	
6631: AccDip Social Sciences DUN FT	■	5 6631: AccDip Social Sciences DUN FT	■	2.8%	
6760: Acc Dip Ad Learn Sc NEW FT	■	5 6760: Acc Dip Ad Learn Sc NEW FT	■	2.8%	
6848: AccDip Social Sciences MAG PT	■	5 6848: AccDip Social Sciences MAG PT	■	2.8%	
6959: Acc Dip Ad Learn Sc ARM FT	■	5 6959: Acc Dip Ad Learn Sc ARM FT	■	2.8%	
7257: AccDip Comp Bus&Multimed MIL PT	■	4 7257: AccDip Comp Bus&Multimed MIL PT	■	2.3%	
7614: AccDip Science BNA PT	■	4 7614: AccDip Science BNA PT	■	2.3%	
7622: AccDip Social Science MAG FT	■	4 7622: AccDip Social Science MAG FT	■	2.3%	
5000: AccDip Social Sciences BNA PT	■	3 5000: AccDip Social Sciences BNA PT	■	1.7%	
5442: AccDip Social Sciences DUN PT	■	3 5442: AccDip Social Sciences DUN PT	■	1.7%	
6737: AccDip Ad Learn Sc NEW PT	■	3 6737: AccDip Ad Learn Sc NEW PT	■	1.7%	
6958: Acc Dip Ad Learn Sc POR FT	■	3 6958: Acc Dip Ad Learn Sc POR FT	■	1.7%	
7613: AccDip Science COL PT	■	3 7613: AccDip Science COL PT	■	1.7%	
2471: Cert Counsell Stds MIL PT	■	2 2471: Cert Counsell Stds MIL PT	■	1.1%	
4900: AccDip Soc Sci Humanit ENN PT	■	2 4900: AccDip Soc Sci Humanit ENN PT	■	1.1%	
6476: Cert Counsell Stds DMA PT	■	2 6476: Cert Counsell Stds DMA PT	■	1.1%	
6995: Acc Dip Ad Learn Sc POR PT	■	2 6995: Acc Dip Ad Learn Sc POR PT	■	1.1%	
7621: AccDip Social Science BNA FT	■	2 7621: AccDip Social Science BNA FT	■	1.1%	
5347: Cert Adult Learning CS DER FT	■	1 5347: Cert Adult Learning CS DER FT	■	0.6%	
6477: Cert Counsell Stds ARM PT	■	1 6477: Cert Counsell Stds ARM PT	■	0.6%	
6480: Cert Counselling Stds COL PT	■	1 6480: Cert Counselling Stds COL PT	■	0.6%	
6735: AccDip Ad Learn Soc Sc HumPORFT	■	1 6735: AccDip Ad Learn Soc Sc HumPORFT	■	0.6%	
6763: Cert Counselling Stds BNA PT	■	1 6763: Cert Counselling Stds BNA PT	■	0.6%	
7521: AccDip Combined Studies ARM PT	■	1 7521: AccDip Combined Studies ARM PT	■	0.6%	
7623: AccDip Social Science NBY FT	■	1 7623: AccDip Social Science NBY FT	■	0.6%	

Total: 176

Illustrations produced using internal Ulster University source data from cognos

Of these 843 students, 667 progressed from Foundation degrees in 2018-2019.

Figure 27 which follows illustrates progression from the most popular Foundation degree courses (high to low). The top three locations are in the Belfast (MIL & TQR) and Dungannon (DUN) and Derry (DER).

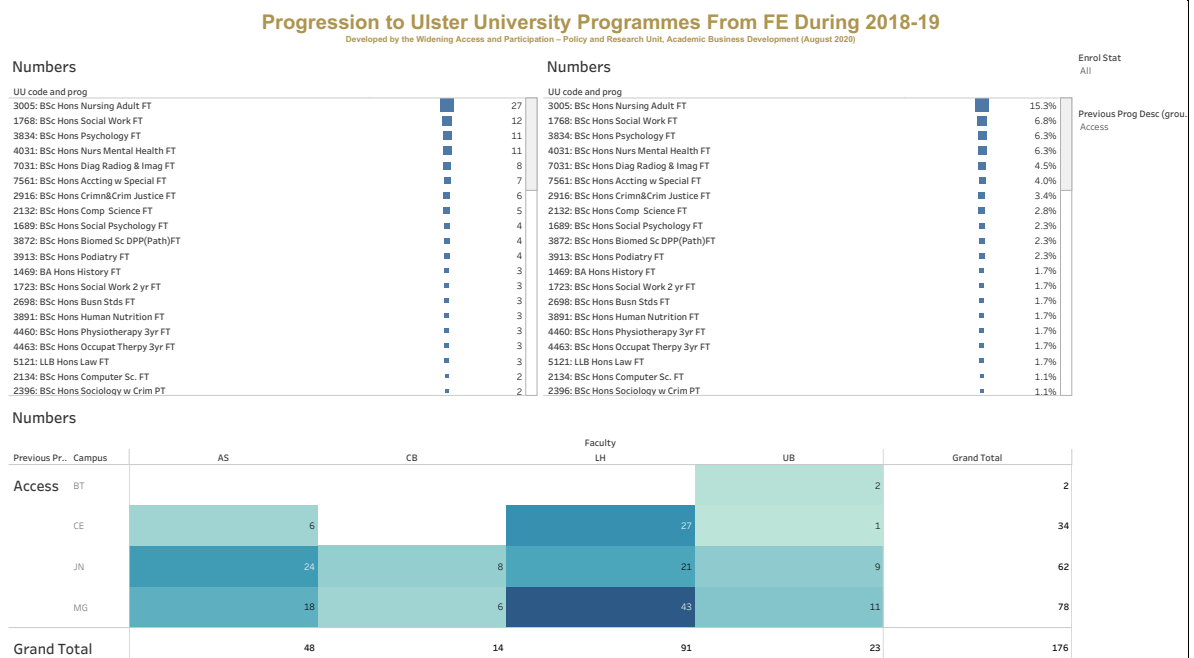
Figure 27: Articulation from Foundation Degree Courses in 2018/19
Progression from 2016-17 & 2017-18 FE Programmes to Ulster University Programmes During 2018-19
Developed by the Widening Access and Participation – Policy and Research Unit, Academic Business Development (August 2020)



Illustrations produced using internal Ulster University source data from cognos

Figure 28 which follows shows the most popular programmes that students from Access diplomas progressed onto in 2019-19 (highest to lowest). It also shows enrolment summaries by Faculty and Campus.

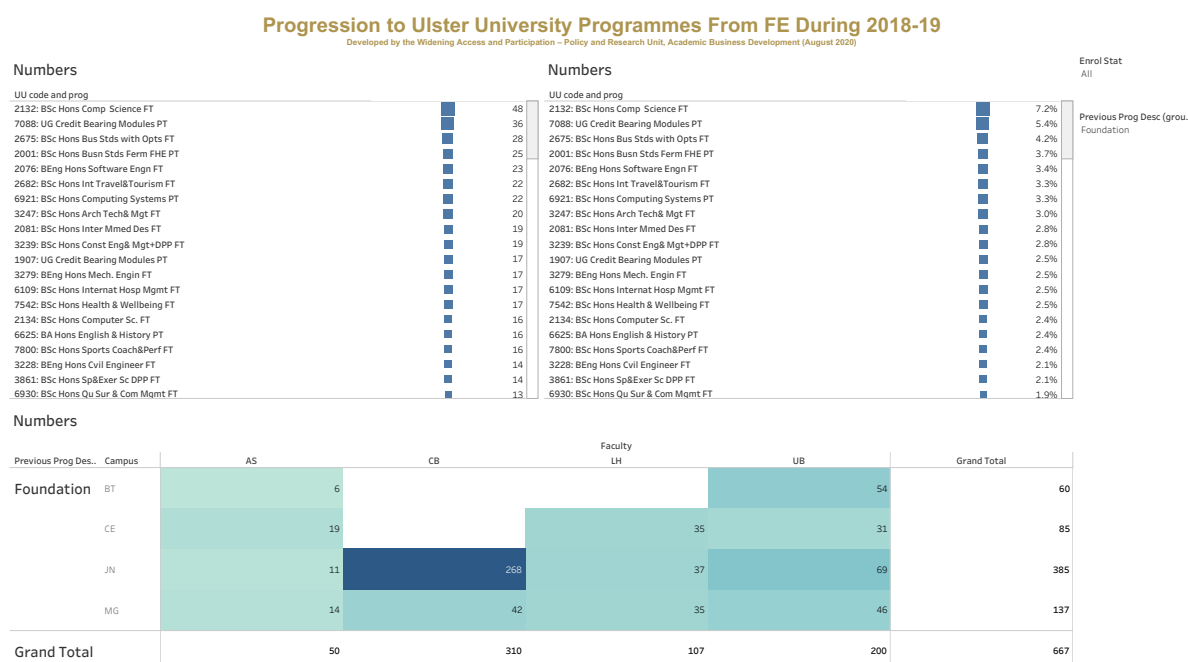
Figure 28: Progression From Access and Programmes to Ulster University During 2018-19



Illustrations produced using internal Ulster University source data from cognos

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

Figure 29: Progression From Foundation Degree Programmes to Ulster University in 2018-19



Illustrations produced using internal Ulster University source data from cognos

NUMBER OF CARE EXPERIENCED ENROLMENTS.

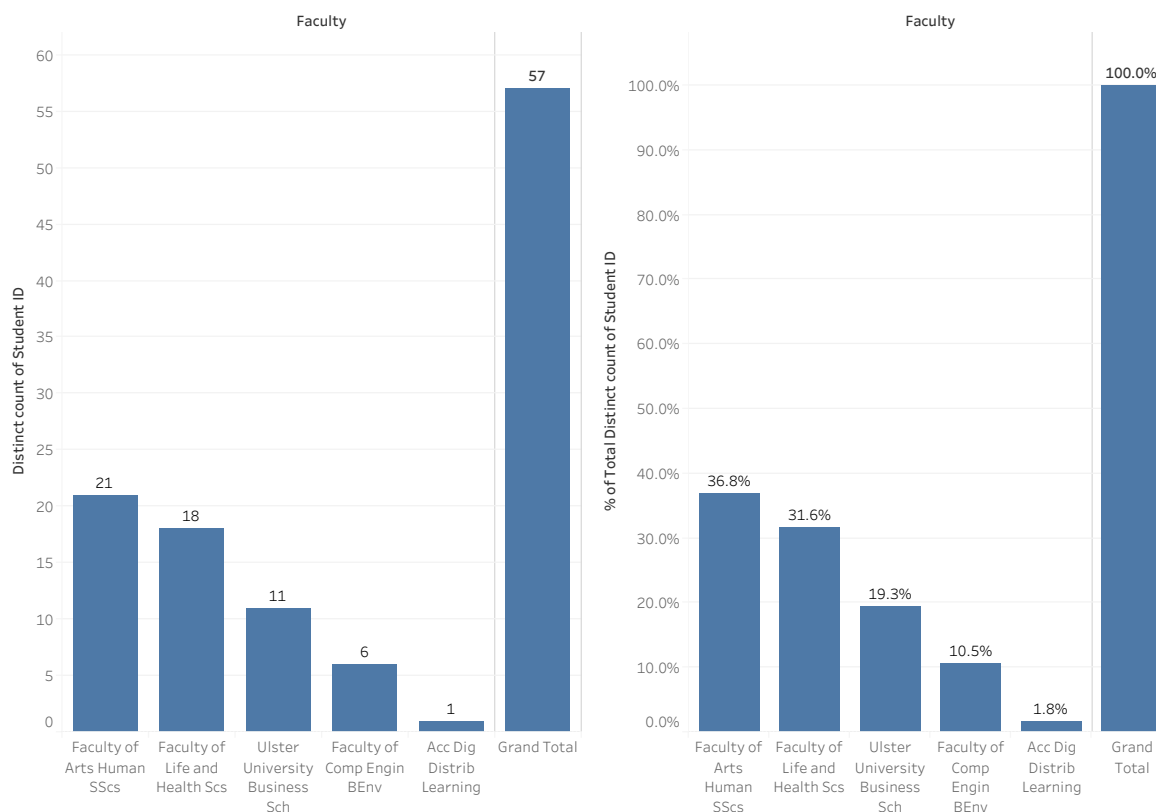
During 2018/19 Ulster University received 174 course applications from 81 individuals who indicated that they had spent time in care.

Figure 30 illustrates 57 care leavers during 2018/19. It also illustrates them by Faculty. 36.8% are located within the Arts, Humanities and Social Sciences Faculty, 31.6% are within Life and Health Sciences, 19.3% within the Ulster University Business School, 10.5% are within Computing, Engineering and Built Environment and 1.8% are from Flexible Education.

Figure 30: Care Leavers by Faculty
N=57

Care Leavers by Faculty 2018-19

Developed by the Widening Access and Participation – Policy and Research Unit, Academic Business Development (August 2020)



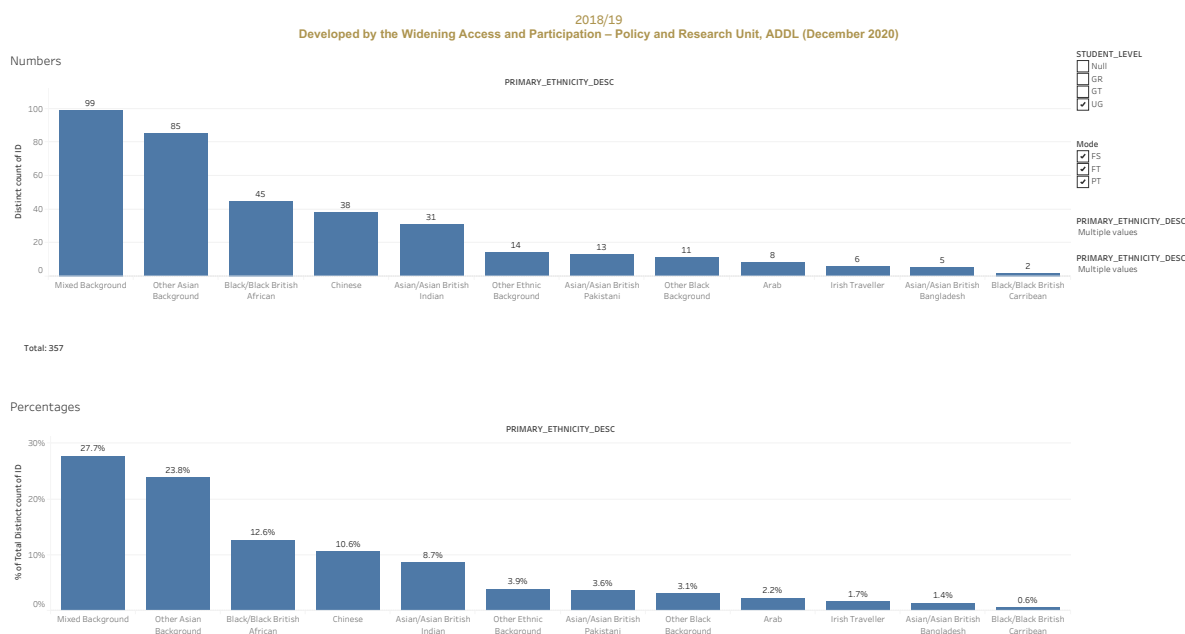
Illustrations produced using internal Ulster University source data

As illustrated by Figure 30 and outlined in 3.10 (vi), there were 57 care leavers for 2018/19. This equates to 0.4% of the UG total, 16,174.

ENTHNICITY

As indicated in part 3.10(vii), the most recent reports from Planning in November 2020 reveal that 357 or 2.3% of 16,174 (UG total excluding unknowns) declared ethnicities other than white. This is 67 more than the number who declared similar in 2017/18. An additional 102 did not want to give information.

Figure 31 which follows illustrates these further.

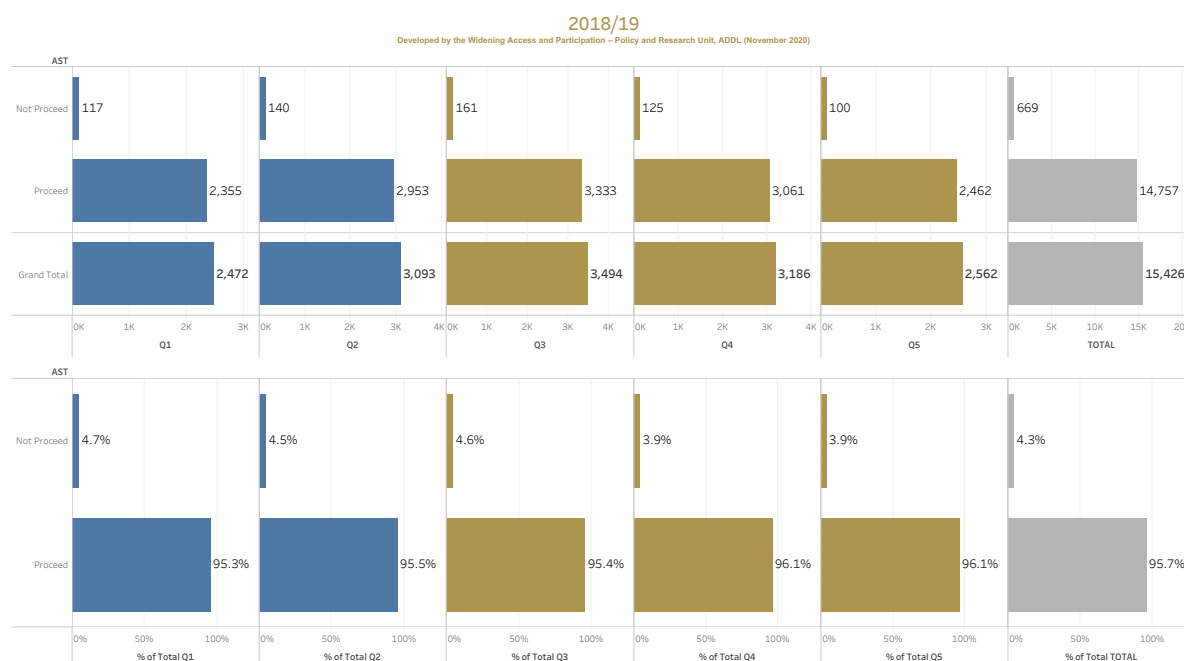
Figure 31: Ethnicity Categories (excl. White) Total n=357

Graph produced using internal Ulster University source data from Planning, December 2020

1.2.5 ACHIEVEMENT RATES FOR UNDER-REPRESENTED GROUPS.

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

Figure 32: 2018/19 Progression by Quintile

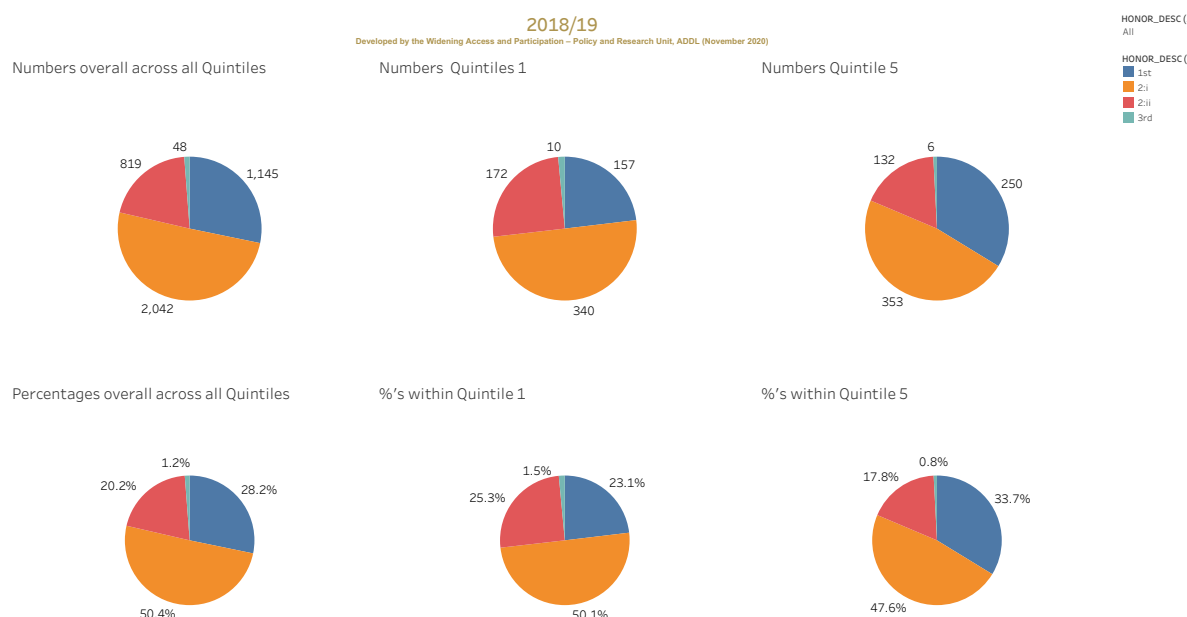


Illustrations produced using internal Ulster University source data from Planning, November 2020

Analysis of progression profiles reveals close to equitable progression and non-progression across Quintiles 1 to 5. All quintiles achieve within 95.3-96.1% for progression. Figure 32 illustrates that a small but nonetheless consistently greater proportion (do not proceed than any other Quintile (4.7% from Quintile 1).

Classifications

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

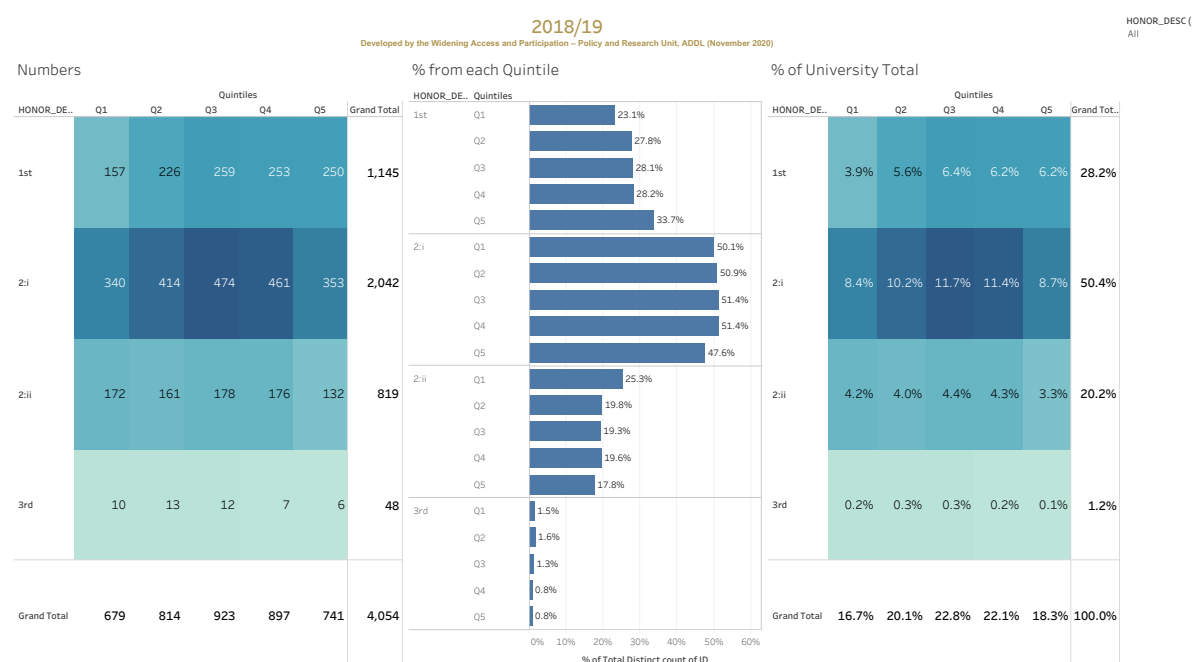
Figure 33: Degree Outcomes for Quintiles 1 and 5

Illustrations produced using internal Ulster University source data from Planning, November 2020

Example outcomes illustrated by figures 33 are as follows:

- Overall in 2018/19, the pie charts illustrate a similar proportion of Honours degrees with first or second classifications were awarded to students of least advantage (Quintile 1, 98.5%) as to students of most advantage (Quintile 5, 99.2%). 98.% is the percentage overall.
- 73.2% of Quintile 1 obtained the higher classifications (1st and 2.i). 81.3% of Quintile 5 obtained the higher classifications (1st and 2.i).
- 25.3% of Quintile 1 obtained middle classification Honours (2.ii). 17.8% 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, 1.5%) as to students of most advantage (Quintile 5, 0.8%).

Figure 34 shows some differences if you look deeper at University level for 2018/19.

Figure 34: Degree Outcomes for Quintiles 1 and 5

Illustrations produced using internal Ulster University source data from Planning, November 2020

Example outcomes illustrated by figures 34 are as follows:

- 23.1% from Quintile 1 (3.9% of University total) and 33.7% (6.2% of University total) from Quintile 5 achieved 1sts.
- 50.1% from Quintile 1 (8.4% of University total) and 47.6% (8.7% of University total) from Quintile 5 achieved 2i.
- 25.3% from Quintile 1 (4.2% of University total) and 25.5% from Quintile 5 (0.1% of University total) achieved 2ii.
- 1.5% from Quintile 1 (0.2% of University total) and 0.8% from Quintile 5 (3.9% of University total) achieved 2:1.

RETENTION AND PROGRESSION

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

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

With a high proportion of WP student enrolments, the University does not segregate its retention and progression support activities for students and treats all students in need inclusively. Individual departments engage with supported WP interventions based on their local assessment of need and the evidence of their WP student profile at course level.

Studiosity Connect Live Peer Mentoring Service

We are currently seeking to offer a new student peer mentoring service from Studiosity for all first years which would allow first years to request remote mentoring within their discipline in demand from trained final years students.

PASS

A PASS pilot began in September 2017. 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 principles (<https://www.ulster.ac.uk/about/widening-access/initiatives/pass>). 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 during 2020.

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. As Ulster University has announced that during the 2020/21 there will be a blended approach to teaching and learning which may include lectures and other teaching online, new longer term training and operational methods will be 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 1.8.6.

Technology Enhanced Retention

During 2018-19 the University supported initiatives that identify and support students in retention. These include: Quickly (attendance monitoring) and Studiosity (grammar/academic writing support).

Studiosity is an on demand personalised service to provide one-to-one help or feedback on academic writing and was piloted at Ulster for two academic years.

A formal OJEU procurement process was launched in November 2019 to procure an academic writing service for a 3-year period. This new Studiosity contract has been finalised and is in place until June 2021.

Quickly attendance monitoring has been operational through Blackboard Learn since February 2018.

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.

Taking Boys Seriously (TBS) Project

Taking Boys Seriously 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 Taking Boys Seriously 2 is studying examples of best practice intervention in schools, youth services and communities.

The research takes a particular focus on boys in communities suffering the highest level of socio-economic deprivation (Decile 1), and investigates, distills, and develops key learning from case studies of interventions which have successfully improved boys' educational aspirations, attitudes and achievements. All aspects of the study aim to influence policies, pedagogies and practices in order to create improved understanding of systemic and personal barriers and to increase opportunities for young men to succeed in education.

One of the main recommendations from TBS 1 was that collaborations between formal and non-formal education could play a vital role in building a support system for educationally disengaged boys. As a result TBS2 designed case-studies of collaboration between nonformal (youth and community sector) and formal education (schools) and to learn from and measure its impact on boys' educational engagement.

The following is cumulative from all 6 case study sites and represents initial data collected (May 2019-March 2020)

1. In Northern Ireland boys from Quintile 1 communities can be described as experiencing compounded educational disadvantage. Taking Boys Seriously 2 has developed this term to refer to the additional barriers for learning which arise particularly for boys in Quintile 1 communities as a consequence of an intersection between post-conflict militant masculinities, poverty, socio-economic class and the current system of selective education. This concept is developed locally from TBS research and germane to Northern Ireland- but may also be true for other violence prone or post-conflict contexts. TBS2 is continuing to use quantitative research methods to help us understand and develop this concept further.
2. Importantly, linked to several of the findings from Harland and McCready's (2012) original research the TBS 2 research finds that boys who experience compounded educational disadvantage, however, thrive in an educational ecosystem that adopts 'relational' principles, pedagogies, and practices. TBS2 is developing this idea of an educational ecosystem establishing the component parts that enable boys to thrive.
3. TBS 2 research has identified evidence which points to these boys as being 'Relational Learners' (Reichert and Harley, 2010) and through the case study data TBS 2 has begun distilling and developing principles that relate to the concept of relational learners and can be adopted holistically. The study is currently testing for proof of concept and refining the principles to a point where they can be widely disseminated and applied.

An evaluation summary of Taking Boys' Seriously Research during 2018/19 is presented as follows

at 1.8.9.

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

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

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

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

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

Priorities going forward are:

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

These priorities will be enabled by direct investment in staffing and recurrent for outreach and participation projects together.

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 2021/22 – 2023/24**. 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 3 years 2016-2019)	Targets/Outcome			
3 Year Average		2021/22	2022/23	2023/24
2850	NUMBER OF STUDENTS	2,739 (Actual 2018/19, 2,739)	2,739	2,739

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

AVERAGE (based on 3 years 2016-2019)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2021/22	2022/23	2023/24
		2,127	2,127	2,127

1928		(Actual 2018/19, 2,127)		
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(iii) Group: **Students with a Disability**

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

AVERAGE (based on 3 years 2016-2019)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2021/22	2022/23	2023/24
856		912 (Actual 2018/19, 912)	912	912

(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 3 years 2016-2019)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2021/22	2022/23	2023/24
501		498 (Actual 2018/19, 498)	498	498

(v) Group: **Adult Learners**

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

AVERAGE (based on 3 years 2016-2019)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2021/22	2022/23	2023/24
2890		2,572 (Actual 2018/19, 2,572)	2,572	2,572

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

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

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

BASE YEAR 2016-2017	Targets/Outcome			
	Number	2021/22	2022/23	2023/24
48		57 (Actual 2018/19, 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.

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 2021/22 (£)	Estimated Spend 2022/23 (£)	Estimated Spend 2023/243 (£)
Bursaries	£1,881,400.00	£1,937,842.00	1,995,977.26
Scholarships	£0.00	£0.00	£0.00
Other financial Support	£85,000.00	£85,000.00	£85,000.00
Outreach	£929,277.12	£957,155.43	£985,870.09
Retention	£580,000.00	£597,400.00	£615,322.00
Research Activity	£207,519.00	£213,744.57	£220,156.90
Staffing/ Administration	£134,280.33	£138,308.74	£142,458.00
TOTAL	£3,817,476.45	£3,929,450.74	£4,044,784.25

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

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

- 1. WP Research and Analytics** – capacity and capability leading to a better tracking of participation, retention, progression, success and learning gain as well as evaluation of the impact and effectiveness of measures. Aims to provide departmental scorecard relative to the student cohort to allow needs based intervention at the local level.
- 2. Retention and Success** – 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 equitable retention and success for WP cohorts relative to the wider cohort.
- 3. 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.
- 4. Studiosity Connect Live Peer Mentoring** – To aid student retention as part of the University's Widening Access and Participation Plan, we are introducing a Peer Mentoring System from Studiosity which will begin in 2021. It should have significant benefits for Mentors, Mentees and Faculties. Especially this year as new students are not only having to adapt to the transition to HE but also having to work/study almost exclusively online. 1st year students will receive study support by connecting in real-time with final year mentors who have completed the same modules, or have the necessary knowledge to provide support
- 5. Taking Boys Seriously** – Young males participation research and development. Aims to identify key intervention points and actions to improve participation rates from lowest deciles of socioeconomic classifications.
- 6. Contextual Admissions** – WP requirements as integral to the admissions strategy.
- 7. Accredited Flexible Learning** – the Certificate of Personal and Professional Development (CPPD) is a flexible, modular, undergraduate framework. Aims to provide flexible pathways to HE for individuals and organisations. Fee waivers are available for individuals who meet the WP criteria.
- 8. Schools and Community Outreach** – sustainable transition and expansion of WA outreach to schools, low participation groups, communities and high deprivation neighbourhoods. Includes project expenditure across several established and successful programmes.
 - Schools Outreach, for example, numeracy, literacy, STEM, health and well-being, mindfulness and resilience
 - Community Outreach, for example, Staff Civic Ambassador Programme and Civic and community fellowship schemes etc.
 - Funded Faculty Outreach Projects
 - Tutoring in Schools
 - Fostering Aspirations

- 9. 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.
- 10. 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** – links to Key Actions 8 & 9
3. **Peer Assisted Study Sessions** – links to Key Actions 8 & 9
4. **Studiosity Connect Live Peer Mentoring Service** – links to Key Actions 8 & 9
5. **Taking Boys Seriously** – links to Key Action 1, 2, 3, 4 & 9
6. **Contextual Admissions** – links to Key Action 7
7. **Accredited Flexible Learning** – links to Key Actions 4, 5 & 9
8. **Schools and Community Outreach** – links to Key Actions 3, 4, 5 & 7
9. **Higher Level Apprenticeships and Upskilling the Workforce** – links to Key Actions 4, 5 & 6
10. **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;
- Choice Housing 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 Committee for Access, Participation and Student Success which reports to: Senior Leadership Team, Learning and Teaching Committee, Academic Planning Advisory Group, Distributed Education Board.

Furthermore, Widening Access is an institutional KPI linked to the mission-defining vision of Ulster University as Northern Ireland's Civic University. The institutional targets related to this are:

40% participation rate by students from less affluent family backgrounds by 2021

Double the number of students who originate from the most under- represented groups in HE by 2034.

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 Targeted Schools Outreach**
- 1.8.2 Tutoring in Schools**
- 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 2018/19**

1.8.1 Targeted Schools Outreach

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

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

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

During 2018/19, School Partnerships engaged with schools across a range of thirty five programmes. Approximately 4,100 school pupils took part in activities between September 2018 to June 2019.

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

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

Key areas of involvement across schools outreach for 2018/19 involved empowering children and young people to be independent and self-assured learners with a focus on Progression, Making Informed Decisions, Partnership and Advocacy.

- 'Progression': Supporting Year 13 & 14 across to HE, harnessing expectations, motivations, readiness and vision of University Life, alongside curriculum aligned programmes for A Level/HND Level 3.
- 'Making Informed Decisions': Research has indicated that educational interventions with 14-year old are more likely to positively impact on aspiration and educational engagement. Hence, rigorous development of programmes facing Year 10 to enable pathways to progression from GCSE/BTEC, to A' Level/HND or alternative opportunities.
- 'Partnership': Substantial developed partnerships across education and industry in collaboration with schools outreach and continued within our Academy. Partners include: Manchester United Foundation, Belfast Giants, Barclays Bank, Royal Meteorological Society, Royal Academy of Engineers, Chartered Accountants and Lego First League. It is such collaboration that equips pupils with the diversity of the industry specialists alongside the educational pathways provided by outreach.
- 'Student Advocates': Across schools outreach we embed "Student advocates" from the current student body. Their contribution is integral to supporting facilitation and endorsing their University experience.

A number of programmes were themed around well-being and cross community.

During 2018-19 the schools team also worked in association with Peace IV, Department of Communities, Department of Justice to promote positive relations characterised by respect and cultural diversity. Several interventions focused on equality and gender balance within certain progression routes to University for pupils. Programmes have been designed to:

- widen the participation of females progressing into STEM related programmes;
- support the gender choices and outcomes in subjects studied at HE level;
- address the gender stereotypes within subjects, such as, Nursing and Psychology and promote more males into these subjects.

An example of some of the evaluation findings from one of the events aimed at promoting Nursing to boys follows.

This project aims to address the stereotypical view of nursing as a female only profession. In doing so, increases boys' knowledge and awareness of nursing disciplines and professions, influencing perceptions to encourage nursing as a viable educational pathway or career option in the future.

Men In Nursing



What I learnt...

- ...nurses can be any gender
- ...danger of drugs
- ...how to perform CPR
- ...how to use a defibrillator
- ...the importance of mental health
- ...different ways to treat injuries

This initiative is highly interactive with nursing students from the School of Nursing demonstrating clinical skills such as CPR, trauma and wound dressings, blood pressure measurements, bed making, with pupils enjoying hands-on experience of nursing.

They also heard from male professionals who are currently working as registered nurses in the NHS and in higher education, as well as current Nursing students.



76%
Of pupils are now more aware of what Ulster University has to offer



PRE 13% POST 55%
Now consider nursing as a career...

Some examples of feedback from students are as follows:

"I liked learning the basics of solid works and how to carry out some of its advanced features. I liked learning new things as its very helpful for the year ahead."... "I liked the atmosphere, it was ok to get things wrong." (Pupil engaged in Engineering Solidworks programme 2019)

"Learning to programme a robot and actually putting my work into action on the track with my friends. I found this really fun!" (Pupil engaged in Lego Robotics programme 2018)

"My favourite part was going to the university. Good craic. Relaxed environment and allowed to experiment!" (Pupil engaged in Ready Steady Cook,Preparation for University programme 2019)

A link to full reports of School outreach engagements and evaluations are available via - *Annex 1- Evaluations Schools Outreach 2018/19*

1.8.2 Tutoring in Schools

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

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

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

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

As illustrated below, during the 2018/19 academic year, 195 Ulster University students completed the TIS programme, supporting 129 projects in schools. This resulted in 5,000+ school pupils, across 100 local schools, being supported by Ulster University TIS students.



During 2018/19, 5 Special Education Needs Schools, 50 Primary Schools and 45 Post-Primary Schools offered projects engaged. The Free School Meal (FSM) profile of the schools were as follow:

- FSM 60% – 100% 14 schools – 14%
- FSM 40% – 59.9% 33 schools – 33%
- FSM 30% – 39.9% 24 schools – 24%
- FSM* 0.00% – 29.9% 29 schools – 29%
- *Projects in 0-29% FSM worked with WAP target pupils within the school / classroom via teacher identified subject specific areas of learning to support small groups / individuals (i.e. SENCO, EAL, STEM, Looked After Children).

Student Volunteers during 2018/19 contributed:

- 6240 hrs* or 892 days (6240/7hrs in day) of volunteering

*32 hours minimum per project, a percentage of students complete additional hours not reported.

The TIS programme has begun to look at the WP profiles of student volunteers and is seeking to monitor engagement, as well as encourage more WP student volunteers to participate in the programme to improve their learning gain benefits, such as, the Edge Award, etc. During the 2018-2019 academic year, 182 TIS students achieved the Edge Award with the TIS programme.

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

Some examples of feedback from students are as follows:

<i>"The interaction with the pupils was the best part of my TIS project. They had loads of questions about going to university and making careers out of research. As I was a past pupil of the school the current pupils were encouraged that they could do the same if they wanted to which was brilliant to see."</i>
<i>"I feel like the pupils benefited with someone else that could help them understand things besides the main teacher. As I was able to give them a different view on things and I feel like they could relate to me more as I have been in their shoes before not too long ago as well."</i>
<i>"Having the ability to adapt to such a young age group and to have that foundation of understanding and trust with them has allowed me to gather what I have learnt so I can apply this once I leave university for future roles e.g. Speech therapy/teaching."</i>
<i>"My project was about raising awareness about healthy lifestyles and healthy eating in children. I can confidently say I feel I have achieved this. I attribute a great amount of this success to the organisers of the Tutoring in Schools programme, who allocated me funding in order to allow me to clearly get my message across. Each topic that I covered, I was able to bring to life in the classroom, thanks to this funding. When I was teaching about fruits, I was able to bring in fruit, unusual fruit that most of the children had never tried before. I was able to reinforce my teaching with real-life samples and I feel like this engaged the children in the project and made it relevant and understandable to them. I got to broaden their horizons and make them more open to different, new foods. I got huge enjoyment out of the project and I know, from the beautiful card and all the hugs I got when I was leaving the children did too!"</i>

Some examples of feedback from teachers are as follows:

“Ulster Uni TIS student was amazing. She worked well with the pupils and staff. She inspired the pupils. Her motivation and determination shone through.”

“Ulster Uni TIS student was a considerable resource to the school and made a significant impact to the performance and confidence of the pupils involved. If the opportunity arose again, we as a school would be very keen to accommodate another student completing this YIS programme.”

“Ulster Uni TIS student was very committed to the project. He took group art lessons in the classes as well as helping out during our spring concert by doing the stage scenery. He worked on this during his Easter break and was very willing to do it - he returned to watch the show as our guest as a thank you for all his hard work! He had a good rapport with both staff and pupils as he carried out his tasks.”

“Ulster Uni TIS student was a great student and gave the project and pupils the confidence to believe in themselves. He always turned up on time and feedback from the pupils was always very positive. He inspired the young pupils he worked with.”

1.8.3 Community Engagement

Some examples of the impact of community engagement for both Ulster University and community partners during 2018/19 follows.

Social Justice Hub

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

University staff and students work with the Law Centre (NI), Women's Aid, Citizen's Advice Bureau and the Labour Relations Agency to provide advice and support in the fields of employment, social security and family law.

Providing the 'law clinic' as a civic gateway, Ulster University's School of Law strives to:

- Deliver a mission to 'enhance effective participation', a core element of the 'fair trial' right guaranteed by international human rights law.
- Supervise undergraduate and post-graduate students to support community-based clinical activity with real people, with real problems in real time.

Diversity through Education

Ulster University's Belfast Campus has hosted the Joint Education Conference held in partnership with the Association of Bulgarian Culture & Education and Engineers Ireland.

The focus of the educational event is to support pupils, parents and educators, from ethnic backgrounds, including different language supplementary schools in Northern Ireland. The theme of the conference was 'Diversity through education is key to success' and its strategic objective is to provide access information to all levels of education in Northern Ireland.

This event explores and explains Northern Ireland's education systems, covering issues from transfer tests to choosing subjects at GCSE and A Level, routes to FE/HE including a session on the Skills Barometer and accessing engineering at University level, and the requirements for this.

Key Speakers included educators within Early Years, Principals from both Primary and Post Primary and Special Education, alongside University academics and Head of Admissions, providing a rich environment for parents and young people to discuss and ask questions in the areas of interest to them.

Access to Education Photography Competition

As part of the University Access Plan, Ulster supports the wellbeing and educational attainment of communities who traditionally would not have direct access to Higher Education. We launched our first Access to Education Photography Competition, partnering with PwC Belfast and supported by Belfast City Council, where entrants were invited from across Northern Ireland to Celebrate Life and Learning in Belfast City. The five themes for the competition were positive mental health, history and heritage, sport for life, health and innovation and ageing.

Care Zone

The Care Zone project was formed as part of the agreed actions emerging from a suicide prevention workshop.

The project was established as a community development pilot to tackle poor mental health and reduce suicide in the Sacred Heart Parish in North Belfast, an area with a high prevalence of mental health issues and high suicide rates.

In 2018, through the Centre for Flexible Education, Community Conversation Workshops were provided to train Care Zone Community Champions on how to facilitate focus groups and learn techniques on how to listen and record issues that local residents are experiencing.

A link to the full review of Community Engagement is available via – Annex 2- Community Engagement Review 18-19.

1.8.4 Looked-After Children

My Laces (Mentoring Young Looked-after Children with Educational Support)

During 2018/19 the My Laces programme started its third cohort of students and children.

The MY LACES or Mentoring Young Looked-after Children with Educational Support programme, which involves Ulster Social Work students helping looked after children with a range of activities including numeracy and literacy along with exploring new subjects including sport, computing and engineering, started its third year cohort of students and children.

In March 2018, the programme won the NI Social Work Learning and Development Award and was a Finalist in the All Ireland Education Awards 2018 and the Times Higher Education Awards November 2017.

The transition to post primary school is key for these children, and the children's social workers indicated that they believed that the programme helped in building the confidence to do so. The success of the programme was disseminated at the Regional Pathways to HE and FE Education Forum for Care Experienced Young People which is made up of all partners in the relevant sector.

Fostering Aspirations

Fostering Aspirations is an intervention for students from a background of care.

It provides a care-leaver bursary, year-round accommodation in halls, guidance and support from a dedicated advisor, and a summer residential for care experienced young people aged 14 -17 years.

Since 2010 Ulster University has worked in partnership with Fostering Network NI to offer an on campus experience to help raise aspirations for our young people in Northern Ireland. During 2018/19 16 participants enjoyed sessions in a range of courses such as Psychology, Optometry, Food Innovation, Social Work, Law, and Nursing.

Careers Service NI and our own Careers teams have successfully engaged as part of the programme, with participants researching skills and qualifications required to get to their career of choice by way of various FE and HE institutions.

By staying 4 nights on University accommodation the young people got to sample student life, which included budgeting skills, cooking, mixing with others and getting to know their way around campus. Other sessions informed the young people of the student support and wellbeing services that are available to them at Ulster as well as arming them with the financial information required to sustain student life.

In 2019, the tenth year of the residential summer school Ulster University's Chancellor, Dr James Nesbitt met with the young people and discussed their aspirations and career choices for the future.

Some level one reactions captured from young people who have participated in the residentials and some comments demonstrating their learning are as follows:

<i>"The scheme was better than my expectations. It will benefit me later in life and it was enjoyable and great craic".</i>
<i>"The taster sessions were fun, educational and well put together. The social aspect was awesome and the whole experience was really fun!"</i>
<i>"I had an amazing time. All the leaders were friendly and incredibly helpful and patient. The taster sessions were great really well done and engaging. I also really enjoyed meeting new people, and that all of them are in foster care."</i>
<i>"It was a wonderful experience. We did so many amazing activities, and it really cemented that I want to go to college in the future. I got to experience what it would be like as a college student, and I really enjoyed it. I got to meet a lot of new people, lots of which I still keep in touch with, and am good friends with."</i>
<i>"I brought it up to my parents, and they were both very supportive and excited about it. I have always had an interest in going to college, so this was an exciting new opportunity for me, to experience what it would be like."</i>
<i>"My parents were very supportive, as were my friends, and the staff, throughout the residential, I would definitely recommend people try it, for something new and interesting."</i>
<i>"I heard about the residentials through a friend, who asked me if I was going, and explained to me what it was when I was surprised."</i>
<i>"Before I went, I was nervous. I'm very socially anxious, and so it can be hard for me to feel comfortable in new situations and meeting new people. I have autism and ADHD as well, so things can be difficult."</i>

Tick the Box

As illustrated below Ulster encourages and welcome applications from students who have experienced care and will advise young people who have been looked after by their Local Authority in foster or residential care.



It supports 'Tick the Box' which is a Fostering network campaign encouraging young people to Tick the box on their UCAS form. Full-time undergraduate students who meet the criterion are eligible for £1000 Care Leavers Bursary per year whilst studying at Ulster.

Aspirations and Telling Tales Event

During 2018/19 Ulster University funded an innovative aspiration and telling event with Include Youth, a regional Derry/Londonderry rights-based charity for young people in or leaving care, from disadvantaged communities or whose rights are not being met to improve their employability.

16 young people aged between 16-21 participated in telling their story through digital storytelling activities. These were recorded both on campus and through a residential experience for personal development.

1.8.5 Adult Learners and Upskilling the Workforce

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

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

In 2018/2019 the number of modules with live enrolments was 35, with 643 student enrolments in modules available to the part time external market.

- 193 were adults in the community and 450 were work-based learners achieving level 4 accreditation.
- 176 students progressed from access diplomas from 13 different college campuses, (total progressing during 2018/19 access cohort: 847) and have enrolled across 34 programme codes.

5,406 students were enrolled within local area-based college partners on Ulster University access provision including foundation degrees and access diplomas during 2018/19.

1.8.6 Higher Level Apprenticeships and Workforce Development

Enhancing the diversity of routes into higher education is important, not only for widening access and for increasing social mobility of adult learners but in meeting the skills needs of the region.

80% of the NI 2020 workforce has already completed formal education, and thus routes into higher education need to reflect the needs of the region, the employers and the individuals. During academic year 2018/19 Ulster University had two higher level apprenticeships approved (Computing Systems and Accounting & Management) increasing provision through this route to 5 programmes.

1.8.7 Technology Enhanced Retention

During 2018/19 students benefitted from 24/7 academic writing support from remotely located advisors. Over 9,513 pieces of work from 2,947 individual students have been submitted. Anecdotal evidence suggests that WAP students have benefitted significantly from the service.

2,275 students said they were extremely satisfied and a summary of comments from students which illustrate some of the benefits follows:

Some examples of Student Feedback
"5"
<i>"Very helpful especially for someone like myself with dyslexia."</i>
<i>"Good explanation and tips"</i>
<i>"Feedback helpful, detailed, and set out well"</i>
<i>"Clear concise feedback given, particularly on structure, which will make final document easier to read."</i>
<i>"A lot of constructive criticism that I learn for the next time thanks!"</i>
<i>"It's a great help to correct grammar and language etc."</i>
<i>"Even though it was a small piece of work, it was good to have someone quickly check through it. The suggestions were clear and helped my work to read better."</i>
<i>"Thank you very much for your comments. It has helped me to make my assessment stronger."</i>
<i>"Very helpful feedback with both strengths and constructive criticisms given. Makes me feel much more confident submitting the assignment. "</i>
<i>"I'd just like to thank you for reading and providing feedback. I have taken on board these comments and hope they will also improve future quality of work. I am also Planning on using the service again for this and future assignments."</i>
<i>"This service is extremely helpful."</i>
<i>"Really, really helpful to me! Thank you!"</i>

1.8.8 Peer Assisted Study Sessions (PASS)

During 2018/19, a placement student was appointed to support PASS. He recently graduated (2020) with a first class honours degree in Human Resource Management. Another placement student has been supporting PASS during 2019/20 and will continue working as a peer learning intern during her final year 2020/21.

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 was developed and has been used for evaluation purposes and to seek to capture levels two (the amount of learning that has occurred) and three (transfer) of the Kirkpatrick Model.

A Pre and Post Survey was administered to both PASS Leader Mentees and PASS Mentors. Completion rates have been less than anticipated. During 2018/19, 79 PASS Leaders completed the surveys at the start and 13 completed surveys at the end. 101 Mentees completed the survey at the start and 40 at the end. Focus groups and feedback sessions were also used throughout the academic year.

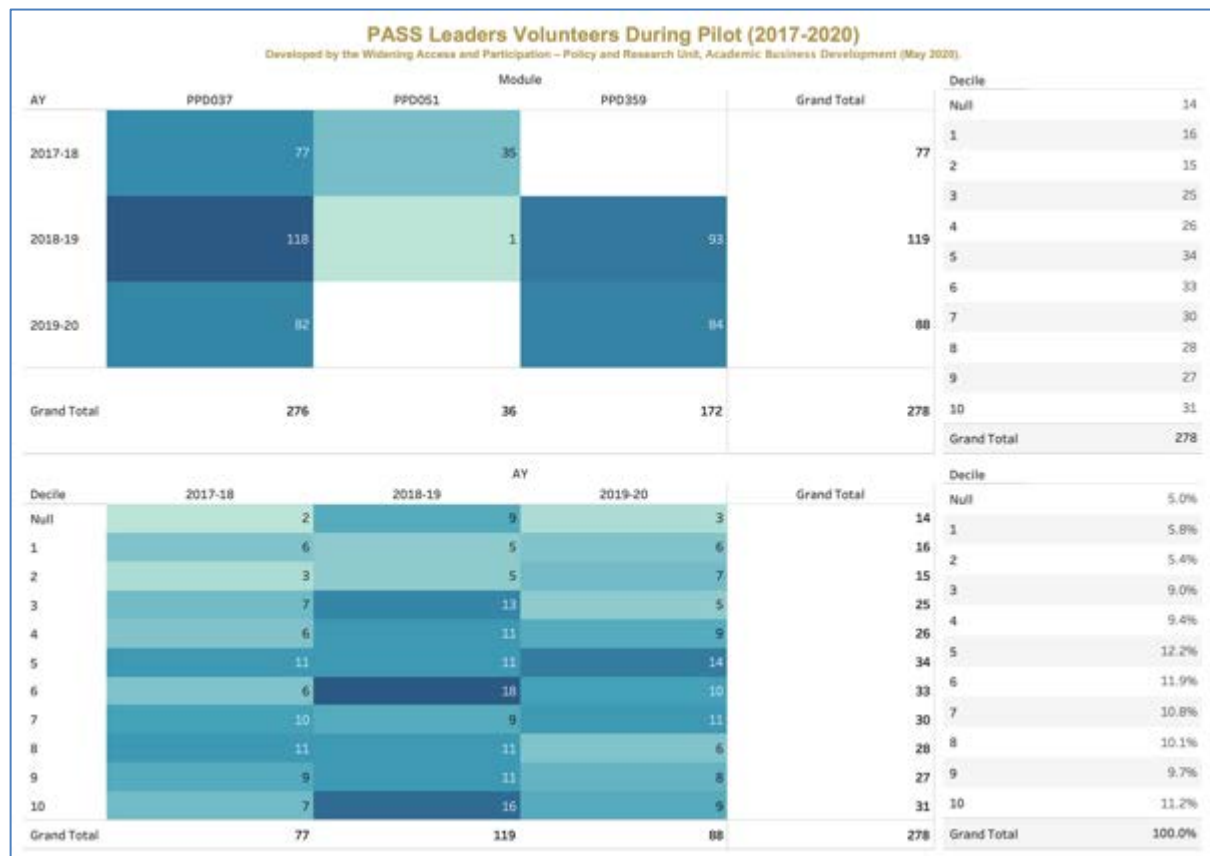
Figure 35: PASS Leader Volunteers During Pilot (2017-2020)

Figure 35 provides an overview of PASS Leaders that volunteered during the pilot phase. It illustrates that during 2018-19, 119 students volunteered as PASS Leader Mentors.

The figures which follow shows the maximum number of first year PASS beneficiaries during 2018-19.

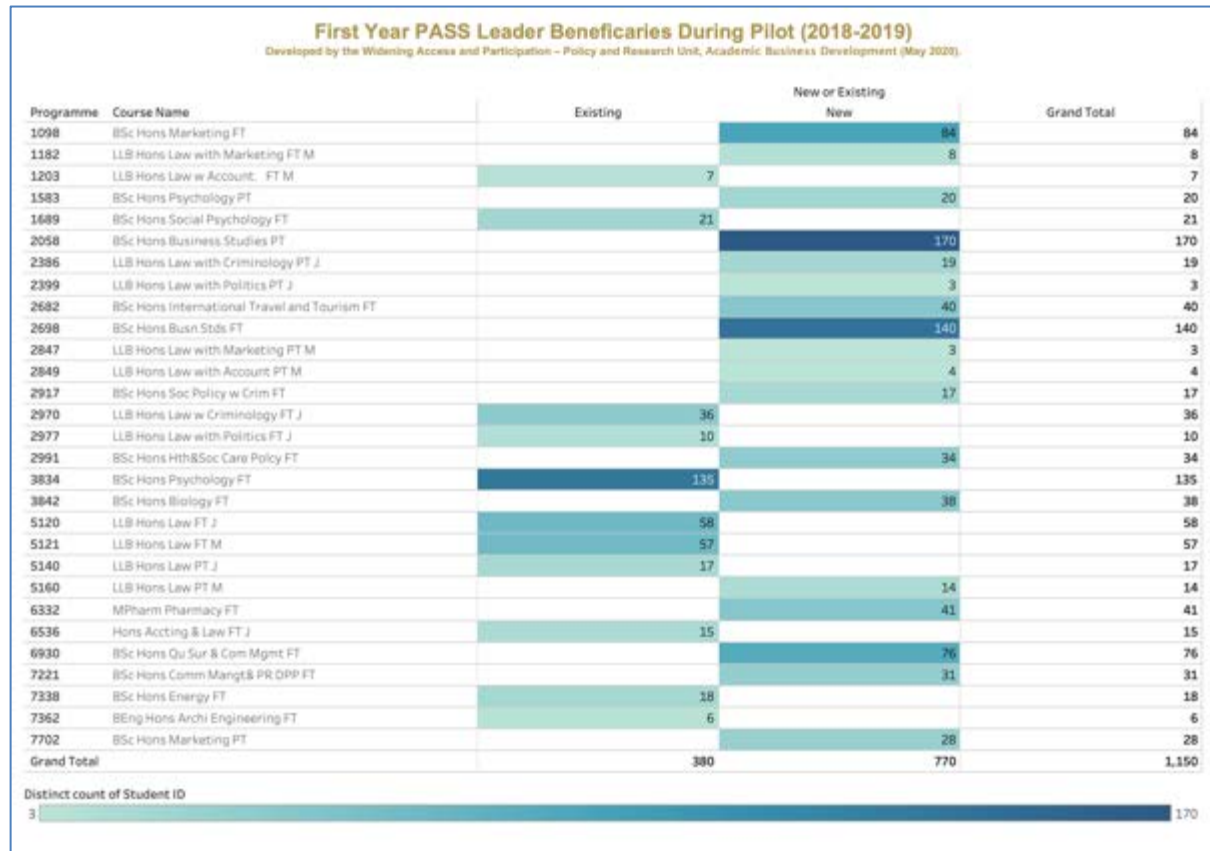
Figure 36: Maximum First Year Beneficiaries During Pilot 2017-18

Figure 36 shows there were 1150 first year students on the 29 programme codes that took part on PASS.

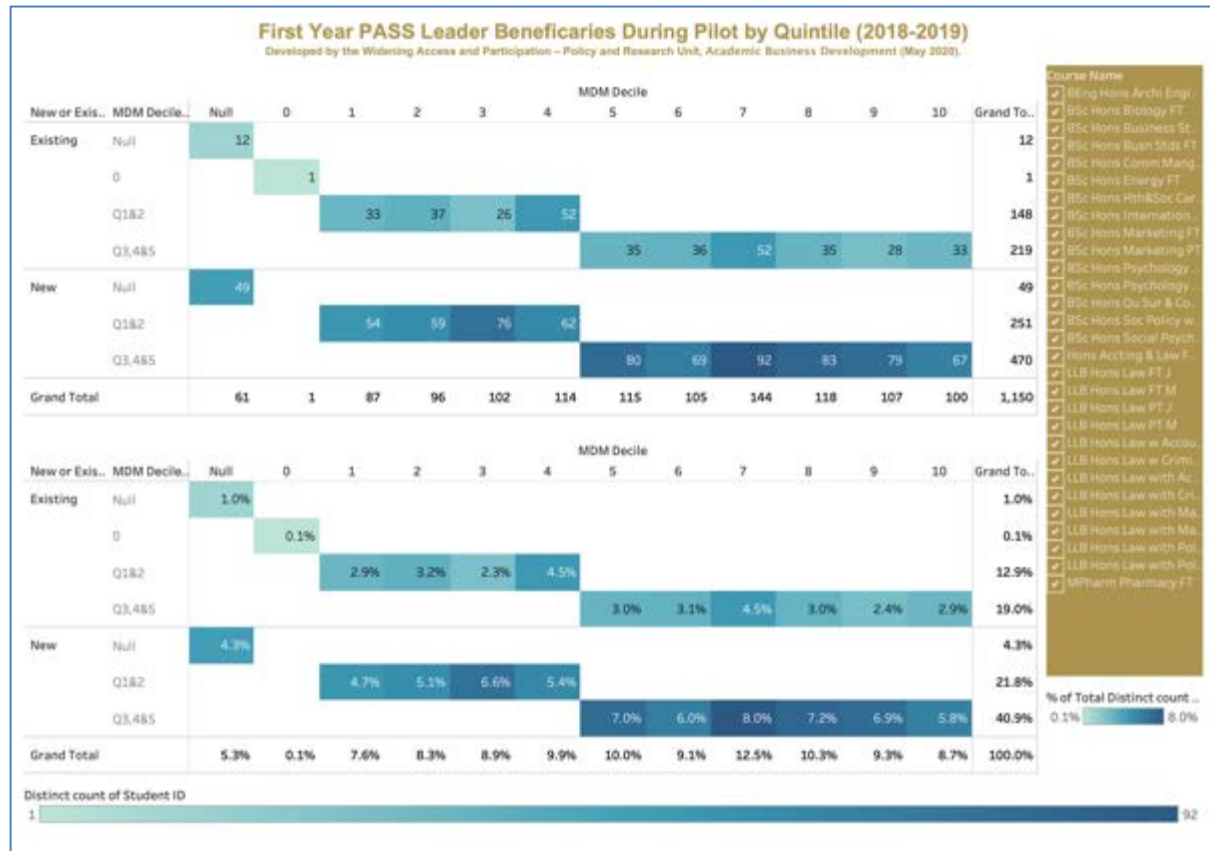
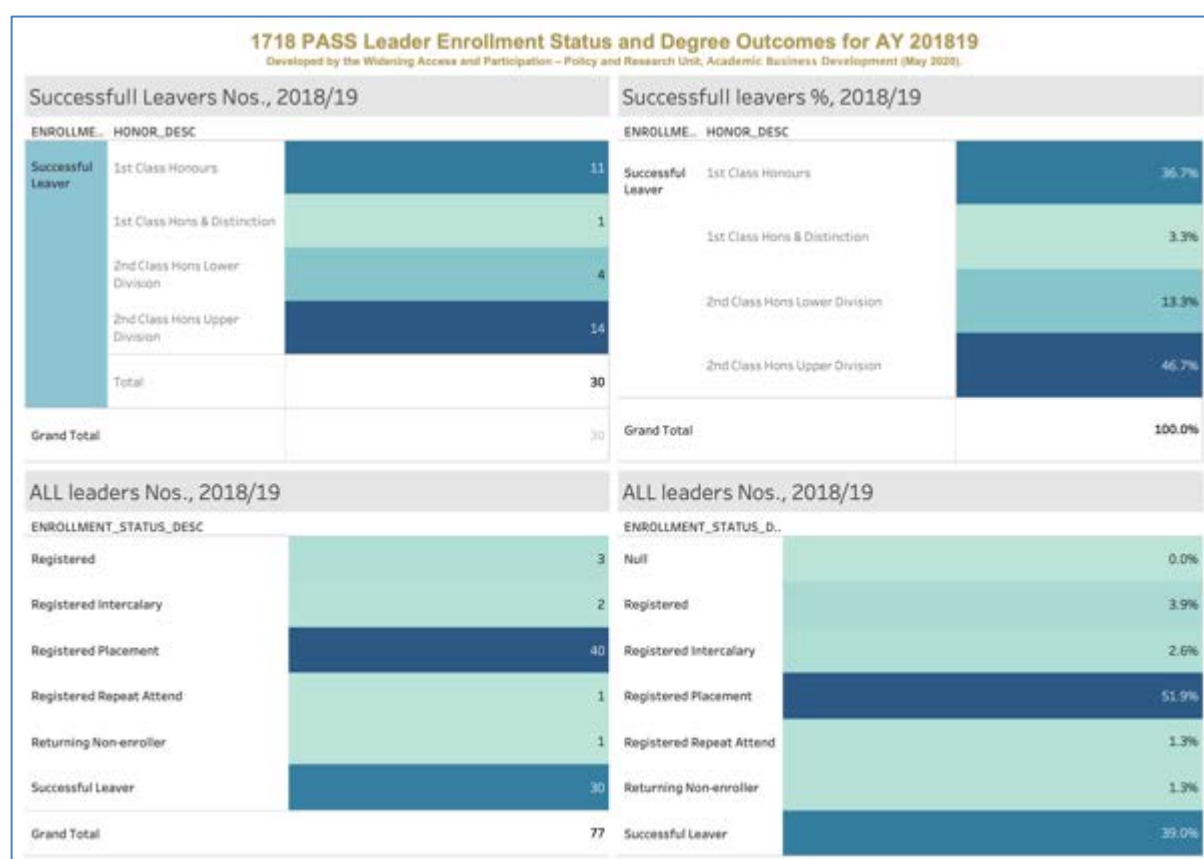
Figure 37: Maximum First Year Beneficiaries During Pilot 2017-18

Figure 37 illustrates 40.9% of students on new programmes were from postcodes with NIMDM quintiles 1 and 2.

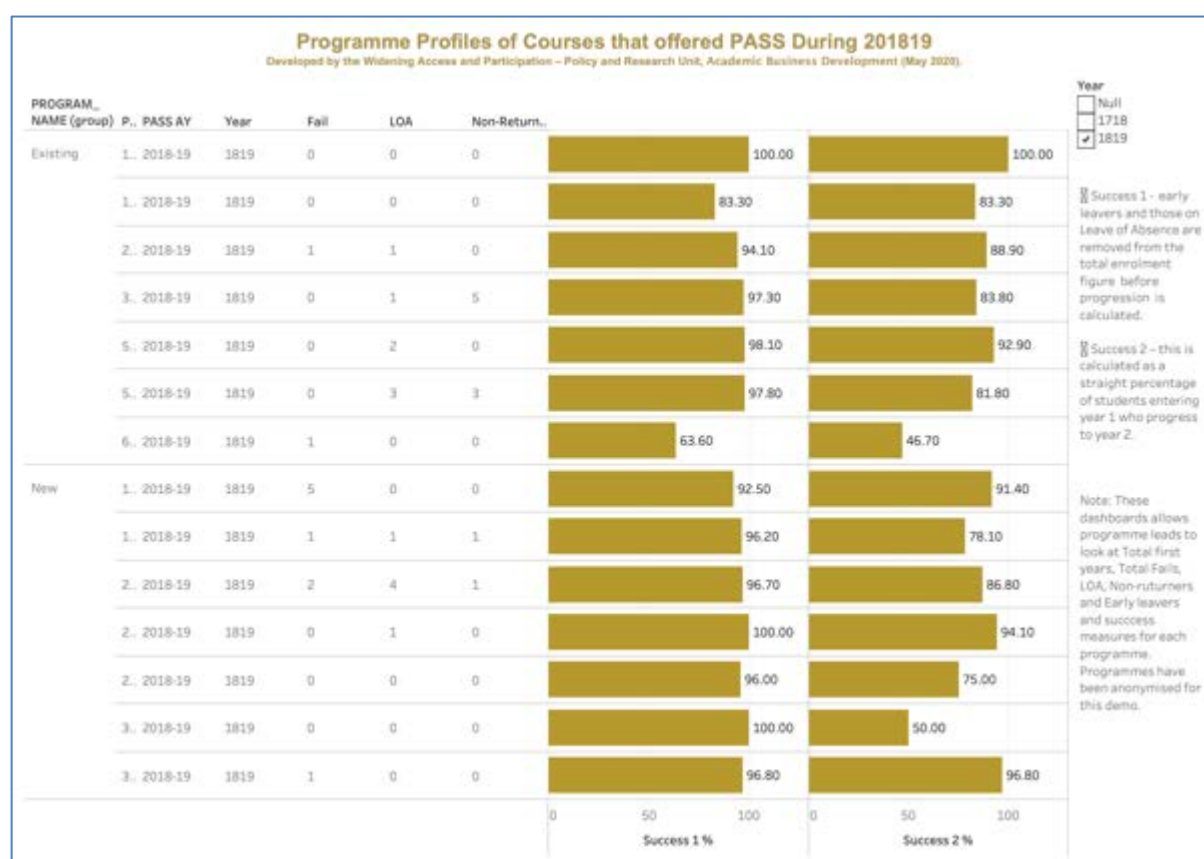
PASS Leader Mentors are required to record mentee attendance at sessions. It has been challenging however to collate this to understand uptake rates.

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

Figure 38: Enrolments and Degree Outcomes for 2017/18 PASS Leaders

It is too early to assess the full learning gain impact of PASS as Leaders provide mentoring in second year. Many then go onto complete student placements before progressing into final year so it can be several years before the full benefit can be fully understood. As you can see from Figure 38, 52.9% of 2017/18 PASS Leaders progressed onto a student placement. Of those who did graduate in 2018/19, 36.7% achieved 1st Class honours, 46.7% achieved 2:1 and 36.7% achieved 2:2 classifications.

Further dashboards (see figure 39) have been developed using available University data to help us better understand the impact of PASS.

Figure 39: Monitoring Programme Progression

Achievement of level three of the Kirkpatrick Model, transfer, can be evidenced by acquired skills, knowledge, or attitude being used in the everyday learning environment. New skills, knowledge, and/or attitude was observed by academic leads during weekly debrief sessions with PASS Leaders. It is also evidenced as 88 students successfully completed PPD037: Peer Assisted Study Skills 1 and 70 completed PPD359: Peer Assisted Study Skills 2, earning 10 and/or 20 Level 3/4 University credits. These modules count towards *Ulster EDGE*.

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

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

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 range of internal data and external data sources that are available to Ulster University for WAP purposes.

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

1.8.10 Taking Boys' Seriously Research

The Taking Boys' Seriously Research regularly engages with a range of stakeholders and seeks to capture impact using the Kirkpatrick model. Level 1 reactions are regularly captured during interactions and the project is Planning to capture level 2 learning and level 3 transfer in the future.

The TBS 2 project is guided by a Steering Group. During 2018/19 a number of audit interviews with school and community stakeholders and focus groups with young men were conducted. These allowed the project to learn and build understanding of interventions that are supporting boys in their education and development. Using case-studies in three schools (formal education) and three communities (informal education) is helping the project investigate the impact of selected interventions.

In October 2018, a stakeholder engagement conference was held at Ulster University. Participants were engaged to think about boys' educational experience from an intentional asset-based approach regarding the research question, "What is the eco system that supports the educational aspirations, attitudes and achievement of boys who experience compounded disadvantage?".

Some comments from the evaluation of the day included;

"It is clearly evident there are innovative approaches in the controlled sector that focus on raising attainment; this conference provided an opportunity to showcase best practice from two of our schools, Markethill High School and Abbey Community College through its partnership with Monkstown Boxing Club. It was inspiring to hear directly from the young men at the conference. It is clear that partnerships between pupils, teachers, parents and the wider community are important to enable young people to meet their potential"

(Barry Mulholland, Chief Executive, Controlled School Support Council)

"The conference brought together leaders and influencers across education, academia and the youth and community sectors, to highlight and showcase areas of best practice in relation to improving attainment and engagement for boys. There was positive reinforcement of the steps and strategies being taken across education and beyond to engage and support boys in addressing underachievement and barriers to learning. There were also numerous examples of best practice and where positive interventions were making a real difference to the lives of these young people across Northern Ireland. In particular, I was struck by the holistic approach that supported such interventions and engagement as being the difference to getting boys engaged in learning and beginning to take ownership of their own learning and development. The investment in wider personal development strongly complemented that academic input and the boys were very positive and enthusiastic about this approach."

(Gerry Campbell, Chief Executive, Council for Catholic Maintained Schools)

Some further examples of anonymised feedback from conference participants are as follows:

<i>“Panel discussion sessions were very useful. It would be helpful for schools to collaborate together to use joint approach in addressing boy’s attainment.”</i>
<i>“Worked examples and outcomes would be helpful.”</i>
<i>“Food for thought. Especially good to hear what is being trialled in other schools. It will be interesting to follow the progress and outcomes from this project.”</i>
<i>“Good to be reminded of how challenging boys can and do find education. Thank you. I will take the great advice and experience gained today back to my colleagues at school.”</i>
<i>“It would be great to contact schools/agencies involved directly.”</i>
<i>“Opportunity for further training to develop strategies for raising boy’s attainment from these involved in the panel etc. Opportunity to build networks/ collaborate with other schools/outside agencies.”</i>

A link to the full evaluation report is available online via:

https://www.ulster.ac.uk/_data/assets/pdf_file/0006/610998/Report-of-TBS2-Best-Practice-Conference-2018-.pdf

Research findings are identifying boys who experience **compounded educational disadvantage** as ‘**Relational Learners**’ (Reichert and Harley, 2010). Through the case study data TBS 2 has begun distilling and developing eleven principles that can be adopted holistically. These principles are currently being piloted in a range of ways (teacher training; formal education with teachers and principals; informal education through community and youth services etc.) in order to be refined, and will be tested further for proof of concept in the next year of the research. They are proving to be valuable in underpinning educational practices with boys at risk of disengaging from education.

Minutes from a Steering Group Meeting where stakeholders discussed the principles highlighted;

- Positive reception of Principles as relevant and necessary. In particular, ‘Acknowledge of Unconditional worth; Communicate persistent care, Un-block individual blocks to learning; Health in Mind and Body in particular were highlighted in one breakout group as resonating based on experiences working with young men.
- Feedback that there was a need to work more to clarify wording for example, on Principle “Connect to their Context could be strengthened in wording to emphasise that it was important to understand the boys’ unique context in order to strengthen the building of the pupil/ educator relationship.
- Consider reframing as ‘Assets’ rather than Principles as they may then be able to be integrated more fulsomely into existing ethos/schools’ development.
- Question: What are the opportunities for HE to also adopt the principles? Research will begin to naturally consider how HE will want to consider these principles.

1.8.11 External Dissemination of WAP Impact During 2018-19

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 2018/19.

2018

- C. O'Donnell, T. Lavery and A. Mooney (2018), VEX Robotics' Challenge and Competition Poster at HEA STEM Conference, Newcastle-upon-Tyne
- C. O'Donnell and L. Lavery-Bowen (2018), *ALL SySTEMS Go*,. Engaging Young. Scientists. HEA STEM Conference, Newcastle-upon-Tyne. URL: <https://www.heacademy.ac.uk/system/files/hub/download/12.5%20O%27Donnell.pdf>
- C. O'Donnell and T. Lavery (2018), VEX Robotics' Challenge and Competition presentation to the Royal Academy of Engineering Expert Panel
- C. O'Donnell, B. Murphy and B. Hunter (2018), "Participation by Numbers: WAP at the core of strategy, leadership, and change management." chapter in *Concepts of Value & Worth: National & International Perspectives on Widening Access & Participation*, (Broadhead et. al. 2018), IBSN
- C. O'Donnell, B. Murphy and B. Hunter (2018), 4D: Developing Dashboards For Data-Driven Decision-Making, Data paper and paper presentation at ICERi (12-14th November 2018). URL: <https://iated.org/iceri/>
- C. O'Donnell, T. Lavery and A. Mooney (2018), A Robotics Recipe For Success, paper and paper presentation at ICERi (12-14th November 2018). URL: <https://iated.org/iceri/>

2019

- C. O'Donnell, T. Lavery and A. Mooney (2018), VEX Robotics' Challenge and Competition Poster at HEA STEM Conference, Newcastle-upon-Tyne
- C. O'Donnell and L. Lavery-Bowen (2018), *ALL SySTEMS Go*,. Engaging Young. Scientists. HEA STEM Conference, Newcastle-upon-Tyne. URL: <https://www.heacademy.ac.uk/system/files/hub/download/12.5%20O%27Donnell.pdf>
- C. O'Donnell and T. Lavery (2018), VEX Robotics' Challenge and Competition presentation to the Royal Academy of Engineering Expert Panel
- C. O'Donnell, B. Murphy and B. Hunter (2018), "Participation by Numbers: WAP at the core of strategy, leadership, and change management." chapter in *Concepts of Value & Worth: National & International Perspectives on Widening Access & Participation*, (Broadhead et. al. 2018), IBSN
- C. O'Donnell, B. Murphy and B. Hunter (2018), 4D: Developing Dashboards For Data-Driven Decision-Making, Data paper and paper presentation at ICERi (12-14th November 2018). URL: <https://iated.org/iceri/> ISBN: 978-84-09-05948-5 / ISSN: 2340-1095
- C. O'Donnell, T. Lavery and A. Mooney (2018), A Robotics Recipe For Success, paper and paper presentation at ICERi (12-14th November 2018). URL: <https://iated.org/iceri/> ISBN: 978-84-09-05948-5 / ISSN: 2340-1095
- C. O'Donnell, Status Report for European SI/PASS/PAL programmes, January 2019, https://www.si-pass.lu.se/en/sites/si-pass.lu.se/en/files/status_report_european_web_feb2019.pdf

- C. O'Donnell, B. Murphy and B. Hunter (May 2019), Widening Access and Participation Dashboards for Data Informed Decision-Making. SEDA Conference, <https://www.seda.ac.uk/events/info/476/programme>
- C. O'Donnell, B. Murphy and B. Hunter (2019), Interactive Learner Analytics: Interactive Dashboards for Widening Access & Participation and Inclusivity at ICERi (11-13th November 2019). URL: <https://iated.org/iceri/> **ISBN: 978-84-09-14755-7**
- C. O'Donnell, B. Murphy and B. Hunter (2019), Peer Assisted Study Sessions (Pass) Peer Mentoring for Widening Access and Inclusivity at ICERi (11-13th November 2019). URL: <https://iated.org/iceri/> **ISBN: 978-84-09-14755-7**
- T. Lavery, and C. O'Donnell (2019), Using Robotics in the Classroom to Develop Skills Needed In The 21st Century Workplace and to Promote Engineering Habits Of Mind at ICERi (11-13th November 2019). URL: <https://iated.org/iceri/> **ISBN: 978-84-09-14755-7**. This project was delivered in partnership with Ulster University and contributions were acknowledged within the paper.
- T. Lavery (2019), Using Masterclass Maths to Engage Gifted and Talented Pupils from the Lower Socio-Economic Groups at ICERi (11-13th November 2019). URL: <https://iated.org/iceri/> **ISBN: 978-84-09-14755-7**. This project was delivered in partnership with Ulster University and contributions were acknowledged within the paper.

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

PART TWO

WIDENING ACCESS AND PARTICIPATION PLAN

Forward Plan 2021-2022

Part 2 is the forward plan for the institution in the academic year 2021/22. Institutions are required to submit information under each of the headings below. Please see Section 2 of the Guidance notes

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 £4,530		Additional fee income per student (£4,530 max fee minus £1,785 standard fee)	Estimated Number of students in 2021/22	Estimated additional fee income
Course Type	Fee (£)			
Undergraduate	£4,530.00	£2,745.00	11233	£30,834,585.00
Sandwich	£2,265.00	£1,373.00	1668	£2,290,164.00
	£4,530.00	£2,745.00		£0.00
	£4,530.00	£2,745.00		£0.00
	£4,530.00	£2,745.00		£0.00
Total Students			12901	
Estimated Total additional fee income from students charged the maximum higher fees				£33,124,749.00

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

Courses with a standard fee of at least £1785 but less		Additional fee income per student	Estimated Number of students in 2021/22	Estimated additional fee income
Course 1	Fee (£)			
		-£1,785.00		£0.00
		-£1,785.00		£0.00
		-£1,785.00		£0.00
		-£1,785.00		£0.00
		-£1,785.00		£0.00
Total Students			0	
Estimated Total additional fee income from students charged the maximum higher fees				£0.00

2.2

Summary – Total Estimated Additional Fee Income for all students in 2021/22 i.e total at 2.1(a) plus total at 2.1(b)

Total Estimated Additional fee income:	£33,124,749.00
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2.3

Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2021/22

[See Guidance notes for 2.3 before completing] Add additional groups as necessary

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203	Full-time	3800	£453.00	£1,721,400.00
				£0.00
				£0.00
				£0.00
	<i>If there are different</i>			£0.00
Other low income groups				£0.00
				£0.00
				£0.00
	<i>If there are different bursary amounts</i>			£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation				£0.00
Care Leavers		60	£1,000.00	£60,000.00
Accommodation Vouchers		100	£1,000.00	£100,000.00
Total Bursary Spend (£)		3960		£1,881,400.00

(b) Scholarships

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

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

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

2.4

Estimated Direct Expenditure on Outreach Activities in 2021/22 aimed at Widening Participation students

(i)

Name of Programme/Project	Schools Outreach		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry aspiration and attainment raising.		
Target Groups	Pupils in primary, post-primary and special needs schools on the Centre's schools priority index.		
Estimated Expenditure (£)	£470,853.18	See Appendix:	Appendix 1
Brief description of activity <i>If not already included in Section 1.4</i>	2021/22 will see the introduction of a blended approach to schools outreach, via our new online Schools Outreach Academy alongside traditional face to face engagements and initiatives		
Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> •Engagement with at least 20% schools with $\geq 40\%$ FSME; • 90% post-primary: 10% primary engagement ratio; •At least 200 primary school pupil engagements; •At least 1800 post primary school pupil engagements; •Educational partnerships to scale outreach; eg Man Utd Foundation, BBC •Progression Unit: To support and increase aspiration to progress to university, Year 13 & 14 progression pathways via a mentoring initiative •YoUUr Classroom: Enabling schools disadvantaged with lack of computer suites. •Increased interest in the engaging with education in under represented subjects; •Lower barriers to experiencing a university campus via a blended approach; Schools Outreach Academy alongside campus visits, workshops and lectures. •Direct access to subject experts and specialist equipment at university; Blended approach via online learning; Schools Outreach Academy. •Enhanced teacher-academic contact. •Enhancement of central educational themes of Key Stages 3-5. 		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity Type			

	Name of any collaborative partner	Peave IV Shared Spaces, (Antrim and Newtownabbey Borough Council), Ulster Museum, Geological Survey NI and Belfast Hills, Good Nutrition in Schools, Manchester United Foundation, Barclays Bank, Tinderbox Theatre Company Riverside Theatre, Volunteer Now, Sport NI, Royal Meteorological Society, Woodland Trust, Engineers Ireland, Royal Academy of Engineering, NI Science Festival, Belfast Festival of Learning, Maths Week Ireland Local Councils, Professional Bodies, University Faculties and Departments.

(ii)

Name of Programme/Project	Community Engagement		
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. 		
Estimated Expenditure (£)	£344,671.51	See Appendix:	Appendix 2
Brief description of activity <i>If not already included in Section 1.4</i>	<p>The community facing educational outreach team of the Flexible Education department collaborates across all campuses. Community Engagement seeks to:</p> <ul style="list-style-type: none"> • employ appropriate educational partnership models to ensure visibility and transparent navigation of activity which increases accessibility to Higher Education for organisations, groups and individuals; • Science Shop in the Community explore, broker and engage community needs based opportunities for students to engage in learning and research that contributes to the development of society. <p>The extended programme will achieve this through internal and external models as follows:</p> <ul style="list-style-type: none"> • Civic Ambassador - staff contributing development days to NI economy addressing projects which encourage aspiration and attainment into and through HE through innovative engagements including the development and delivery of access modules and workshops; • Community Fellows- competitively recruited to develop adult learner confidence to engage in HE and ensure Ulster's Community Impact map is made visible to each council area; • Increase the participation rate for young people from care and those living with disabilities made visible through innovation projects and bursary allocation; • Supporting the transition of associate FE students to HE. 		
Target Outcomes (Should be quantifiable)	20 Staff Civic Ambassadors working with young people and adult learners undertaking educational workshops / modules with community and school partners;		

	<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.</p> <p>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>		
Activity: New or Ongoing i.e undertaken last	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity type			
Name of any collaborative partner	Community Leaders, Health and Social Care Trusts and the Fostering Network; Students; Voluntary Sector Organisations and FE Colleges		

(iii)

Name of Programme/Project	Pathways to Success		
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 (£)	£113,752.43	See Appendix:	Appendix 3
Brief description of activity <i>If not already included in Section 1.4</i>	1. Design, validation and oversight of HE awards for Level 4 and 5 widening access pathways through FE. 2. Direct access to modular credit accumulation through a Flexible Framework.		
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.		
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	All FE colleges and community organisations and groups across NI		

2.5

Estimated 'Direct Expenditure' on Post Entry Retention Activities aimed at Widening Participation students in 2021/22

(i)

Name of Programme/Project	Retention and Success		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Retention and success support targeted for WP students enroled with the University.		
Target Groups	MDM quintiles 1 and 2; Non-traditional direct entry students from FE.		
Estimated Expenditure (£)	£580,000.00	See Appendix:	Appendix 4
Brief description of activity <i>If not already included in Section 1.4</i>	Group of interventions: 1. Peer-Assisted Study Sessions, PASS - a supported WP mentoring scheme (£20,000 staff time; student intern and resources). 2. Technologies that support academic writing skills, learning analytics and attendance monitoring in support of WP engagement and success (£260,000). 3. Technology Fund to support most disadvantaged students (£200,000). 4. Studiosity Student Connect Peer Mentoring Service (£100,000).		
Target Outcomes (Should be quantifiable)	Equity in success across Qunitiles measured by, retention, progression, achievement and success.		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity type			
Name of any collaborative partner	Institution-wide collaboration		

2.6 Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2021/22

(i)	Title of Research Activity	Research and Analytics and Taking Boys Seriously		
	Research Target Group			
	Estimated Expenditure (£)	£207,519.00	See Appendix:	Appendix 5
	Description	<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>		
	Brief description of research programme			
	Expected Research Outcomes	<p>1. WP collection, monitoring and review of the characteristics of the student body. Customised dashboards of equity in access and success of student profile by University, Campus, Region, Faculty, School, Programme. Identify and take advantage of opportunities for dissemination of outcomes.</p> <p>2.Examples of successful pedagogic practice and measures of success for schools operating in difficult areas; recommendations for teacher training; guide for education policy development; recommendations for gender-based pedagogies; evaluation of the efficacy of youth work methodologies in improving the educational attainment of boys from disadvantaged homes and districts.</p> <p>3. TBS: Continue to interpret the data collected from the 6 current case study sites in Belfast. Test out newly developed 'Relational Education' Principles which have emerged from 2019-2020 data collection with wide stakeholder groups (Parents; Teachers, Boys and Young men; University Students; Key Educational Policy Statutory Level Stakeholders). Publish positioning paper.</p> <p>Build the quantitative data from a range of sources to compliment the qualitative data. In partnership with key stakeholders in the steering group determine the direction of travel for the participative action research (PAR) for 1. Schools (formal education); Youth and community projects and families (informal and community education); Universities (higher education)</p> <p>Quarterly Steering groups will continue to be held with key educational stakeholder group.</p>		

2.7

Estimated 'Direct' Expenditure on Staffing and Administration in 2021/22

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

Estimated Direct Expenditure	£
Estimated apportionment of Administration costs not already attributed to an activity	£134,280.33
Estimated 'other' costs please specify below	
Total:	£134,280.33

2.8

Summary of all Estimated Direct Financial Expenditure in 2021/22

Estimated Direct Expenditure	£
Estimated amount of additional fee income to be spent on bursaries <i>i.e this will be a total that detailed at 2.3(a)</i>	£1,881,400.00
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>	£929,277.12
Estimated amount of additional fee income to be spent on post entry retention activities <i>i.e this will be a total of that detailed at 2.5</i>	£580,000.00
Estimated amount of additional fee income to be spent on research activity <i>i.e this will be a total of that detailed at 2.6</i>	£207,519.00
Estimated amount of additional fee income to be spent on Staffing and Administration <i>i.e this will be a total of that detailed at 2.7</i>	£134,280.33
Total estimated direct expenditure(£)	£3,817,476.45
Total estimated direct expenditure as a proportion of additional fee income %	11.52%

2.9

Estimated 'Indirect' Expenditure on Widening Participation infrastructure and broader

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

Description of Expenditure	Amount (£)
Student Marketing and Communications	£750,008.00
Central University Support for WP	£9,562,565.00
Total Expenditure (£)	£10,312,573.00

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

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

PART THREE

WIDENING ACCESS AND PARTICIPATION PLAN

Monitoring Report for 2018/19 Widening Access and Participation Plan

Part 3 is the monitoring report for academic year 2018/19 and will be the actual spend incurred – you will wish to refer to your WAPP for 2018/19 to complete this section of the form

3 Additional Fee Income

3.1 Total Additional Fee Income in 2018/19 (please detail in the table below)

Total Actual additional fee income (£)	£28,850,008.00
Estimated additional fee income (£)	£29,952,388.00
Variance	-£1,102,380.00

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

The drop in additional student fee income reflects the drop in student numbers.

3.2 Level of fees

Please provide details of the fees charged for 2018/19 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 2018/19	Total additional fee income 2018/19
FTUG	£4,160.00	£2,515.00	10714	£26,945,710.00
FTUG SW	£2,070.00	£1,265.00	1446	£1,829,190.00
				£0.00
				£0.00
Additional fee income from students charged the maximum higher fee (£)			12160	£28,774,900.00

(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 2018/19	Total additional fee income 2018/19
FTUG < 120 credit pts average	£1,782.31	£137.31	547	£75,108.57
			6	£0.00
				£0.00
Additional fee income from students charged the maximum higher fee (£)			553	£75,108.57

Note: The £231,459 of additional income relates to students that have been charged above the basic fee,

3.3**Actual 'Direct Expenditure' on bursaries and other direct financial support targeted at Widening Participation Students in 2018/19**

In the following sections you are required to provide a comparison summary of the activity and actual expenditure in 2017/2018 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		3722	£416	£1,548,352.00
				£0.00
				£0.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please</i>				£0.00
				£0.00
				£0.00
Other low income groups				£0.00
				£0.00
				£0.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please</i>				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other -eg Care Leavers		57	£1,000.00	£57,000.00
Accommodation Voucher		70	£1,000.00	£70,000.00
Total		3849		£1,675,352.00

Estimated bursary expenditure as detailed in your 2018/19 WAPP (£)	£1,931,532
Actual bursary expenditure for 2018/19 (£)	£1,676,352
Variance between estimated and actual bursary spend	-£255,180
	-15.22%

Please provide an explanation of any Variance between your Estimated and Actual Spend if less Expenditure on Bursaries is driven by eligibility and demand. The numbers eligible dropped in

line with the reductions in student numbers generally.

(b) Scholarships

Target Groups (insert below)	Number of students	Scholarship Amount per student(£)	Total Scholarship expenditure 2018/19
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 2018/19 WAPP (£)	£0.00
Actual Scholarship expenditure for 2018/19 (£)	£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 2018/19

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

Target Groups (insert below)	Number of students	Other Amount per student(£)	Total Other expenditure 2018/19 (£)
Students with household income up to £19,203			£0.00
Other low income groups			
Care Leavers			£0.00
Adult Learners	193	up to £500	£24,807.76
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
Total	193		£24,807.76

Estimated Other expenditure as detailed in your 2018/19 WAPP (£)	£85,000.00
Actual Other expenditure for 2018/19 (£)	£24,807.76
Variance between estimated and actual Other spend	-£60,192.24
	-242.63%

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

Significant downturn in demand for fee waiver bursaries supporting Adult Learner access to Flexible Education, in particular training and development for work-based learning. Going forward there will be an increased emphasis in supporting modules leading directly to progression to HE courses (see Pathways to Success and Community Engagement in Part Two).

3.4 'Actual' Direct Expenditure on Outreach Activities in 2018/19 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.

(i)

Name of Programme/ Project	WAP Schools Outreach		
Activity type/s: Pre-Entry e.g. Aspiration	Pre-entry; aspiration raising; attainment raising		
Brief description of activity	Across 2018/19, School outreach activity supported central themes of Key Stage 2, 3, 4, and 5 - increasing aspirations and knowledge of Higher Education. The new programme included 3000 pupils over 91 schools in comparison to the previous Step Up intervention which was approx 200 pupils per year over 17 schools. Across 2018/19, Nearly two-thirds (65%) programmes provided academically focused activities to Post Primary Education and 35% for primary education. These included one-off events lasting for 3 or 5 hours, or out-of-the-box materials for schools to integrate into their curriculum such as robotics or enterprise, while at the other end were intensive long-term engagements lasting weeks or months (Healthy Heros, Youth Drama, Manchester United Foundation), with 20 hours or more of contact time with the young people.		
Target Groups	School children in target schools.		
Estimated Expenditure (£)	£582,449.75	Actual Expenditure (£)	£543,444.88

Target Outcomes (Should be quantifiable)	Highly targeted STEM-based engagements with 15% of all target schools in bottom quintile of schools as defined by Ulster's WAP Priority Schools Index.	
Actual Outcomes (Should be quantifiable)	<p>The Schools Outreach team deliver a suite of programmes designed to promote fair access to education to support sustained widening access across all four faculties of the University.</p> <p>2018/19 welcomed 4302 pupils from across 111 schools, including primary, post primary and special education. Giving opportunities and insights into higher education.</p> <p>Across 2018/19, School outreach activities/learning interventions actively supported, central themes of Key Stage 2, 3, 4 & 5 across primary and post primary curriculum. Overwhelmingly, focusing on increasing young people's knowledge about HE or their aspirations for HE. Across 2018/19, the outreach team have been working with 111 schools across NI, in particular our neighbouring schools around our campuses of Belfast, Coleraine and Magee. Over 70% (72.1%) programmes provided academically focused activities to Post Primary Education and 27.9% for primary education.</p> <p>Focus on GCSE: Research has indicated that educational interventions with 14-year olds are more likely to positively impact on aspiration and engagement. Hence, rigorous development of programmes facing Year 10 were developed to support "Making Informed Decisions" so that pupils understood pathways to progression from GCSE, to A' Level to Degree courses or alternative opportunities.</p> <p>Focus on Progression: Alongside initiatives aimed at supporting progression from Year 13 &14 across to HE. A further development within 2018/19 saw an enhanced transition programme: "Prepping for Uni." Information has been gathered across the faculty's indicating the readiness of students on arrival to the University. Reflecting the need from this, a new initiative was developed to support expectations, motivations, readiness and vision of University Life.</p> <p>Focus on Partnership: Across 2018/19 Schools outreach was strengthened by collaboration with significant stakeholders across education and industry. These included The Open with R&A, Barclays Bank, Royal Meteorological Society, Chartered Accountants, Lego First League, Volunteer Now, Sport NI, Riverside Theatre, equipping pupils with the diversity of the industry specialists alongside the educational pathways provided by our undergraduate courses.</p> <p>Focus on Student Advocates: Across our schools outreach we embed "Student advocates" from the current student body to integral and support facilitation of outreach provision. Student advocates come from a diverse range of backgrounds, including lower higher education participation areas, who provide role models for prospective students.</p>	
Variance		-£39,004.87
Explanation of any variance identified (if less than/greater than 10%):		

(ii)

Name of Programme/ Project	Workforce and Adult Learners		
Activity type/s: Pre-Entry e.g. Aspiration	Attainment Raising		
Brief description of activity	To support diverse routes of entry to higher education Ulster University has supported: NI Higher and Degree Apprenticeship development; supported validated Access and Foundation Degree provision across FE at scale well above demand for direct entry; and provided fee-waived CPD for eligible adult learners.		
Target Groups	Adult Learners, work-based learners		
Estimated Expenditure (£)	£208,361	Actual Expenditure (£)	£96,443.07
Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none">• Availability of explicit part time flexible degree pathways for adult learners;• CPD short course programmes giving access to a minimum of 100 work-based participants from the education and /or community sectors;• Increase the progression rate of adult learners from within collaborative partner provision such as foundation degree and or access diploma programmes;• Further targets to be identified as pathways and models develop.		
Actual Outcomes (Should be quantifiable)	<p>The total number of enrolments was 643 adult learners.</p> <p>The WAP Plan (Flexible Pathways) funded 193 adult learners.</p> <p>Resource packs, including digital recorders for assessment and core texts, were made available for WAP students and graduation fees were waived.</p>		
			</

(iv)	Name of Programme/ Project	Community Engagement & Fostering Aspirations		
	Activity type/s: Pre-Entry e.g. Aspiration Raising,	Pre-entry Aspiration and Attainment Raising. Reducing Barriers to engagement by outreach through community networks.		
	Brief description of activity	<ul style="list-style-type: none"> • Staff Civic Ambassador Programme contributing development days to NI economy addressing projects which encourage aspiration and attainment into and through HE through innovative engagements including the development and delivery of access modules and workshops; • Community Fellowship Scheme competitively recruited to develop adult learner confidence to engage in HE and ensure Ulster's Community Impact map is made visible to each council area; • Science Shop in the Community actively supports access and achievement into HE for community groups and individuals; • Proactively encourage young people from a background in Care to transition through education and consider HE as an alternative. 		
	Target Groups	<ul style="list-style-type: none"> • Young people and Adult Learners through Community Engagement including community and voluntary sector. • Young People and Adults Pre-entry Aspiration and Attainment Raising. • Young people from a background of care, NEETs and adult returners in target. neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region. 		
	Estimated Expenditure (£)	£310,764.00	Actual Expenditure (£)	£305,840.08
	Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> • 25 Staff civic ambassadors working with young people and adult learners undertaking educational workshops / modules; • 11 civic fellows selected and engaged with widening access outreach and activity within Ulster University HE community • 50 community partners identifying needs based projects which are effectively matched with Ulster staff and / or students to increase access and or engagement with HE; • Increase the participation rate for young people from care made visible through innovation projects and bursary allocation; 		

Actual Outcomes (Should be quantifiable)	<ul style="list-style-type: none">• 23 Staff civic ambassadors working with young people and adult learners undertaking educational workshops / modules;• 13 civic fellows selected and engaged with widening access outreach and activity within Ulster University HE community• 74 community partners identifying needs based projects which are effectively matched with Ulster staff and / or students to increase access and or engagement with HE; 707 Ulster students & 191 Science Shop projects completed.	
Variance		-£4,923.92
Explanation of any variance identified (if less than/greater than 10%):		

(v)

Name of Programme/ Project	Faculty Post Entry Retention and Success Activities		
Activity type/s: Pre-Entry e.g. Aspiration Raising,	Post Entry Retention, Attainment and Success		
Brief Description of Activity	Pro-active and institution-wide initiative to support all those at risk of non-progression.		
Target Groups	To improve equity in retention and success for WP students.		
Estimated Expenditure (£)	£752,815.00	Actual Expenditure (£)	£306,120.06
Target Outcomes (Should be quantifiable)	Maintaining and enhancing retention and success		
Actual Outcomes (Should be quantifiable)	1) ATTS (Assistive Technologies and Study Support - to increase efficiency in attendance and engagement monitoring; evidence-supported and informed decision-making and targeting of support resources for WP students; to improve retention, progress, achievement and success. 2) Small group tutorials are embedded across the University to support students at risk of non-progression.		
			-£446,694.94
Explanation of any variance identified (if less than/greater than 10%):			
The estimate in the Plan was a composite of the main projects in this category 1. Technology to support students at risk of non-progression which included attendance monitoring and reporting. The effect of introducing this technology has been to replace tens of thousands of manual transactions. The front end support to students to maintain WP has not been affected. 2. Small Group Teaching. Since Small Group Teaching has now been fully embedded across the University as core activity, it has been agreed that it would not be appropriate to include expenditure for this activity.			

3.6	'Actual' Direct Expenditure on Research Activities aimed at Widening Participation students in 2018/19			
	Title of Research Activity	WP Strategy Research and Analytics		
	Research Target Group	In addition to the ongoing collection, monitoring and review of the characteristics of the student body, the ADDL Directorate, together with colleagues in the School of Sociology and Applied Social Studies have embarked on a five year longitudinal active research programme investigating the underachievement of young boys.		
	Estimated Expenditure (£)	£142,387.59	Actual Expenditure (£)	£119,101.02
	Expected Research Outcomes	<p>On-going WP collection, monitoring and review of the characteristics of the student body.</p> <p>TBS is a five year longitudinal study which ultimately is expected to result in an increase of young males in the participating schools progressing to further or higher education.</p>		

Actual Research Outcomes	<p>WP collection, monitoring and review of the characteristics of the student body.</p> <ul style="list-style-type: none"> • Undertook horizon scanning analysis to understand the WP landscape externally and explore the range of internal data and external data sources that are available to Ulster University for WAP purposes. • Developed a range of University, Faculty, School and Programme level demographic reports, infographics and dashboards for targeting/reporting purposes and in order to inform decision-makers and WAP policy. • Worked with different stakeholders who required data and delivered anonymised WP data summaries for a range of departments/purposes as required on request. For example, bespoke reports and dashboards for employability, alumni, student marketing, student support, quality management and learning analytics working groups etc. • Investigated, monitored and illustrated visually the profiles of protected characteristics across different academic years including gender, age, declared religion, disability, care leaver, ethnicity etc. • Contributed to the HEFCE funded WP Employability Project Steering Group and delivered WP data summary requirements. • Completed HESA/Jisc Analytics labs training and project (May-October 2018). • Completed HESA data protection training for 'Analytics Labs'. • Evaluated outreach interventions and disseminated research findings externally. For example, in relation to the VEX Robotics Challenge, ALL SySTEMs Go and Data informed WAP decision making at Ulster University. For dissemination details see 1.8. • Undertook action research entitled "Taking Boys Seriously". • Attended and or hosted events for WAP knowledge gain and/or knowledge transfer. For example, Council/Senate WAP event May 2018, Learning for Success' Conference, June 2018 at UUJ, Taking Boys Seriously conference and GDPR training. 		
	<table> <tr> <td>Variance</td><td>-£23,286.57</td></tr> </table>	Variance	-£23,286.57
Variance	-£23,286.57		
Explanation of any variance identified (if less than/greater than 10%):			
<p>The variance in expenditure is due to reduced activitiy on the Taking Boys Seriously project following the resignation of the Research Associate. A new Research Associate is now in post.</p>			

3.7	‘Actual’ Direct Expenditure on Staffing and Administration in 2018/19		
	Staffing and Administration costs should be attributed to an individual programme/project and		
	Actual Direct Expenditure	Estimated (£)	Actual (£)
	Actual apportionment of Administration costs	£146,767.07	£165,456.26
Total Actual Direct expenditure (£)		£146,767.07	£165,456.26

3.8	Summary of ‘Actual’ Financial Expenditure in 2018/19		
	Actual Direct Expenditure	Estimated (£)	Actual (£)
	Actual spend on bursary support to students (£) <i>this will be a total of that detailed at table 3.3(a)</i>	£1,995,400.00	£1,676,352.00
	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	£24,807.76
	Actual amount of additional fee income spent on outreach (£) <i>this will be a total of that detailed at table 3.4</i>	£1,101,575.39	£945,728.03
	Actual amount of additional fee income spent on retention and success (£) <i>see table 3.5</i>	£752,815.00	£306,120.06
	Actual amount of additional fee income spent on research (£) <i>see table 3.6</i>	£142,387.59	£119,101.02
	Actual amount of additional fee income spent on Staffing and Administration (£) <i>see table 3.7</i>	£146,767.07	£165,456.26
	Total Direct expenditure committed in 2018/19 (£)	£4,223,945.05	£3,237,565.13
	Total Direct expenditure committed in 2018/19 (%)	14.1%	11.2%
	Total Underspend in 2018/19 (£) (if appropriate)		£0.00
	Total Underspend carried forward from 2017/18 (£) (if appropriate)		£0.00
	Total Underspend in 2019/20 (£) (if appropriate)		£0.00

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

Actual 'Indirect' Expenditure on Widening Participation infrastructure and broader student support

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

3.9

Description of Expenditure	Amount (£)
Student Marketing and Employability	£515,945.17
Central University Support for WP	£5,670,050.91
Central WP staffing	£228,789.43
Total Actual Indirect Expenditure (£)	£6,414,785.51

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 2018/19 and have these been achieved?

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

Target	Actual	Please provide an explanation where a target has not been achieved
2018/19	2018/19	(2017/18; 2,717) The most recent reports from planning in December 2020 shows that 2,739 of 16,174 (UG total excluding unknowns) were from Quintile 1. This equates to 16.9% of the UG Quintile One population. 2,739 is 502 lower than the 3,241 target. However, this target was set in 2017 based on an average of 4 years, 2012-2016. At that time the NIMDM 2017 was not yet in use. In 2017/18 there were 2,717 Q1 enrolments. There are 24 more such students in Q1 in 2018/19 than in 2017/18.
3,241	2,739 (16.9% of 16,174)	

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

Target	Actual	Please provide an explanation where a target has not been achieved
2018/19	2018/19	2017/18; 1,850
1,640	2,127 (13.2% of 16,174)	

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

Target	Actual	Please provide an explanation where a target has not been achieved
2018/19	2018/19	2017/18; 811
763	912 (5.6% of 16,174)	

(iv)

Group:	Young Males from Quintile 1 (FT & PT UG)	
Target/Milestone:	To increase enrolments	
Target	Actual	Please provide an explanation where a target has not been achieved
2018/19	2018/19	2017/18; 495
626	498 (3.1% of 16,174)	This is 3 more than the number for 2017/18 (495) and 128 less than the target (626). However, this target was set in 2017 based on an average of 4 years, 2012-2016. At that time the NIMDM 2017 was not yet in use. In 2017/18 there were 495 such enrolments. This equates to 3.1% of the UG population of 16,174.

(v)

Group:	Adult Learners (FT & PT UG)	
Target/Milestone:	To increase enrolments	
Target	Actual	Please provide an explanation where a target has not been achieved
2018/19	2018/19	2017/18; 2,665
3,500	2,572 (15.9% of total 16,174)	2,572 is 928 lower than the 3,500 target. However, this target was set in 2017 based on an average of 4 years, 2012-2016. At that time the NIMDM 2017 was not yet in use. In 2017/18 there were 2,655 such enrolments. Therefore this could alternatively be viewed as 93 less than in 2017/18.

(vi)

Group:	Care Experienced	
Target/Milestone:	To increase enrolments	
Target	Actual	Please provide an explanation where a target has not been achieved
2018/19	2018/19	2017/18; 58
43	57 (0.4% of 16,174)	

(vii)

Group:		Non-white Ethnic Groups (FT & PT UG)
Target/Milestone:		
Target	Actual	Please provide an explanation where a target has not been achieved
2018/19	2018/19	2017/18; 298
391	357 (2.3% of 16,174)	

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) is pleased to see the University continue to commit to making Higher Education more accessible through funding for Outreach and Retention programmes, the provision of Bursaries and other direct financial support such as fee waivers as well as continue to improve the University Widening Participation Policy through Research Activity. This commitment to widening access shows why Ulster University is the most comprehensive WP Institution for HE in Northern Ireland.

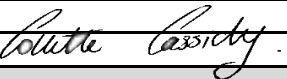
UUSU welcomes the Pre-Entry Outreach Programmes that are outlined within the 20/21 plan which will inspire, instil belief and provide pathways to accessing HE for school pupils, young people and adult learners across underrepresented backgrounds.

We want to ensure that Students feel supported throughout their Higher Education journey and therefore welcome the retention activities that are put in place to equip students with the tools to succeed. Activities such as small group tutorials, assistive technologies and study support will be beneficial. UUSU welcome an increase in the offering of retention activities with the Technology Fund and Studiosity Student Connect Peer Mentoring Service within the plan. Covid-19 has changed the way we learn so these supports are essential to ensure retention and success for students from non-traditional, under-represented backgrounds. It is also important to highlight that Student Wellbeing is a major factor for retention and success so from point of entry Mental Health Support for these Students is crucial.

UUSU welcomes the work the University is doing to instil equity in participation by quintile across the NI MDM profiles, targeting the under participation of young working-class males through the 'Taking Boys Seriously' research project will help continually improve and strengthen the University's widening participation policy.

UUSU notes the Sector Wide decline in Student Numbers within the report from 2018/19 particularly within groups; Quintile 1 (FT & PT UG), Young Males from Quintile 1 (FT & PT UG) and Adult Learners (FT & PT UG). This decline has impacted in the uptake of fee waiver bursaries supporting Adult Learner access to Flexible Education which UUSU would like to note as a concern. These declines will make it difficult for the University to meet the target of increasing the numbers within the groups listed. These reductions highlight the need for continued funding of outreach and retention programmes.

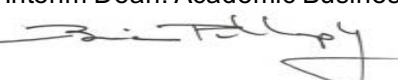
Covid-19 will have repercussions on the economy of Northern Ireland in the years to come which highlights the increasing need for widening access initiatives that have been highlighted through UUSUs comments.

Name:	Collette Cassidy
Position:	President
Signed:	
Date:	25/11/2020

4.2 Validation

In signing this form you are confirming that all of the information you have compiled in accordance with our

guidance, has been subject to an independent internal validation process and has been signed off and approved as correct prior to any submission to DfE.

Name:	Professor Brian Murphy
Position:	Interim Dean: Academic Business Development
Signed:	
Date:	14/12/2020

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

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

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

Name:	Professor Paul Bartholomew
Position:	Vice-Chancellor
Signed:	
Date:	14/12/2020