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Cover sheet of a Widening Access and Participation Plan for 2018/19 - 2020/21

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Institution:	Ulster University
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WIDENING ACCESS AND PARTICIPATION PLAN 2018/19 – 2020/21
Institutions are required to submit information under each of the headings below.

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 regards itself as *Northern Ireland's civic university* and marks this claim through a new 5-and-50 strategic plan (2016-2034) with Employability and Widening Access at the core of its civic contribution. A copy may be found here: <https://www.ulster.ac.uk/fiveandfifty/strategicplan.pdf>.

Uniquely, Ulster University is located at campuses across the region: Belfast/Jordanstown, Coleraine (North Coast) and Magee (Northwest). In addition, the University has an extensive network of validated 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.

The University's Strategy for Widening Access and Participation from 2011/12 has now completed its planned cycle and Widening Participation (WP) is now embedded within the civic contribution stand of the University's 5-and-50 strategic plan (2016-2034).

Governance of Widening Access and Participation (WAP) at the University comes under the remit of the directorate of Access, Digital and Distributed Learning and the Widening Access and Community Engagement Sub-Committee. Together these bodies ensure that WAP at the University is centrally planned, monitored, evaluated and institutionally embedded. WAP Plans of the University and further information can be found here: <http://addl.ulster.ac.uk/wap>

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

The contribution to widening access and participation for Northern Ireland is considerable. Moreover, the opportunities and the successes the University has nurtured for its students – a substantial number of whom are, in DfE terms, 'most able but least likely' - is unique and is outstanding. In Ulster University terms, this is a major civic contribution. (See subsequent sections).

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

1.2.1 Recruitment: Student Population and Demographics

Ulster University makes a dominant contribution to Northern Ireland WAP statistics.

The University is large by UK measures with 25,155 students (2015/16) and is the largest on the island of Ireland¹. Of the 25,155 students:

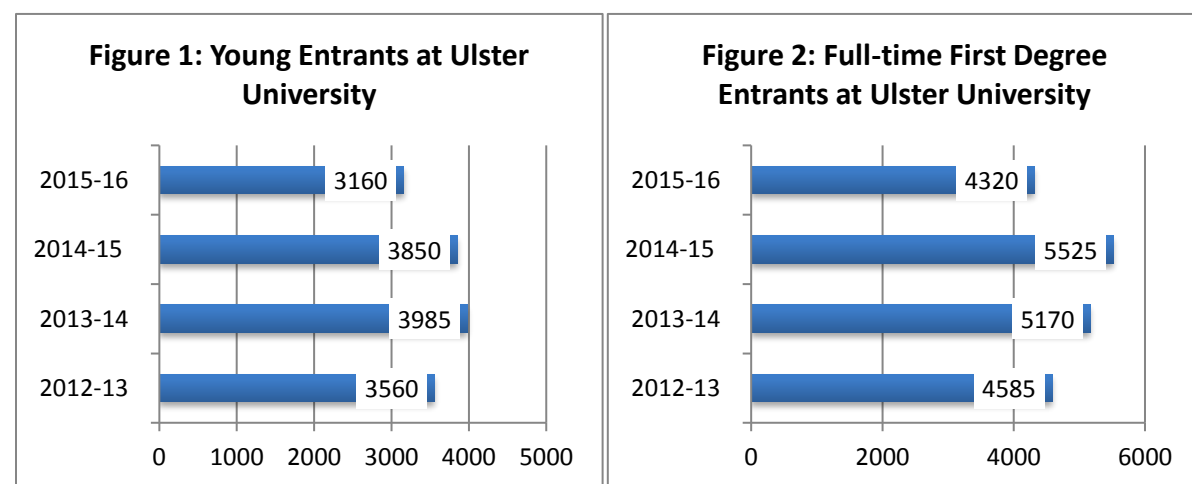
- 19,865 are undergraduates and 5,290 are postgraduates²
- 17,705 are full-time, comprising of 15,905 full-time undergraduates and 1,800 full-time postgraduates²
- 7,455 are part-time, comprising of 3,965 undergraduates and 3,490 postgraduates²
- 19,119 are NI-domiciled³
- 45% are male (8,669) and 55% are female (10,450)³

Belfast/Jordanstown has the largest student population at 11,340, followed by Coleraine and Magee with 3,881 and 34,464 students respectively. 433 are NI-domiciled other³.

With regard to full-time first degree students across NI HEI's overall, Ulster University has recruited 15,120 (49.2%) of the NI total (30,725) for 2015/16 (Source: table T7 of HESA 2015/16 report⁴).

The University is consistently the largest provider of both full-time first degree entrants and mature entrants to HE in Northern Ireland; and in three of the last four years has also been the largest provider of young entrants (see Figures 1 to 3).

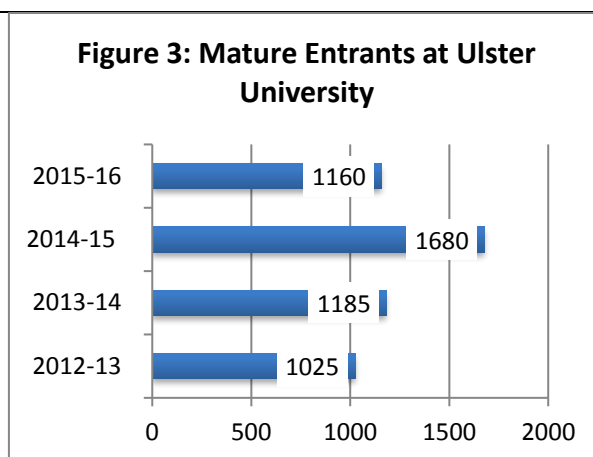
Figures 1 to 3 illustrate Ulster University profiles for young entrants, full-time first degree entrants and mature entrants from 2012-13 to 2015-16



¹ Source: <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings?r=Northern+Ireland>

² Source: https://www.hesa.ac.uk/files/student_1516_table_1.xlsx

³ Source: based on List data reports from Ulster Planning Department, accessed May 2017



(Source: HESA UK Performance Indicators for Widening participation, from 2012/13 to 2015/16 [see tables T1a and T2a])⁴?

In 2015/16 Ulster University recruited 4,320, (49.4%) of the Northern Ireland total of Full-time First Degree Entrants (8,750).

Of these 3,160 (73.1%) were classified as young and 1,160 (36.9%) as mature.

The total number of NI students classified as young across NI HEI's is 6,780, therefore Ulster has 46.6% of the NI population.

The total number of NI students classified as mature across NI HEI's is 1,970, therefore Ulster has 58.9% of NI population.

HESA classify undergraduates as young if they are under 21 years of age on entry, and mature if they are 21 or over. Postgraduates are classed as young if they are under 25 years of age on entry, and mature if they are 25 or over.⁵

Part-time provision is key to participation by work-based adult learners. As indicated above, a significant proportion of enrolment at Ulster is part-time (7,455). Of these approximately half (3,965) are undergraduate part-time enrolments (3,490)².

During 2015/16, 778 enrolments were within part-time flexible frameworks designed specifically for widening access and work based learners. This equates to 10.6% of the total part-time enrolments. Of these 31% (242 of 778) registered through ADDL were from Quintile 1 (see Figure 4).

⁴ Source: <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation>

⁵ Source: <https://www.hesa.ac.uk/support/definitions/students>

Figure 4: Flexible Part-time Enrolments (ADDL by MDM profile)

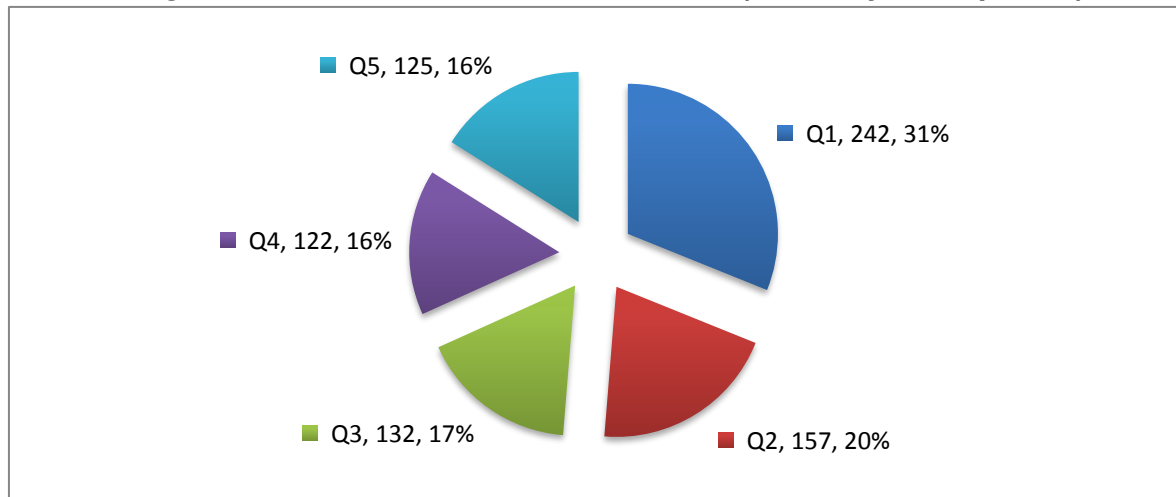
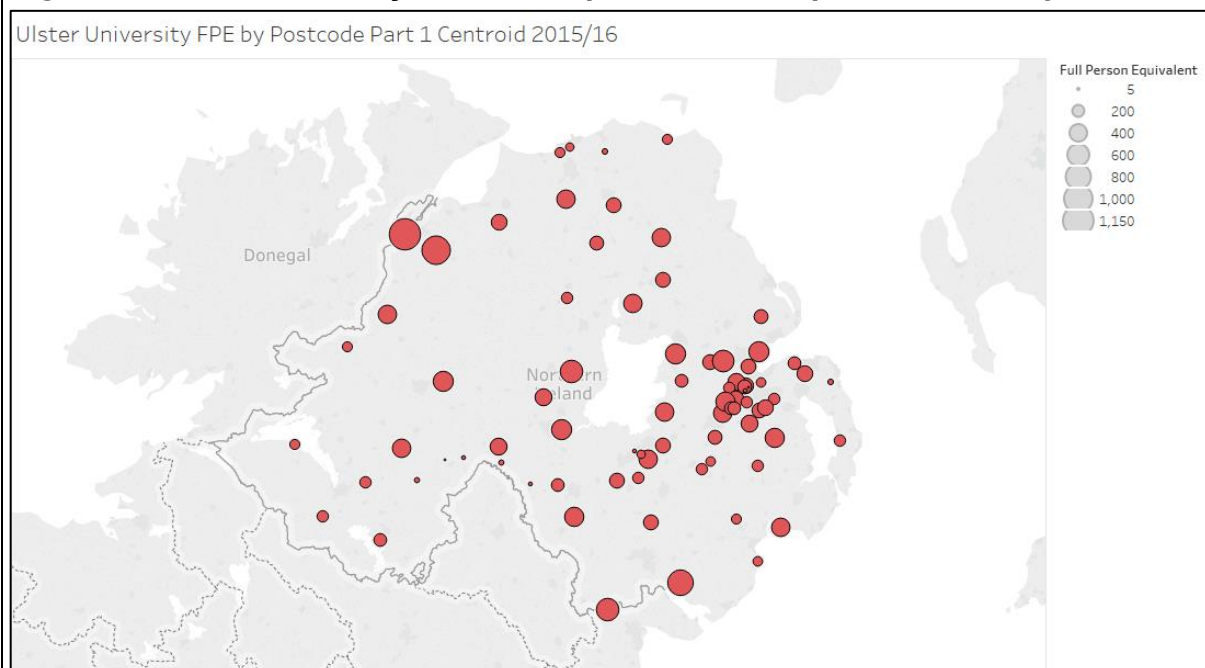


Figure 5 illustrates the regional distribution in Full Person Equivalent ‘hot spots’ by point of Home Address of the student population of Ulster University. This demonstrates clearly that the student body at Ulster is drawn significantly and substantially from the main centres of population across Northern Ireland.

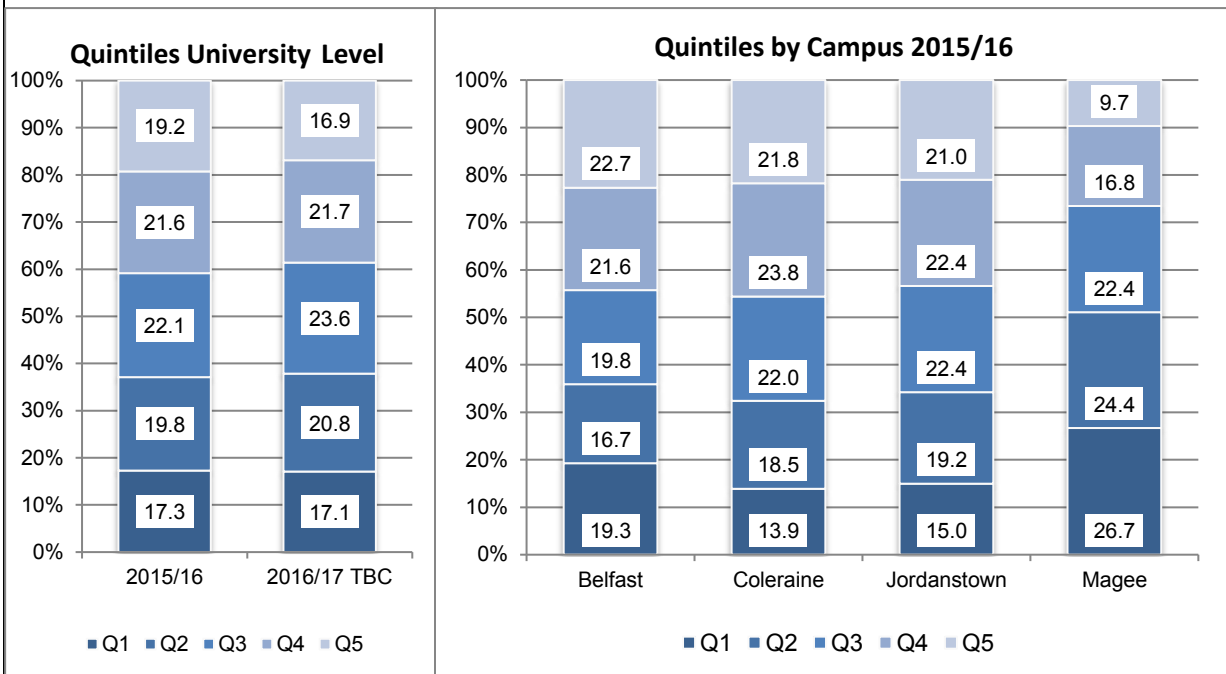
Figure 5: Ulster University Student Population ‘Hot Spots’ 2015-16 by Postcode



WAP Policy in Northern Ireland uses the Northern Ireland Multiple Deprivation Measure (NI MDM) as a key performance indicator. This is a spatial index of ‘unmet need’ across education, health, crime and other indices of the area of origin of students. The student population for 2015/16 of Ulster University is distributed across the four campuses as detailed in Figure 6. This will change as the new Belfast campus develops and the student body from Jordanstown migrates to Belfast in the main.

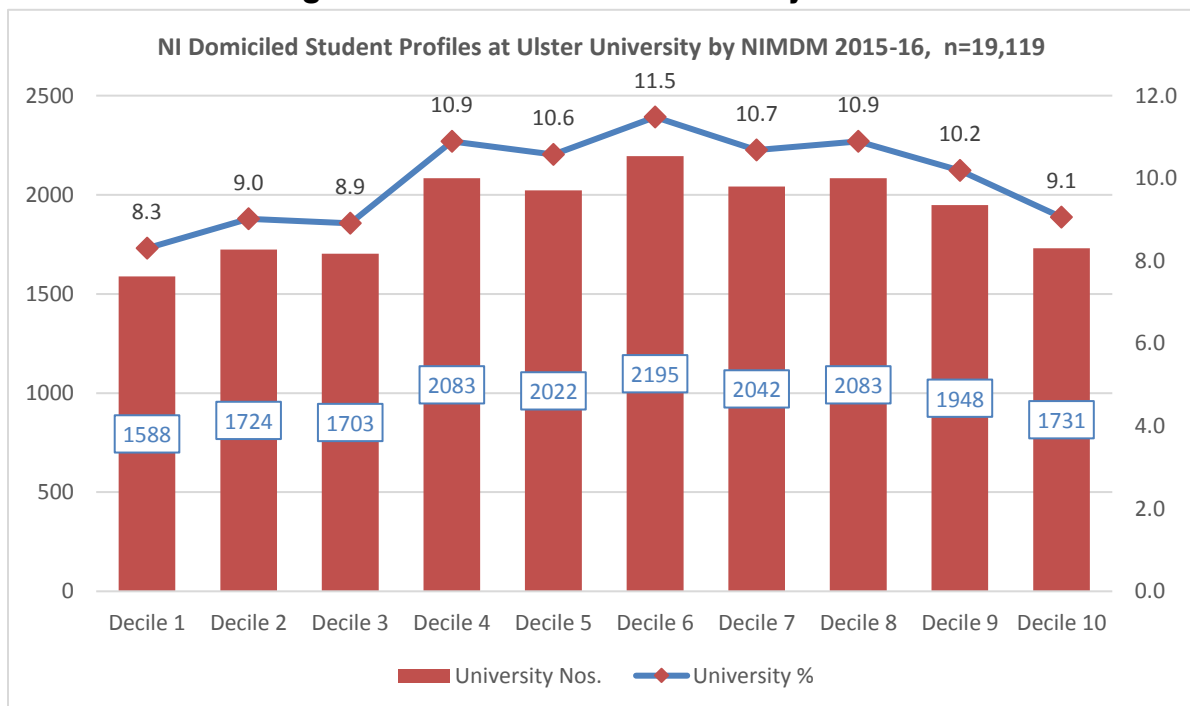
Notable, in the WAP context, is that the new Belfast campus will be located within the catchment of some of the most acute areas of educational underachievement in Western Europe.

Figure 6: HE Participation by Quintile (NIMDM) Ulster University and Campus



(Source: based on list report data from Ulster Planning, accessed May 2017)

Figure 7: NI-Domiciled Students by NI MDM



(Source: based on list report data from Ulster Planning, accessed May 2017)

1.2.2 Participation by Under-Represented Groups

The data illustrates consistent and sustained success in recruitment of Widening Participation rates are to equitable participation in all NIMDM categories.

Of note are the following:

- The 2015/16 profile of NI-domiciled students at the University is close to equitable in all groups with some under-representation persisting in Quintile 1 (17.3%).
- The Magee campus is the major campus contributor to widening access with 51.3% of the profile Quintiles 1 and 2 (1,778 of 3,465). Jordanstown by virtue of volume of students has the largest population of students from Q1 and Q2 (3,278 of 9,539).
- The expansion of the Belfast campus is likely to contribute positively to the WAP profile.

Figures 6 and 7 above illustrate some key participation statistics for 2015/16 by MDM decile and quintile for Ulster University.

The University regards these statistics as an outstanding civic contribution with participation rates being close to equitable in all areas.

1.2.3 Achievement rates for Under-Represented Groups

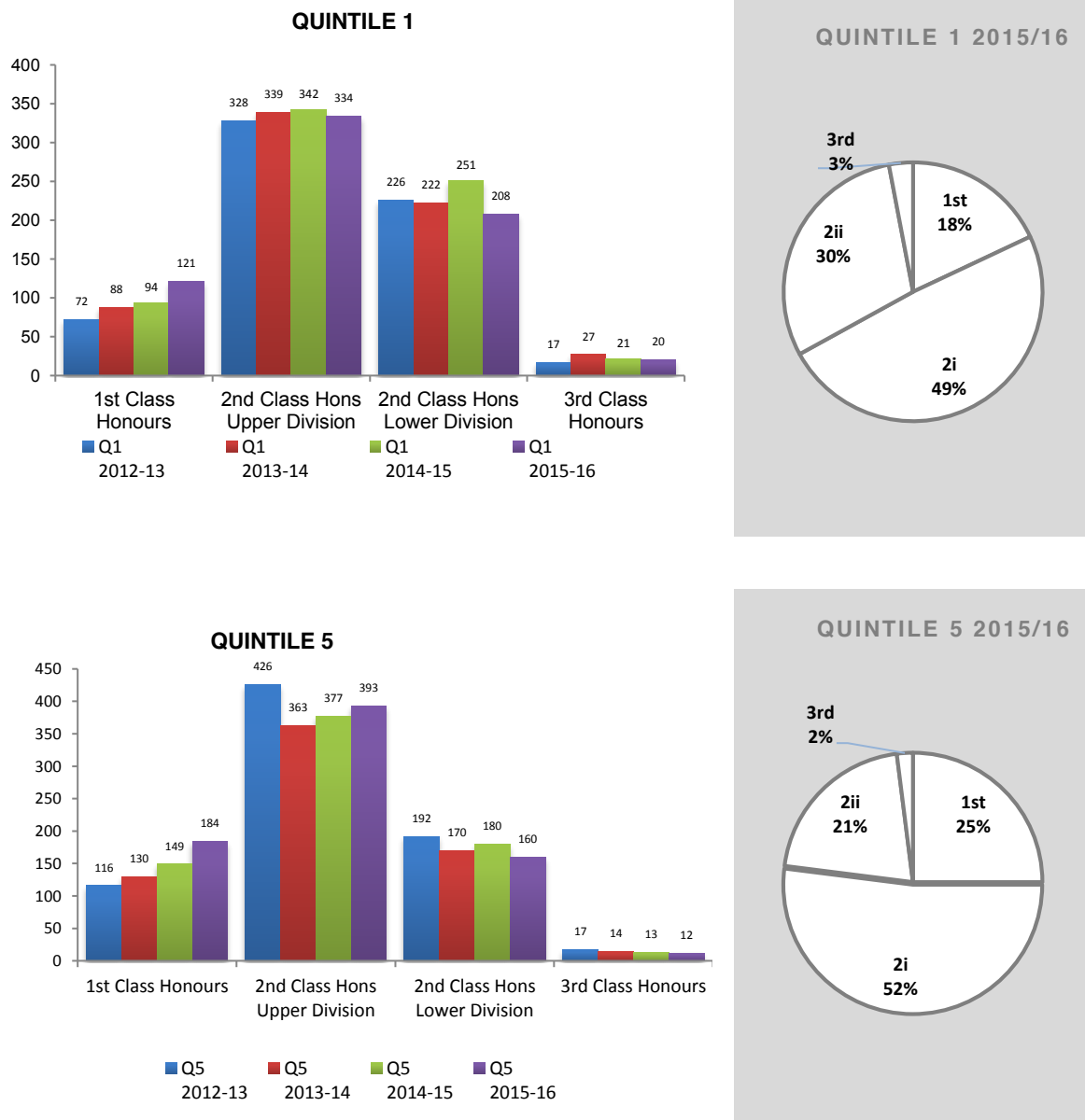
Ulster University achieves outstanding educational outcomes for those most able but least likely to participate in higher education.

Example outcomes are:

- In 2015/16, 97% of graduates from Quintile 1 obtained degrees Honours with first or second classifications (see Figure 8).
- Two-thirds of Quintile 1 obtained the higher classifications (1st and 2.i).
- A similar proportion of middle classification Honours were awarded to students of least advantage (Quintile 1, 49%) as to students of most advantage (Quintile 5, 52%).
- The combined graduations from Quintiles 1 and 2 is of the order of 1,500 annually. Accordingly, in the last five years the University has raised social

mobility and employability for approximately 7,500 young NI students from less advantaged backgrounds.

Figure 8: Degree Outcomes for Quintiles 1 and 5



(Source: based on list report data from Ulster Planning, accessed May 2017)

1.2.4 HE in FE – Validated and Collaborative Provision

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

Ulster University validates intermediate higher level qualifications, including Access

Courses and Foundation Degrees that provide a direct pathway to further higher level study. University data (see Table 1) for 2015/16 indicates that there are 6,171 students on 234 validated programmes across Northern Ireland.

Table 1: Enrolments For Collaborative Courses (Validated) At Recognised Institutions 2015/16

COURSES	2015/16	
	No. of Students	No. of Courses
Access	1274	33
Fdn Deg.	3411	163
Other NI	1350	34
Outside NI	136	4
TOTALS	6171	234

134 students who completed Access Diplomas and 432 students who completed Foundation Degrees progressed to Ulster University in 2016⁶.

1.2.5 Retention and Progression

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

Small group teaching, attendance monitoring, 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 discriminate in its retention and progression support activities. Individual departments make provision based on their local assessment of need. The TESS funding (Teaching Enhancement and Student Success) integrated into the funding grant is passed on to faculties to support student success in this regard.

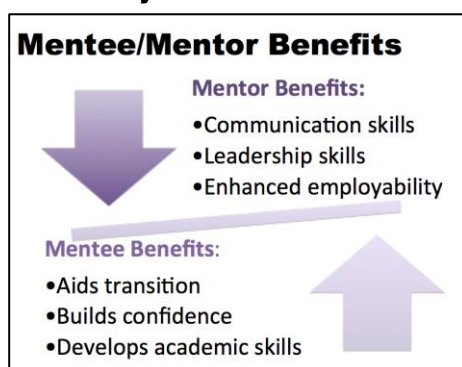
From September 2017, a new Peer-Assisted Study Sessions pilot will target direct entrants from Foundation Degrees and Access pathways. The pilot will run on the international model. A National Centre for PASS (Peer Assisted Study Sessions) / SI (Supplemental Instruction) was set up at Manchester in April 2009 to support HEIs

⁶ Figures provided by Chair of the University Collaborative Partnerships Forum in June 2017

to further understand and develop programmes⁷. An International Centre for Supplemental Instruction has existed in Sweden since 1994⁸.

It is intended that this will improve the success, retention and employability of Widening Access & Participation (WAP) students entering via these pathways and will provide benefits to both mentors and mentees who themselves are of WAP background. In this scheme, trained student mentors will be assigned students from earlier years to support and mentor them through the critical stages of the student journey. An overview of the PASS structure and key deliverables are available via Appendix 9. Figure 9 below highlights some of the anticipated key mentee and mentor benefits.

Figure 9: Key Mentee/Mentor Benefits



1.2.6 Young Male Participation

The University takes every precaution in its admissions and academic regulations to protect against discrimination on grounds of the protected characteristics of an individual, for example: age, gender, disability, marital status, race, religion or belief and sexual orientation. The University statistically monitors student self-declarations in this regard. While this system protects the individual, there remains a risk of under-recording of statistics due to the nature of self-declaration. Religion is a case in point.

There is longstanding evidence of lower participation by Young Males and Young Protestant Males (YPMs), particularly those from disadvantaged backgrounds. The issue of young male participation is partly a ‘market failure’ of the pre-HE education system (See Figures 10 and 11). In short, a 12-15 percentage point gap has persisted for at least a decade, despite the £millions invested by HEIs in educational initiatives and targeted widening access measures.

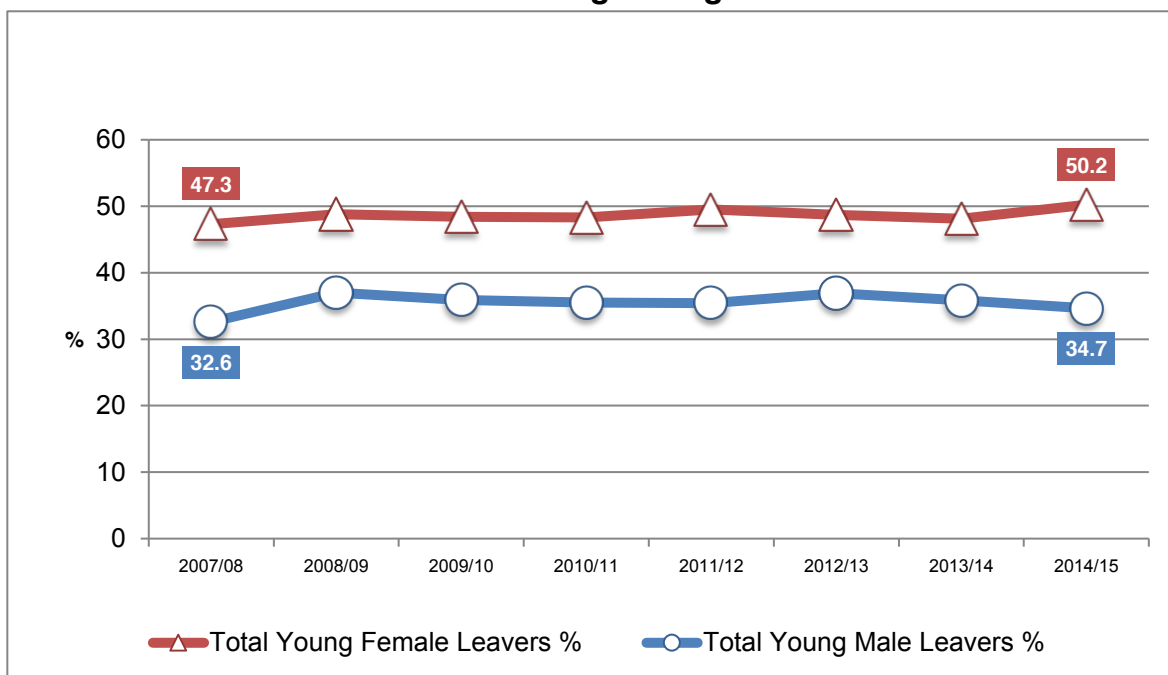
Previous research by Ulster University clearly demonstrates that key interventions should adopt a holistic approach involving home, community and school (Harland

⁷ <http://www.pass.manchester.ac.uk/>

⁸ <http://www.si-mentor.lth.se/english>

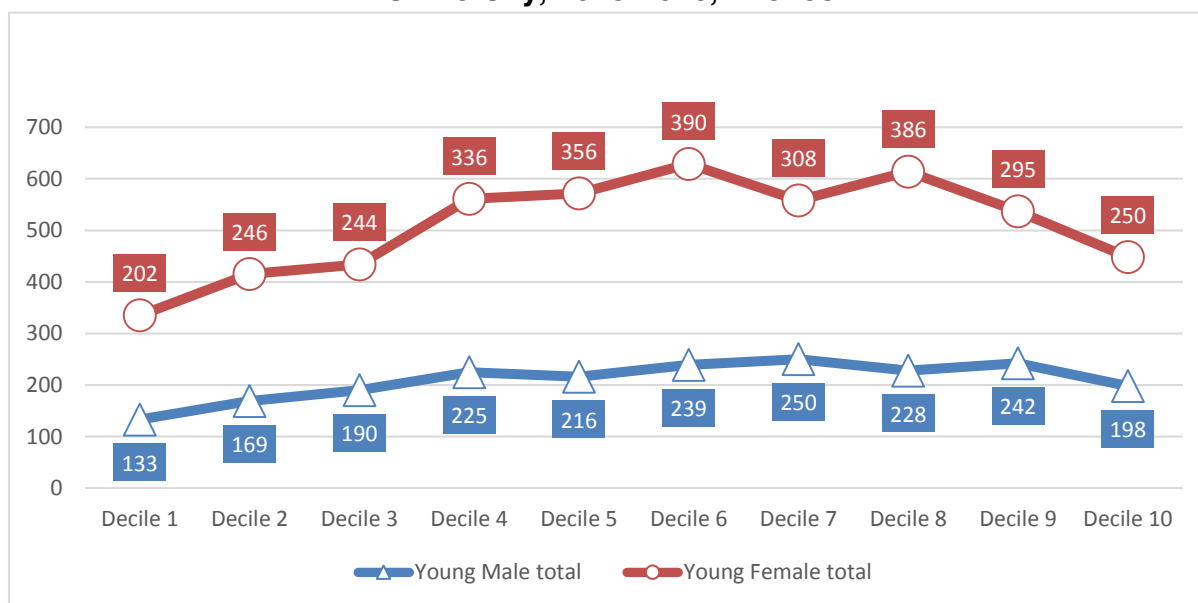
and McCready). Furthermore the research identifies year 10 as the critical year for intervention with young males. Building on these findings the University has designed its new schools outreach ‘Discovery Framework’ and has commissioned a five year longitudinal action research project following young males from year 10 through to employment or further study (see part two and appendix 6 for further details on these interventions).

Figure 10: Young Male and Young Female School Leavers 2007/2008 to 2014/2015 Progressing to HE



(Source: <https://www.education-ni.gov.uk/publications/school-leavers-201415-statistical-bulletin>)

Figure 11: NIMDM Decile Profiles of Young Male and Young Female at Ulster University, 2015-2016, n=5103



(Source: based on data from Planning, Accessed September 2016)

1.2.7 Participation by those with a Disability

Student Support has a number of services which support almost 2000 students with disabilities at Ulster University. All students who disclose a disability or long term medical condition are offered an appointment with an AccessAbility Adviser who completes a professional assessment of their needs and agrees a range of support to be put in place by the University.

Student Support has a Disabled Students Allowance Needs Assessment Centre on all four campuses and any student who is eligible for funded support can have an assessment to determine additional funded support for assistive technology or non-medical support through a Dyslexia Coach or Study Skills Tutor. This is arranged through the Register of Support Providers within Student Support. All students are encouraged to disclose their disability as soon as possible to ensure they can gain the most benefit from their support during their studies.

1.2.8 Care Leavers

The University has the regions dominant share of care-leaver enrolments. This is supported by special dedicated outreach, bursary, mentoring and support measures. The University has forged strategic regional partnerships with key stakeholders supporting young people from a care backgrounds. These include the Western Healthcare Trust, Fostering Network and Voice of Young People in Care.

In addition MY LACES (Mentoring Young Looked after Children with Educational Support) offers 10 looked after children from the Western Trust area the opportunity to receive mentorship from seven social work students from Ulster University on the Magee Campus, every Wednesday after school.

1.2.9 Commentary on Participation Targets

From the data illustrated in Figures 6 and 7 the following points are note worthy

- The data illustrates consistent and sustained success in recruitment of Widening Participation rates are to equitable participation in all NIMDM categories.
- The University regards these statistics as an outstanding civic contribution with participation rates being close to equitable in all areas.
- Ulster University achieves outstanding educational outcomes for those most able but least likely to participate in higher education.

1.2.10 Widening Access – Educational Outreach

Step-Up was the Universities' widening access flagship programme which began as a funded initiative jointly with the Department for Employment and Learning. A formal evaluation of the programme in 2015 found that while its impact was

substantial for those schools involved, the model did permit further expansion in terms of discipline and geographical outreach. Many of the positive aspects of the Step-Up programmes together with the research on under achieving boys have been taken forward in the Discovery Framework and the Action Research project mentioned in section 1.2.6.

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

- 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 explicitly recognised under the strategic vision of the University as: *Northern Ireland's Civic University*.
- ii. 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.
- iii. Improved retention and support of enrolled WP students: including investment in predictive Learning Analytics to better identify at-risk students, and Peer-Assisted Study Sessions (PASS).
- iv. Improved outward mobility for the development and employability of enrolled WP students: the Fund for International (study/placement) Travel (FIT).
- v. Funded laptop loans schemes for better accessibility to learning resources off-campus.
- vi. Major refresh and scale of educational outreach to schools, including the Discovery Framework and the Discovery Passport scheme.
- 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 with direct financial support as follows:

Direct Financial Support

- Bursaries for students from low income families.
- Enhanced bursaries and support for students from care-leaver backgrounds.
- Direct financial support for outward educational mobility for those most able but least likely.
- Investment library laptop loan stock for those most in need.
- Fee waivers for selected alternative participation pathways at Ulster University

Outreach

- The Discovery Framework, Discovery Passport outreach programme expanded and targeted to reach all 313 schools across NI with 40% FSME.

Research

- Capacity and capability in WAP research and analytics.
- Social science research to understand the hurdles to participation for young males from areas of unmet need.

Retention and Success

- Faculty adoption of Peer-Assisted Study Sessions to improve targeted WP retention, progression and success for direct entry from alternative pathways at Ulster University.
- Attendance monitoring for the purposes of retention, progression and success.

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 2018/19 – 2020/21. 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**

(The number of NI domiciled undergraduate enrolments from MDM Quintile 1.)

AVERAGE (based on 4 years 2012-2016)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2018/19	2019/20	2020/21
3241		3241	3241	3241

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

(The number of NI domiciled undergraduate enrolments who have declared a disability, based on their own self-assessment.)

AVERAGE (based on 4 years 2012- 2016)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2018/19	2019/20	2020/21
1640		1640	1640	1640

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

(The number of NI domiciled undergraduate enrolments with a disability in receipt of Disabled Student's Allowance (DSA).)

Targets/Outcome				
4 Year Average	NUMBER OF STUDENTS	2018/19	2019/20	2020/21
763		763	763	763

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

(The number of young male NI domiciled undergraduate enrolments from MDM).

AVERAGE (based on 4 years 2012-2016)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2018/19	2019/20	2020/21
626		626	626	626

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

(The number of NI domiciled undergraduate enrolments that are aged 25 and over. Age is at 31st August within the relevant academic year.

This is not the same as HESA criteria which classifies undergraduates as young if they are under 21 years of age on entry, and mature if they are 21 or over.)

AVERAGE (based on 4 years 2012-2016)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2018/19	2019/20	2020/21
3500		3500	3500	3500

- (vi) **Group: Number of Care Experienced enrolments**
Outcome: To maintain the number of enrolments for those from a care background

(Total number of Care Experienced enrolments)

BASE YEAR	Targets/Outcome			
2014/15	NUMBER OF STUDENTS	2018/19	2019/20	2020/21
43		43	43	43

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

- (i) **Group: Ethnicity**
Outcome: To monitor participation from BAME Groups

(Non-white ethnicity)

Baseline (statistical or % participation last year monitored)	Targets/Outcome (% as proportion of total of 2015/16 student population of 24970 (25,155 – 185 who did not wish to declare))			
2014/15		2018/19	2019/20	2020/21
391	Number	391	391	391
	Percentage	1.6% (2% if those who did not wish to declare are included)	1.6%	1.6%

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 2018/19 (£)	Estimated Spend 2019/20 (£)	Estimated Spend 2020/21 (£)
Bursaries	1,995,400	2,055,262	2,116,920
Scholarships	0		
Other financial Support	85,000	86,550	87,550
Outreach	1,101,575	1,134,622	1,168,661
Retention	752,815	775,399	798,661
Research Activity	142,387	146,659	151,059
Staffing/ Administration	146,767	151,170	155,705
TOTAL	4,223,944	4,349,662	4,478,556

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** - 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** – learning analytics, attendance monitoring and small group teaching coupled to research data from project 1 to better target resources for retention and success. Aims to achieve equable retention and success for WP cohorts relative to the wider cohort.
3. **Peer Assisted Study Sessions**– Trained successful WP mentors to support new entrant WP students and other risk points on the student journey. Aims to achieve improved success, self-esteem and achievement for WP students. (Funded from under-expenditure from 2014/15)
4. **Outward WP Mobility** – funded expenses for international mobility and employability of WP students (Fund for International Travel, funded from under-expenditure from 2014/15).
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. **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.
7. **Schools and Community Outreach (Discovery Framework)** - 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, All SySTEMs Go, Yes I can etc.
 - Community Outreach, for example, Staff Civic Ambassador Programme and Civic and community fellowship schemes etc.
 - Funded Faculty Outreach Projects, for example, Generation Animation and CSI crime scene etc.
 - Tutoring in Schools

- Fostering Aspirations
- Sports Outreach

8. Upskilling the Workforce: Mature and Adult Learners -

Enhancing the diversity of routes into higher education is important, not only for widening access and for increasing social mobility of adult learners but in meeting the skills needs of the region. 80% of the NI 2020 workforce has already completed formal education, and thus routes into higher education need to reflect the needs of the region, the employers and the individuals. Ulster University provides flexible routes into higher education for adult learners through a range of initiatives including foundation degrees and higher level apprenticeships including degree apprenticeships.

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

1. **WP Research** – 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. **Outward WP Mobility** – links to Key Action 9
5. **Taking Boys Seriously** – links to Key Action 1, 2, 3, 4 & 9
6. **Accredited Flexible Learning** – links to Key Actions 4, 5 & 9
7. **Schools and Community Outreach (Discovery Framework)** – links to Key Actions 3, 4, 5 & 7
8. **Upskilling the Workforce: 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;
- Fund for International Travel

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>
- All care learners who “tick the box” indicating that they come from a background of care are contacted by a dedicated Support Officer by direct email.
- Students are informed by direct email of the availability of the Fund for International Travel.

General information on financial support is available on the University’s website at: <http://www.studentsupport.ulster.ac.uk/finance/FinanceServices.php>

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

Monitoring of progress against targets are reviewed and outcomes evaluated by the Widening Access and Community Engagement Sub Committee which reports to the Learning and Teaching Committee.

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 will enable cascade of targets and KPIs to Campus, 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.

(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

EVALUATION

Ulster University tailors its evaluation to fit with the particular characteristics of the programme delivered. The evidence provided below is a mixture of results from evaluations that were traditionally in place and some new efforts to implement the Kirkpatrick Evaluation Model.

Evidence of evaluation is provided for the following activities which involved participants across schools and communities:

- **Adult Learners**
- **Step Up**
- **Tutoring in Schools**
- **Fostering Aspirations**
- **Ulster Sports Outreach**
- **Targeted Schools Outreach**

Adult Learners

Evaluation of the Flexible Access Pathways Award, agreed by WACESC in conjunction with Access, Digital and Distributed Learning (ADDL) 2015/16, has revealed that the Centre for Flexible and Continuing Education (FCE), has been able to provide support for 320 adult learners accessing accredited HE modular provision

at Ulster. This equates to approximately 26.6% of the total number of adult learners registering through FCE during 2015/16. 1032 students were enrolled on the CPPD framework and 173 on the PG CPD framework.

Adult Learners, particularly those who have been disengaged from education for a number of years can lack the confidence and financial means necessary to access learning. Ulster University's Continuing Personal and Professional Development (CPPD) Framework, offers this type of learner open access to small pieces of learning within a community, workplace or on campus to enable those learners to grow in confidence.

Through the provision of fee waivers to support adults who meet widening participation criteria Ulster endeavours to reduce barriers to educational opportunities and provide pathways into further part time study. 294 Undergraduate (CPPD) students and 26 Postgraduate (PGCPD) were awarded Fee Waivers during 2015/16.

The framework has a regional focus, enabling the needs of our adult learners in both the community and workforce, who may not have previously considered higher education as a route open to them. The level 4 CPPD framework at Ulster provides access to adult learners and communities that may otherwise be lost to higher education.

Further details of impact are available via Appendix 10.1

STEP-UP

During 2015-16 feedback from students was collected by survey and digitally. A range of feedback which aligned to level 1, 2 and 3 of the Kirkpatrick Model was collected. See appendix 10.2 for details.

Key findings demonstrating impact that aligns to Level 3: Transfer and Level 4: Results of the Kirkpatrick model are as follows:

Participating Step-Up Science schools in Northwest:

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

Total Pupil enrolment: 136 Yr 1 72 Yr2 64

Participating Step-up Science Schools in Belfast:

Ashfield Boys' School, Ashfield Girls' School, Belfast Boys' Model School, Belfast Model School for Girls, CBS, Corpus Christi College, Little Flower Girls' School, St Joseph's College, St Patrick's College and St Rose's Dominican College.

Total Pupil enrolment: 195 Yr 1 102 Yr 2 93

Summer School Achievement

The programme awards entry tariff discounts of up to 24 points (redeemable against entry to Ulster University courses) based on the assessment of the Summer School research project.

78 pupils from the Belfast programme (2014 intake) completed Summer School with 83% receiving 24 Ulster Tariff points, 13% receiving 16 Ulster Tariff points and 4% receiving 8 Ulster Tariff points.

51 pupils from the North West programme (2014 Intake) completed Summer School with 82% of pupils receiving the maximum 24 Ulster tariff points, 12% were awarded 16 Ulster tariff points and 6% were awarded 8 Ulster tariff points.

Graduation

The successful completion of the Step-Up programme was marked by an annual graduation ceremony in August 2015 with 61 pupils graduating from the North West Programme (2014 Intake) and an additional 85 pupils graduating from the Belfast Programme (2014 Intake).

Progression

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

Number of mentors: 2.

The residential summer schools held in June 2016 resulted in 145 students submitting coursework for assessment.

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

From the 61 students eligible to graduate from the NW programme (2014 Intake) 35 students attended graduation and data captured on these students suggests that 57% progressed to Ulster, 57% to other HE Institutions, 14% to FE or employment and 9% other.

From the 85 students eligible to graduate from the Belfast programme (2014 Intake) 51 students attended graduation and data captured on these students suggests that 57% progressed to Ulster, 20% to other HE Institutions, 14% to FE or seeking employment and 9% other. (This data is based on that currently available for Students).

Step-Up is currently in its final phase and will end in its current format with Graduations in August 2017. The Centre for Flexible and Continuing has recently developed a new Discovery framework covering three discrete hubs: Schools Outreach, Community Engagement and Workforce Development which strategically aligns with the Civic Engagement strand of Ulster University's 5-and-50 strategic plan (2016-2034). This Framework will ensure that many more schools across the province benefit.

TUTORING IN SCHOOLS (TIS)

Ulster University plans to align evaluation for TIS against the Kirkpatrick Model during 2017/18.

Evaluation has revealed that during 2015/16 there was a total of 185 projects across 113 participating schools. 170 students took part which resulted in 7473 pupil engagements. Student volunteered 5440 hours (or 777 days).

The vast majority of participating TIS schools had a high proportion of pupils on free school meals. 13% of the 86 schools with placements during 2015/16 had a FSME of 60% or more. 59.9% had a FSM of 40-59%. Projects in other schools focused on widening participation and engaging and aspiring pupils in STEAM discipline areas and target groups like females in engineering.

The impact of TIS was disseminated at the annual FACE conference in 2016⁹ in a paper entitled "Enhancing learner experience and community/school engagement through Tutoring in Schools". The theme of the conference was: Widening Participation in the Context of Economic and Social Change. See Appendix 10.3 for further details.

Fostering Aspirations

Fostering Aspirations is an intervention for WP students with care-leaver backgrounds which provides a care-leaver bursary, year-round accommodation in halls, guidance and support from a dedicated advisor and funds a two-week residential taster. The taster aims to help the young people feel comfortable and welcome in the environment of University and plant a seed of thought about the educational futures. It is a specific attainment-raising project clearly aimed at one of the most disadvantaged groups in our society.

As well as monitoring the success of objectives to date continuous improvement of the service/project is a major factor in carrying out our evaluations. The service was to be developed with the benefit of supporting students and potential students whilst raising aspirations. Pre-entry correspondence with undergraduate applicants who have identified themselves as having spent time in care on their UCAS form.

Evaluation has revealed Ulster University received 125 course applications (162 in 14/15) from 62 individuals who have indicated that they have spent time in care. Out of 62 applicants 39 were made offers. The University received an intake of 14 new entrants from care in 15/16 – 3 less than 14/15.

Additionally one student presented as a care leaver in final year, an excellent achievement as typically less final year students complete.

In total 48 students at Ulster University in year 2015/16 declared they were in the care system for a period, 3 more than 2014/15. 100% of students were eligible for the Care Leavers Bursary.

Another project MY LACES (Mentoring Young Looked after Children with Educational Support) offers 10 looked after children from the Western Trust area the opportunity to receive mentorship from seven social work students from Ulster University on the Magee Campus, every Wednesday after school. Further details regarding the impact are available via appendix 10.4

⁹ <http://www.face.ac.uk/conference-2106/>

Ulster Sports Outreach

During 2015/16 the following Ulster Sports Outreach programmes were delivered and evaluated.

- 1. School Sport Legacy Programme (SSLP)**
- 2. Sport for LIFE**
- 3. Youth Engagement through Sport (YES) Programme**
- 4. SportABILITY Student Training Evaluation**
- 5. eHoops programme**

Ulster Sports Outreach student feedback from training evaluations and teachers post programme evaluations demonstrated reaction and learning aligned to level 1 and 2 of the Kirkpatrick Model. Some results from the YES programme and eHoops programmes align to level 4.

See appendix 10.5 for further details.

Targeted Schools Outreach

Schools Outreach events during 2015/16 included STEM Learning Roadshows as part of the Belfast Festival of Learning, several Exploring Our New Belfast Campus sessions, All SySTEMS Go and interactive sessions including It IS Rocket Science!, Skeleton Bob with Barbie, CSI (Chemical Structure Identification, Snakes and Ladders – the Ups and Downs of Learning, #Ifood and Basic Stamp Boe-Bot Pupils' Workshop, Generation Animation and the VEX Robotics' Challenge.

Events such as the VEX Robotics' Challenge programme and All SySTEMs Go were evaluated using Level one and two of the Kirkpatrick model. The impact was the VEX Robotics' Challenge was disseminated at the annual FACE conference in 2016¹⁰ and a paper entitled 'Robotics for all: enabling inclusivity within STEM' by O'Donnell et. al. was published in 2017¹¹.

Further details about schools outreach engagement are available via appendix 10.6.

¹⁰ <http://www.face.ac.uk/conference-2106/>

¹¹ Broadhead, S. et. al. eds. (2017), Widening Participation in the Context of Economic and Social Change. Forum for Access and Continuing Education Publication. ISBN 878-0-9954922-1-9

PART TWO**WIDENING ACCESS AND PARTICIPATION PLAN
Forward Plan 2018-2019**

Part 2 is the forward plan for the institution in the academic year 2018/19. Institutions are required to submit information under each of the headings below. Please see Section 2 of the Guidance notes for help with completing this return

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

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

a) Fees charged at the maximum higher fee

Courses with a fee of £4160		Additional fee income per student	Estimated Number of students in 2018/19	Estimated additional fee income
Course Type	Fee (£)			
FT UG	£4,160.00	£2,515.00	11132	£27,996,980.00
Sandwich Course:	£2,070.00	£1,264.00	1547	£1,955,408.00
Total Students			12679	
Estimated Total additional fee income from students charged the maximum higher fees				£29,952,388.00

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

Courses with a standard fee of at least £1645 but less than £4160		Additional fee income per student	Estimated Number of students in 2018/19	Estimated additional fee income
Course Type	Fee (£)			
		-£1,645.00		£0.00
		-£1,645.00		£0.00
		-£1,645.00		£0.00
Total Students			0	
Estimated Total additional fee income from students charged the maximum higher fees				£0.00

Summary – Total Estimated Additional Fee Income for all students in 2018/19 i.e total at 2.1(a) plus total at 2.1(b)

Total Estimated Additional fee income:	£29,952,388.00
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2.3 Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2018/19 [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		4650	£416.00	£1,934,400.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>				£0.00
				£0.00
				£0.00
				£0.00
Other low income groups				£0.00
<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>				£0.00
				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Care Leavers Bursaries		61	£1,000.00	£61,000.00
Other -please insert				£0.00
Total Bursary Spend (£)		4711		£1,995,400.00

(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 areas				£0.00
Other - Eg Care Leavers				£0.00
Other - please insert				£0.00
Total Scholarship Spend (£)		0		£0.00

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

Target Groups (insert below)	Nature of Support	No of Students	Other Amount per student (£)	Total Other Amount (£)
Flexible Pathways Fee Waivers				£70,000.00
Return to Study Packs				£15,000.00
				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
Total 'Other' Direct Financial Spend (£)		0		£85,000.00

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

Outreach Activities

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 (£)	£582,449.75	See Appendix: Appendix 1
	Brief description of activity <i>If not already included in Section 1.4</i>	<p>The new Discovery Framework and Scholarship Scheme, will provide a strategic and recognition platform which will support the development of confidence and aspiration as well as the transition into higher education, for talented young people from hard to reach and under represented areas. The success will be determined in part, through being able to increase our participation by at least 40% with NI Schools and young people from under-represented areas. Support for both Faculty and Departments to build solutions within a framework will bring coherence to both internal and external stakeholders and support the development of a recognition system that is made visible through an Ulster Scholarship Scheme at Bronze, Silver and Gold levels.</p> <p>Activities will be defined through an engagement model which recognises Engage, Connect, Action and Champion modes of interaction. The criteria which defines each engagement will be made visible to all stakeholders.</p>	

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

Outreach Activities

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	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 (£)	£310,764.05	See Appendix:	Appendix 2
Brief description of activity <i>If not already included in Section 1.4</i>	<p>The Centre for Flexible and Continuing Education forms the hub and catalyst for community engagement at Ulster University. Working collaboratively across the campus infrastructure and through the Education portfolio. Community Engagement seeks to</p> <ul style="list-style-type: none"> • employ appropriate educational partnership models to ensure visibility and transparent navigation of activity which increases accessibility to Higher Education for organisations, groups and individuals.; • 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"> • Staff Ambassador Programme contributing development days to NI economy addressing projects which encourage aspiration and attainment into and through HE through innovative engagements including the development and delivery of access modules and workshops; • Civic and Community Fellowship Scheme competitively recruited to develop adult learner confidence to engage in HE and ensure Ulster's Community Impact map is made visible to each council area; • Science Shop in the Community actively supports access and achievement into HE for community groups and individuals; • Regional Partnership Agreements which seek to build an engaging infrastructure for educational engagement across communities and Ulster University; • Proactively encourage young people from a background in Care to transition through education and consider HE as an alternative. 		
Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> • 25 Staff civic ambassadors resulting in a minimum of 400 adult learners undertaking educational workshops / modules; • 11 civic fellows selected and engaged resulting in a minimum of 200 young people/adults from local communities connecting and engaging with Ulster University through the Discovery Framework; • 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; <ul style="list-style-type: none"> • Increase the participation rate for young people from care made visible through innovation projects and bursary allocation; • Develop a minimum of 2 regional partners year on year and establish an educational partnership agreement with benefits for the wider community internally and externally (4 partners by 18/19). 		
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	Community Leaders, Health and Social Care Trusts and the Fostering Network		

iii) Outreach Activities			
Name of Programme/Project	Upskilling the Workforce: Mature and Adult Learners		
Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising	Attainment Raising		
Target Groups	Adult Learners already in the workforce.		
Estimated Expenditure (£)	£208,361.59	See Appendix:	Appendix 3
Brief description of activity <i>If not already included in Section 1.4</i>	<p>Enhancing the diversity of routes into higher education is important, not only for widening access and for increasing social mobility of adult learners but in meeting the skills needs of the region. 80% of the NI 2020 workforce has already completed formal education, and thus routes into higher education need to reflect the needs of the region, the employers and the individuals. Ulster University provides flexible routes into higher education for adult learners through a range of initiatives including foundation degrees, taster modules, community learning and work based learning.</p> <p>To support the diversity of routes and entry to higher education for adult learners and those already in the workplace Ulster will:</p> <ul style="list-style-type: none"> • Develop a work based learning applied degree pathway for adults already in employment; • Identify and develop adult learning courses in key skills areas; • Support the NI Higher and Degree Apprenticeship Agenda, both through the provision of foundation degrees and establishment of level 6 and 7 apprenticeship opportunities; • Provide a point of contact for adult learners to discuss access pathways, funding opportunities and apprenticeships; • Offer CPD opportunities for teachers, trainers, and teaching assistants employed in schools/organisations in areas of high under representation; • Provide fee waivers for adults meeting prescribed widening participation criteria; • Develop and distribute information to employers regarding workforce skills, learning needs, apprenticeships and available support; • Establish Ulster as the NI authority within the UK HE sector on widening participation of the workforce. 		
Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> • The launch and implementation of a new applied professional practice/development degree pathway 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 foundation degree programmes: 		
Activity: New or Ongoing i.e undertaken last year	New	Ongoing	x Please insert an 'X' as appropriate in either the NEW or ONGOING box

Other Activity type	
Name of any collaborative partner	Educational, Community and Industrial Partners

2.5 **Estimated 'Direct Expenditure' on Post Entry Retention Activities aimed at Widening Participation students in 2018/19**

Retention Activities

i)	Name of Programme/Project	Faculty Post Entry Retention Activities		
	Activity type/s - Pre-Entry e.g Aspiration Raising, Attainment Raising	Small group tutorials and attendance monitoring		
	Target Groups	Students at risk of non-progression		
	Estimated Expenditure (£)	£752,815.00	See Appendix:	Appendix 4
	Brief description of activity <i>If not already included in Section 1.4</i>	Pro-active and institution-wide initiative to support all those at risk of non-progression.		
	Target Outcomes (Should be quantifiable)	To improve retention		
	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	Internal cross-institutional activity.		

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

2.6 **Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2018/19**

Research Activities

i) 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	See Appendix:	Appendix 5
Description Brief description of research programme	Ongoing collection of data sets to facilitate the monitoring and review of the characteristics of the student body in order to strategically target effort and resources. Five-year longitudinal active-research study into the underachievement of young males in parallel to a series of educational interventions.		
Expected Research Outcomes	This 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.		

2.7 **Estimated 'Direct' Expenditure on Staffing and Administration in 2018/19**

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

Estimated Direct Expenditure	£
Estimated apportionment of Administration costs not already attributed to an activity	£146,767.07
Estimated 'other' costs please specify below	
Total:	£146,767.07

2.8 Summary of all Estimated Direct Financial Expenditure in 2018/19

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>	£1,995,400.00
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>	£1,101,575.39
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>	£752,815.00
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>	£142,387.59
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>	£146,767.07
Total estimated direct expenditure(£)	£4,223,945.05
Total estimated direct expenditure as a proportion of additional fee income %	14.10%

Note: This does not include expenditure for PASS or the Fund for International Travel, as it was agreed with DfE that they would be accounted for separately to show clearly how the University expended the underspend shown at the end of 2014/15.

2.9 Estimated 'Indirect' Expenditure on Widening Participation infrastructure and broader student support for Widening Participation students in 2018/19

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

Description of Expenditure	Amount (£)
Student Marketing and Employability	£1,233,478.46
Central University Support for WP	£5,537,542.96
Central WP Staffing	£80,095.38
Total Expenditure (£)	£6,851,116.80

THANK YOU FOR TAKING THE TIME TO PROVIDE ESTIMATED FINANCIAL INFORMATION FOR ACADEMIC YEAR 2018/19

**IN PART 3, YOU WILL BE ASKED TO PROVIDE INFORMATION ON
ACTUAL EXPENDITURE ON WIDENING PARTICIPATION ACTIVITIES IN**

PART THREE**WIDENING ACCESS AND PARTICIPATION PLAN****Monitoring Report for 2015/16 Widening Access and Participation Plan**

Part 3 is the monitoring report for academic year 2015/16 and will be the actual spend incurred – you will wish to refer to your WAPP for 2015/16 to complete this section of the form

Those institutions that did not have a WAPP for 2015/16 are not required to complete Part 3. However, we would be grateful if you could provide some information on your widening participation activities and expenditure in 2015/16 in order to allow us to prepare a more complete composite report for widening participation across all of Northern Ireland

3 Additional Fee Income**3.1 Total Additional Fee Income in 2015/16 (please detail in the table below)**

Total Actual additional fee income (£)	£28,533,171.00
Estimated additional fee income (£)	£30,018,960.00
Variance	-£1,485,789.00
	-5.21%

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

--

3.2 Level of fees

Please provide details of the fees charged for 2015/16 in relation to each of the course types you identify in the table below.

(a) Fees charged at the maximum higher fee

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2015/16	Total additional fee income 2015/16
	£3,805.00	£2,295.00	11591	£26,601,345.00
Sandwich Course:				
	£1,895.00	£1,155.00	1419	£1,638,945.00
Additional fee income from students charged the maximum higher fee (£)			13010	£28,240,290.00

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

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2015/16	Total additional fee income 2015/16
Full-time undergraduates	£2,209.00	£699.00	419	£292,881.00
				£0.00
				£0.00
Additional fee income from students charged the maximum higher fee (£)			419	£292,881.00

3.3 Actual 'Direct Expenditure' on bursaries and other direct financial support targeted at Widening Participation Students in 2015/16

In the following sections you are required to provide a comparison summary of the activity and actual expenditure in 2015/2016 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	Average Bursary Amount per	Total Bursary Amount (£)
Students with household income up to £19,203 <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>	Year 2011 Entry	41	636.00	26,080.00
	Year 2012 Entry	472	391.00	184,415.00
	Year 2013 Entry	665	379.00	252,340.00
	Year 2014 Entry	1221	382.00	465,980.00
	Year 2015 Entry	1058	382.00	404,280.00
Other low income groups <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>	Partial state support	13	380.00	4,940.00
	No income data/unknown	1332	401.00	533,930.00
				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	Care Leavers	48	1,000.00	48,000.00
Other -please insert				0.00
Total		4850		1,919,965.00
Estimated bursary expenditure as detailed in your 2015/16 WAPP (£)				£1,375,000.00
Actual bursary expenditure for 2015/16 (£)				£1,919,965.00
Variance between estimated and actual bursary spend				£544,965.00
				28.38%

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

Note:

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

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

c. The increase in actual expenditure on bursaries reflects the current general economic downturn resulting in a greater number of students being eligible for support.

(b) Scholarships

Target Groups (insert below)	Number of students	Scholarship Amount per student(£)	Total Scholarship expenditure 2015/16
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 2015/16 WAPP (£)	£0.00
Actual Scholarship expenditure for 2015/16 (£)	£0.00
Variance between estimated and actual Scholarship spend	£0.00
	#DIV/0!

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

--

(c) Other Actual Direct Financial Support in 2015/16
(e.g. Fee waivers, discounts, accommodation etc)

Target Groups (insert below)	Number of students	Average Other Amount per student(£)	Total Other expenditure 2015/16 (£)
Flexible Pathways Fee Waivers	320	£193.11	£61,793.78
Return to study packs	302	£12.86	£3,885.12
			£0.00
			£0.00
			£0.00
			£0.00
Total	622		£65,678.90
Estimated Other expenditure as detailed in your 2015/16 WAPP (£)			£180,000.00
Actual Other expenditure for 2015/16 (£)			£65,678.90
Variance between estimated and actual Other spend			-£114,321.10
			-174.06%

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

The variance in planned spend is reflective of the applications and enrolment activity. It should be noted that there was a 100% acceptance rate of the funding applications from individual students and groups. The amount of funding accessible to students was limited during this period in order to manage potential expectations. The evidence of activity now enables the University to provide flexible pathways funding across an increased number of credit for each individual student. This will be increased annually to £750 - £1000 across undergraduate and postgraduate entry for part time adult learners.

3.4 'Actual' Direct Expenditure on Outreach Activities in 2015/16 aimed at Widening Participation students

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

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

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

Outreach Activities

(i)	Name of Programme/ Project	Step Up	
	Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre entry attainment raising	
	Target Groups	Young people in schools in the most disadvantaged Quintile (according to Ulster's multivariable WAP Priority Schools Index) and other key WP characteristics such as YPM, ethnicity and females into STEM-based subjects	
	Brief description of activity	<p>The Step Up project delivered science and engineering (as a pilot) during 2015/16. As a compliment to the A level Applied Science the programme comprised of a highly structured timetable of labs, lectures, practical and industrial visits, it continued to support the A Level achievement of pupils from schools within the Belfast and Londonderry/Derry areas.</p> <p>During 2015/16 the review of school outreach included the Step Up project, both internally through centre based review and externally by KPMG, noted the need to ensure enablement of a sustained and scalable partnership model. It was apparent that development of new solutions should recognise the requirement for innovative solutions that empowered external partners across the school sector, while reducing the dependency of a modest number of school partners. The Step Up model for schools provided pathways for success for schools and pupils which grew to a maximum of 17 partners over its lifetime.</p> <p>In order to extend the reach, engagement and impact for an increased number of schools across the region, a new strategic framework has been designed. The Discovery Framework (Appendix 6) will enable Schools and Community hubs from within the Centre for Flexible and Continuing Education to work collaboratively with University Faculties and stakeholders from the primary and post primary sectors to support aspiration, engagement and progression to higher education.</p>	
	Estimated Expenditure (£)	£443,000.00	Actual Expenditure (£) £342,539.73
	Target Outcomes (Should be quantifiable)	80% progression from programme to HE/FE/Employment 40% progression rate to course at Ulster University 90% retention of Step-Up students at Ulster at end of first year	
	Actual Outcomes (Should be quantifiable)	Step-Up Science Participating schools in Northwest:	

St Mary's College, Lisneal, St Joseph's Boys' School, St Cecilia's College, St Brigid's College, Oakgrove College

Total Pupil enrolment: 136 Yr 1 72 Yr2 64

Summer School Achievement

The programme awards Ulster entry tariff discounts of up to 24 points (redeemable against entry to Ulster University courses) based on the assessment of the Summer School research project.

51 pupils from the North West programme (2015 Intake) completed Summer School with 82% receiving 24 Ulster Tariff points, 12% receiving 16 Ulster Tariff points and 6% receiving 8 Ulster Tariff points (pupils not receiving).

From 61 students eligible to graduate from the programme (2014 Intake) 35 students attended graduation and data captured on these students suggests that 57% progressed to Ulster, 20% to other HE Institutions, 14% to employment and 9% other.

Participating schools in Belfast:

Ashfield Boys' School, Ashfield Girls' School, CBS, Corpus Christi College, St Joseph's College, Little Flower Girls' School, St Rose's Dominican College, Belfast Model School for Girls, Belfast Boys' Model School, St Patrick's College.

78 pupils from the Belfast programme (2015 intake) completed Summer School with 83% receiving 24 Ulster Tariff points, 13% receiving 16 Ulster Tariff points and 4% receiving 8 Ulster Tariff points.

Of the students eligible to graduation from the programme (2014 Intake) 50 students attended graduation and data captured on these students suggests that 26% progressed to Ulster, 26% to other HE Institutions, 16% to FE, 6% to employment and 26% other.

173 pupils (from both Belfast and North West cohorts) successfully completed the a CPD 10 credit Level 3 Module entitled 'Introduction to the Application of Science' (PPD018).

Step-Up Engineering

41 pupils from St. Cecilia's Derry, St. Mary's Derry and St. Mary's Limavady participated in the Step-Up Engineering programme.

Activity: New or Ongoing i.e. undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	x	
Name of any collaborative partner	Target schools across the region as defined by Ulster's multivariable WAP Priority Schools Index.		
			Variance
			-£100,460.27
Explanation of any variance identified:			
There were a number of staff vacancies during this period, along with a realignment of Flexible and Continuing Education. There was minimal negative impact on the planned operational activity during this period. A concentration on review to consider the development of a strategic framework was considered essential for sustainable and scalable activity.			

Outreach Activities			
(ii)	Name of Programme/ Project	Tutoring in Schools (TiS)	
	Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Tutoring in Schools enables current students to act as ambassadors within schools, ultimately raising aspirations of pupils within the host schools	
	Target Groups	Young people in schools in the most disadvantaged Quintile (according to Ulster's multivariable WAP Priority Schools Index).	
	Brief description of activity	<p>Tutoring in Schools (TiS) places Ulster students in primary, post-primary or special needs schools across the province, providing student volunteers to work alongside teachers and pupils on a variety of school-based projects. The programme establishes strong partnerships between Ulster and schools across the region.</p> <p>Although TiS is open to all schools, it is notable that the vast majority of participating schools have a higher than average proportion of pupils on free school meals. Projects in other schools focused on widening participation and engaging and aspiring pupils in STEAM discipline areas.</p> <p>Ulster uses TiS as a widening access tool. It does this in two ways:</p> <ul style="list-style-type: none"> • Ulster Student Tutors become positive role models and ambassadors for school pupils, raising aspirations of young people and encouraging them to consider progression to Higher Education. • Faculties are encouraged to use TiS Student Tutors to ensure the sustainability of Access Agreement Funded Outreach Projects. 	
	Estimated Expenditure (£)	£94,000.00	Actual Expenditure (£) £78,572.16
	Target Outcomes (Should be quantifiable)	<p>Raise aspirations and build partnerships to underpin engagement with educational programmes.</p> <p>- Engage with 25% of all target schools in bottom quintile of schools as defined by Ulster's multivariable WAP Priority Schools Index.</p>	
	Actual Outcomes (Should be quantifiable)	<p>Total No of projects – 185 No of participating schools – 113</p> <p>No of participating students – 170 No of pupils engaged – 7473</p> <p>Student Volunteer Hours – 5440 hours (or 777 days)</p> <p>No of placements in primary schools – 49 No of placements in secondary schools – 37</p> <p>FSM 60% – 100% 11 schools – 12.79% FSM 40% – 59.9% 25 schools – 29.06% FSM 20% – 39.9% 30 schools – 34.88% FSM 0% – 19.9% 20 schools – 23.25%</p>	

Activity: New or Ongoing i.e. undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	x	
Name of any collaborative partner	Schools across the Region		
Variance			-£15,427.84
Explanation of any variance identified:			
<p>TiS is a well established project within the school partnership activity.</p> <p>The variance noted within this area contributes in a timely manner to the review of the Centre and the focus of activity moving forward. Whilst being aware that not all student volunteers claim their entitlement to travel expenses, plans for an extended induction for volunteers which includes integration of digital literacies and healthy relationships will be able to draw on the financial resource.</p>			

Outreach Activities				
(iii)	Name of Programme/ Project	Ulster Sports Outreach		
	Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-entry Aspiration and Attainment Raising		
	Target Groups	Young people in target schools across the region as defined by Ulster's multivariable WAP Priority Schools Index (targeting the most disadvantaged deprivation/low participation areas in the most disadvantaged Quintile of MDM).		
	Brief description of activity	Extensive Sports Outreach activities have been developed by the Sports Academy at Ulster. These activities are cross-community, encompass girls and boys and include primary and post-primary age groups. Since 2014/15 this programme of activities has had a more deliberate focus on the widening access agenda, in the identification of schools, and to link these activities to 'taster' activities in relation to the academic study of sports and other disciplines.		
	Estimated Expenditure (£)	£87,000.00	Actual Expenditure (£)	£83,019.76
	Target Outcomes (Should be quantifiable)	Raise aspirations and build partnerships to underpin engagement with educational programmes. Engage with 25% of all target schools in bottom quintile of schools as defined by Ulster's multivariable WAP Priority Schools Index.		
	Actual Outcomes (Should be quantifiable)	<p>During 2015/16, Sports Outreach (SO) delivered 8028 sport and physical activity sessions and created 194,013 participation opportunities for children and young people in disadvantaged areas. This work took place in 140 schools in Northern Ireland and 13 schools in the Republic of Ireland. Of these schools 15 Secondary Schools and 63 Primary Schools were selected from the University's priority lists. SO currently has 176 students from the School of Sport (which represents 28% of the school's student body) registered as volunteers.</p> <p>SO staff were invited to speak at conferences in Madrid, Strasbourg, Copenhagen, Manchester and Belfast during the year and continue to be involved in the International MOVE Transfer Programme working with Universities in Slovenia and Italy.</p> <p>During the year SO was awarded the 2016 Innovation Award for Excellence in Student Experience at the College and University Business Officer (CUBO) Awards, the 2015 Coaching Intervention of the Year by Sports Coach UK and the 2015 Coaching Project of the Year by Sport Northern Ireland.</p>		
	Activity: New or Ongoing i.e. undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
		Ongoing	x	
	Name of any collaborative partner	Schools, Education Authorities, Universities, National Governing Bodies, Statutory Bodies, National and International Sporting Bodies.		
			Variance	-£3,980.24
Explanation of any variance identified:				

(iv)

Outreach Activities

Name of Programme/ Project	WAP Schools Outreach		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-entry Aspiration and Attainment Raising		
Target Groups	Young people in schools in the most disadvantaged Quintile (according to Ulster's multivariable WAP Priority Schools Index) and other key WP characteristics such as YPM, ethnicity and females into STEM-based subjects.		
Brief description of activity	<p>The Centre for Flexible and Continuing Education takes a leading role in the design, development and delivery of an extensive programme of STEM-based educational outreach activities (including: lectures, lab-based practicals, mentor-led projects, interactive and engaging workshops, large-scale events competitions and school visits) aimed at primary, post-primary and special school pupils.</p> <p>The 2015/16 outreach programme aimed to raise aspiration and attainment through a coordinated and coherent series of highly targeted curriculum-aligned outreach activities.</p> <p>2015/16 also saw the piloting of innovative engagement models and technologies that will inform future strategic planning.</p>		
Estimated Expenditure (£)	£184,000.00	Actual Expenditure (£)	£125,323.69
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 multivariable WAP Priority Schools Index.		
Actual Outcomes (Should be quantifiable)	See Appendix 7 attached.		
Activity: New or Ongoing i.e. undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	x	
Name of any collaborative partner	Schools across the region as defined by Ulster's multivariable WAP Priority Schools Index.		
			Variance
-£58,676.31			
Explanation of any variance identified:			
There were a number of staff vacancies during this period, along with a realignment of Flexible and Continuing Education. There was minimal negative impact on the planned operational activity during this period. A concentration on review to consider the development of a strategic framework was considered essential for sustainable and scalable activity.			

(v)

Outreach Activities

Name of Programme/ Project	WAP Community Outreach		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-entry Aspiration and Attainment Raising		
Target Groups	Young people (NEETs) and adult returners in target neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region.		
Brief description of activity	The Centre for Flexible and Continuing Education takes a leading role in the design, development and delivery of an extensive programme of STEM-based educational outreach activities with target communities (including: lectures, lab-based practicals, mentor-led projects, interactive and engaging workshops, large scale events competitions and school visits) The Centre also provides flexible education solutions to targeted disadvantaged groups to enhance HE aspiration and attainment through the provision of small-credit point 'taster' modules that can be accumulated into a 60 point Certificate.		
Estimated Expenditure (£)	£355,000.00	Actual Expenditure (£)	£278,444.62
Target Outcomes (Should be quantifiable)	Raise aspirations and build partnerships to underpin engagement with educational programmes. Provide accredited learning opportunities for 400 NEETs and adults in target areas.		
Actual Outcomes (Should be quantifiable)	<p>In 2015/16 support for learners through the Flexible Pathways Award was as follows:</p> <ul style="list-style-type: none"> • 294 adult learners enrolled on CPPD modules and were eligible for access funding this equated to 100% support for all submitted applications • adult learners undertaking modules in flexible pathways were supported with return to study packs; • £12,823.60 was used to supply Part-Time Tutors to deliver CPPD modules to widening access cohorts. <p>During 2015/16 there was a strategic realignment of activities within the Centre for Flexible and Continuing Education. This resulted in the development of a Community Partnership Framework which will be formally adopted during 2017/18 (See Appendix 8).</p>		
Activity: New or Ongoing i.e. undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	x	
Name of any collaborative partner	Coverage of schools and communities across the region as defined by NIMDM and Ulster's multivariable WAP Priority Schools Index.		
			Variance
			-£76,555.38
Explanation of any variance identified:			
<p>The removal of a central open call for Faculty/School based widening access projects in 2015/16 had a direct impact on student numbers. Traditionally these projects started late in semester 2 or 3 and as anticipated a reduction in these student enrolments did affect the projected student numbers on Jordanstown and Magee Campuses. Restructure of academic schools in the 15/16 period also impacted on delivery for part time flexible provision.</p> <p>Progressive plans for community outreach will exploit new ambassador and fellowship models alongside dedicated innovation funds, to ensure growth and development.</p>			

(vi)

Outreach Activities			
Name of Programme/ Project	Fostering Aspiration		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-Entry Aspiration and Attainment Raising and On-course Support		
Target Groups	Young people and adult returners from a background of care		
Brief description of activity	The Access Agreement Fund supports a wide range of projects and activities that look to raise the educational aspiration of care experienced young people and encourage and support them on a path toward Higher Education including: summer schemes, a care leaver bursary of £1,000, year-round accommodation in halls as well as guidance and support from a dedicated advisor.		
Estimated Expenditure (£)	£62,000.00	Actual Expenditure (£)	£63,607.81
Target Outcomes (Should be quantifiable)	Raise aspirations of young people from a background of care Achieve year-on-year increase in care-leavers studying at Ulster		
Actual Outcomes (Should be quantifiable)	<p>32 14-17 year old young people attended workshops specifically developed to raise aspirations and achievements of the participants and improve financial capabilities and awareness of finance to HEI</p> <p>15 14-17 primary school children from Western Trust participated in 2 STEM taster sessions in June.</p> <p>The University hosted weeklong summer schemes and residential programmes in Jordanstown (15 young people) and Magee (15 young people) for young people aged 14-17 in conjunction with Fostering Achievement. This provides the young people direct experience of student living, education, health and fitness, and interaction with others.</p> <p>Provided direct advice to 37 social workers, 49 foster carers and 23 (17/18 year old) potential applicants on separate occasions.</p> <p>Produced and published Pathways to Further and Higher Education for Looked After and Care Experienced Young People in Northern Ireland 2015/16</p> <p>Presented Ulster's commitment to care leavers to 80 social workers at Ecos Centre.</p> <p>Developed MyLaces project with Western Trust for 10 primary 5 school children to be mentored by 6 Ulster Social Work students on Magee Campus.</p> <p>Provided bursary payments of £1000 to 48 students who provided evidence of period spent in the care system.</p>		
Activity: New or Ongoing i.e. undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	x	
Name of any collaborative partner	Health Trusts and other agencies concerned with supporting young people from a background of care.		
			Variance
			£1,607.81
Explanation of any variance identified:			

3.5 'Actual' Direct Expenditure on Post Entry Retention Activities aimed at Widening Participation students in 2015/16

Retention Activities

(i)	Name of Programme/ Project	Faculty Post Entry Retention Activities		
	Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Small group tutorials, attendance monitoring		
	Target Groups	Students at risk of non-progression		
	Brief description of activity	Pro-active and institution-wide initiative to support all those at risk of non-progression.		
	Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£788,039.12
	Target Outcomes (Should be quantifiable)	This activity was not included within the 2015/16 WAP Plan and there was therefore no target set.		
	Actual Outcomes (Should be quantifiable)			
	Activity: New or Ongoing i.e. undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
		Ongoing	x	
	Name of any collaborative partner	Internal cross-institutional activity.		
		Variance	£788,039.12	
	Explanation of any variance identified:			
	This activity was not included within the 2015/16 WAP Plan.			

3.6 'Actual' Direct Expenditure on Research Activities aimed at Widening Participation students in 2015/16

(i) **Research Activities**

Name of Programme/ Project	WAP Strategy, Research & Analytics		
Activity type/s - Pre-Entry e.g. Aspiration Raising, Attainment Raising	Research		
Target Groups			
Brief description of activity	Development of informational datasets to facilitate the establishment of new milestones and targets and to enhance appropriate monitoring, evaluation and review.		
Estimated Expenditure (£)	£70,000.00	Actual Expenditure (£)	£35,149.85
Target Outcomes (Should be quantifiable)	A greater understanding of the demographics of participation by range of metrics including protected characteristics (gender, age, belief, age), disability and measurement of relative rates of performance (gap analysis) within student cohort and longitudinal study. Enable more effective and focused targeting, as well reporting evidence of impact and dissemination of good practice.		
Actual Outcomes (Should be quantifiable)	An extensive range of datasets have been developed which will enable more effective and focussed targeting and monitoring of impact.		
Activity: New or Ongoing i.e. undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	x	
Name of any collaborative partner			
			Variance
			-£34,850.15
Explanation of any variance identified:			
50% of the Research and Operations Manager's time was diverted to manage Step-Up as a result of several staff vacancies.			

3.7 'Actual' Direct Expenditure on Staffing and Administration in 2015/16

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

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual apportionment of Administration costs	£150,000.00	£194,594.00
Total Actual Direct expenditure (£)	£150,000.00	£194,594.00

3.8 Summary of 'Actual' Financial Expenditure in 2015/16

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>	£1,375,000.00	£1,919,965.00
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>	£180,000.00	£65,678.90
Actual amount of additional fee income spent on outreach (£) <i>this will be a total of that detailed at table 3.4</i>	£1,225,000.00	£971,507.77
Actual amount of additional fee income spent on retention and success (£) <i>see table 3.5</i>	£0.00	£788,039.12
Actual amount of additional fee income spent on research (£) <i>see table 3.6</i>	£70,000.00	£35,149.85
Actual amount of additional fee income spent on Staffing and Administration (£) <i>see table 3.7</i>	£150,000.00	£194,594.00
Total Direct expenditure committed in 2015/16 (£)	£3,000,000.00	£3,974,934.64
Total Overspend in 2015/16 (£) (if appropriate)		-£974,934.64
Total Underspend carried forward from 2014/15 (£) (if appropriate)		£601,207.62
Total underspend to be reallocated in 2016/17 (£)		£373,727.02

Note: At the end of 2014/15 there was an accumulated underspend of £601,207.62. It was agreed with DfE that this would fund a four year pilot to implement Peer Assisted Study Skills(PASS) institutionally and the Fund for International Travel (to provide on-course support to widening access students with a focus on experiencing cultures, environments and countries other than that of their domicile and socio-economic background). A total of £150,000 was allocated to these projects over a four year period (£40,000 made available to support international travel to enable students to take advantage of work experience opportunities associated with their studies, a further £40,000 to cover the cost of a cohort of widening access students to visit international partner institutions, and £70,000 to implement PASS). It was agreed with DfE that these initiatives would be accounted for separately to ensure transparency in expending the accumulated underspend.

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

Actual 'Indirect' Expenditure on Widening Participation infrastructure and broader student support for Widening Participation students in 2013/14

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

3.9	Description of Expenditure	Amount (£)
	Student Marketing and Employability	£1,071,594.36
	Central University Support for WP	£5,315,137.95
	Central WP Staffing	£128,754.85
		£0.00
	Total Actual Indirect Expenditure (£)	£6,515,487.16

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 2015/16 and have these been achieved?

(i) Group: Socio-Economic Background
Target/Milestone: MDM Q1/Q2 (Previously SEC Groups 4-7)

Target - NISEC	Actual - NIMDM	Please provide an explanation where a target has not been achieved
2015/16	2015/16	37.1%
47.40%	Target changed	(% of 19,119 NI-domiciled Ulster University students who are from Q1 & Q2)

(ii) Group: Socio-Economic Background and Religion
Target/Milestone: MDM Q1/Q2 (previous SEC Group 4-7) (Protestant background)

Target - NISEC	Actual - NIMDM	Please provide an explanation where a target has not been achieved
2015/16	2015/16	22.1% - 1332 of the 6032 students (all levels) from a protestant background are from Q1 and Q2. 511 of the 1332 (38.4%) of these are male.
13.50%	Target changed	22.8% - 1170 of the 5135 students (UG) from a protestant background are from Q1 and Q2. 452 of the 1170 (38.6%) of these are male. 1332 (males) of the 20425 (all levels) equates to 6.5% 1170 (males) of 17454 (UG only) equates to 6.7% 20.1% - 237 of 1178 young protestant males (21 and under 31 August) are from Q1 and Q2

(iii) Group: Students self-declaring a disability
Target/Milestone: Disability

Target	Actual	Please provide an explanation where a target has not been achieved
2015/16	2015/16	9.7%
8.30%	Target changed	(1980 of 20,378 students (all levels) who have declared a disability, based on their own self-assessment.

(iv) Group: Ethnicity
Target/Milestone: Ethnicity (BME)

Target	Actual	Please provide an explanation where a target has not been achieved
2015/16	2015/16	1.6% (2% if those who did not wish to declare are included)
1.70%	Target changed	(% as proportion of total of 2015/16 student population of 24970: 25,155 – 185 who did not wish to declare)

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

The Students' Union welcomes an increase in the resources allocated to widening access set out in this plan. It is extremely important that Ulster University recognizes its' duty to promote equality of opportunity and access to higher education for all in Northern Ireland. The outreach activities detailed in this plan targeting those of all ages from underrepresented backgrounds are particularly welcome.

It is vital that Ulster ensure that their commitment to widening access and participation is fulfilled after the recruitment process; once students have enrolled they must be supported on campus. Research has showed that a significant proportion of our members are under financial pressures, with some experiencing mental health strain as a direct result of economic hardship. The reduction in the amount paid to individual students through the widening access grants over the last number of years come as a worry to UUSU. As UUSU has continuously highlighted, it is of vital importance that post-entry retention interventions, specifically targeted at those from widening access backgrounds, continue.

It is worth highlighting the significant increase in overall spending through widening access grants paid to students with household incomes of less than £19,203. This reflects the general economic downturn within Northern Ireland over the number of years and highlights an increasing need for widening access initiatives.

Name:	Kevin McStravock
Position:	President
Signed:	<i>Kevin McStravock</i>
Date:	03/07/2017

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 the Department.

Name:	Professor Brian Murphy
Position:	Director: Access, Digital and Distributed Learning
Signed:	
Date:	

4.3

WIDENING ACCESS AND PARTICIPATION PLAN 2018/19 – 2020/21

Institution:

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:

Pro-Vice-Chancellor (Education)

Signed:

Date: