

Date:

10/12/2019

**Cover sheet of a Widening Access and Participation  
Plan for 2019/20 - 2021/22**

2020/21- 2022/23

*The cover sheet is for internal Departmental use – it will not be published by the Department*

<b>Institution:</b>	<b>Ulster University</b>
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**Principal Contact for Widening Access and Participation Plans**

<b>Title:</b>	Professor
<b>First Name:</b>	Brian
<b>Last Name:</b>	Murphy
<b>Post Held:</b>	Director, Access, Digital and Distributed Learning
<b>Telephone:</b>	02890 368027
<b>E-mail:</b>	<a href="mailto:b.murphy1@ulster.ac.uk">b.murphy1@ulster.ac.uk</a>

**Senior management responsibility for Widening Access and Participation Plan:  
This should be the person that the named contact reports to**

<b>Title:</b>	Professor
<b>First Name:</b>	Paul
<b>Last Name:</b>	Bartholomew
<b>Post Held:</b>	Pro-Vice-Chancellor (Education)
<b>Telephone:</b>	028 703 24303
<b>E-mail:</b>	<a href="mailto:paul.bartholomew@ulster.ac.uk">paul.bartholomew@ulster.ac.uk</a>

**Signature of head of  
institution:**

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**Date:**

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submission of 7th July 2019)

WIDENING ACCESS AND PARTICIPATION PLAN 2020/21 – 2022/23

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

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

Ulster University regards itself as Northern Ireland's civic university<sup>1</sup>. Accordingly, our 5-and-50 strategic plan (2016-2034) highlights educational attainment and access to higher education and employability of graduates as key outcomes. [A copy of our strategy may be found here.](#)

Uniquely, the University has campuses across the region: Belfast/Jordanstown, Coleraine (North Coast) and Magee (Northwest) bringing access close to the point of need, bearing in mind that widening participation students tend to be commuter students. In addition, the University has an extensive network of validated Foundation and Level 4/5 provision across the FE sector of Northern Ireland, thereby ensuring a wide range of progression pathways and alternative routes to higher education across the region.

Governance of Widening Access and Participation (WAP) at the University comes under the remit of the directorate of Access, Digital and Distributed Learning and the Fair Access, Participation and Student Success Sub-Committee. Together these bodies ensure that WAP at the University is centrally planned, monitored, evaluated and institutionally embedded.

Further information on WAP at Ulster University, including previous WAP Plans,<sup>2</sup> WAP Research and Impact [can be found here.](#)

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

Ulster University makes a major statistical contribution to WP for Northern Ireland as it is one of the larger universities in the UK and on the island of Ireland<sup>3</sup>. It has a large proportion of students with WP backgrounds. Accordingly, WP data is used to make informed decisions that guide educational interventions to enhance: student satisfaction, retention, attainment and/or learning gain for Widening Participation students.

**1.2.1 Overall** Ulster University makes a **substantial contribution to widening participation** in higher education and social mobility across Northern Ireland. Key statistics for 2017-18 in this regard are as follows.

Ulster University:

- Is one of the larger universities in the UK and on the island of Ireland<sup>3</sup>
- Has a **43.5%** share of overall NI student enrolments<sup>4</sup>
- Has the **largest admission of UG first-degree** students in NI (46.5%; 17,315 of 37,235)<sup>4</sup>
- Has the **largest admission of young FT UG** students in NI (48.1%, 3,435 of 7,140)<sup>4</sup>
- Has the **largest admission of mature FT UG** students in NI (58.4%, 1,100 of 1,885)<sup>4</sup>
- Has **dominant Q1 WP** contribution to NI. [See figure 4].
- Has **dominant Q1 and Q2 WP** contribution. [See figure 4]
- Draws **wide participation across NI**. [See figure 4]

- **Has highest in NI sector participation rate in Q1** (16 % v 14% NI). [See figure 5]
- Has near **equitable profile of student across all Quintiles** of deprivation. [See figure 5 and 6]
- Has dominant **share by Magee** campus for the least advantaged Q1 and Q2. [See Figure 8a and 8b]
- Has dominant **volume by Jordanstown** for the least advantaged Q1 and Q2. [See Figure 8a and 8b].

## 1.2.2 ULSTER RECRUITMENT SUMMARIES

### OVERALL ENROLMENTS<sup>4</sup>

HESA Data for 2017-18 confirms that Ulster University has **23,715 enrolments overall**. This equates to 43.5% of the NI total (23,715 of 54,460). There are, however, 925 fewer enrolments than 2016/17.

Of the 2017/18 enrolments:

- **56.0% are female** (13,270 of 23,715). This equates to 42.4% of the NI female total (13,270 of 31,280). There are 540 fewer female enrolments than 2016/17.
- **44.0% are male** (10,445 of 23,715). This equates to 45% of the NI male total (10,445 of 23,180). There are 390 fewer male enrolments than 2016/17.
- **73.0% are full-time** (17,315 of 23,715). This equates to 45.6% of the NI total (17,315 of 38,005). There are 490 fewer full-time enrolments than 2016/17.
- **27.0% are part-time** (6,400 of 23,715). Overall Ulster University has the largest number of such enrolments in NI equating to 38.9% of the NI total (6,400 of 16,455). There are 435 fewer part-time enrolments than 2016/17.

### UNDERGRADUATE ENROLMENTS AS PROPORTION OF ALL ENROLMENTS<sup>4</sup>

There are **18,365 undergraduate enrolments** (77.4% of all enrolments) for 2017/18. This equates to 42.9% of the NI total (18,365 of 42,810). There are 795 fewer undergraduate enrolments than 2016/17.

Of all 2017/18 enrolments:

- **64.9% are full-time undergraduate** enrolments (15,395 of 23,715). This equates to 47.6% of the NI total (15,395 of 32,340). There are 565 fewer enrolments than 2016/17.
- **12.5% are part-time undergraduate** enrolments (2,970 of 23,715). This is 235 fewer enrolments than 2016/17 and equates to 28.4% of the NI Total (2,970 of 10,470).

### UNDERGRADUATE FIRST DEGREE ENROLMENTS<sup>4</sup>Error! Bookmark not defined.

There are **17,315 UG first degree enrolments** (73.0% of all enrolments) for 2017/18. Ulster University has the largest number of such enrolments equating to 46.5% of the NI total (17,315 of 37,235). There are 585 fewer enrolments than 2016/17.

Of all 2017/18 enrolments:

- **64.7% are full-time first degree UG** enrolments (15,355 of 23,715). Ulster University has the largest number of such enrolments equating to 48.4% of the NI total (15,355 of 31,730). There are 530 fewer enrolments than 2016/17.

## ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE

- **8.3% are part-time first degree UG** enrolments (1,960 of 23,715). This equates to 35.6% of the NI Total (1,960 of 5,505). There are 55 fewer enrolments than 2016/17.

### **UNDERGRADUATE FIRST-YEAR FIRST-DEGREE ENROLMENTS<sup>4</sup>**

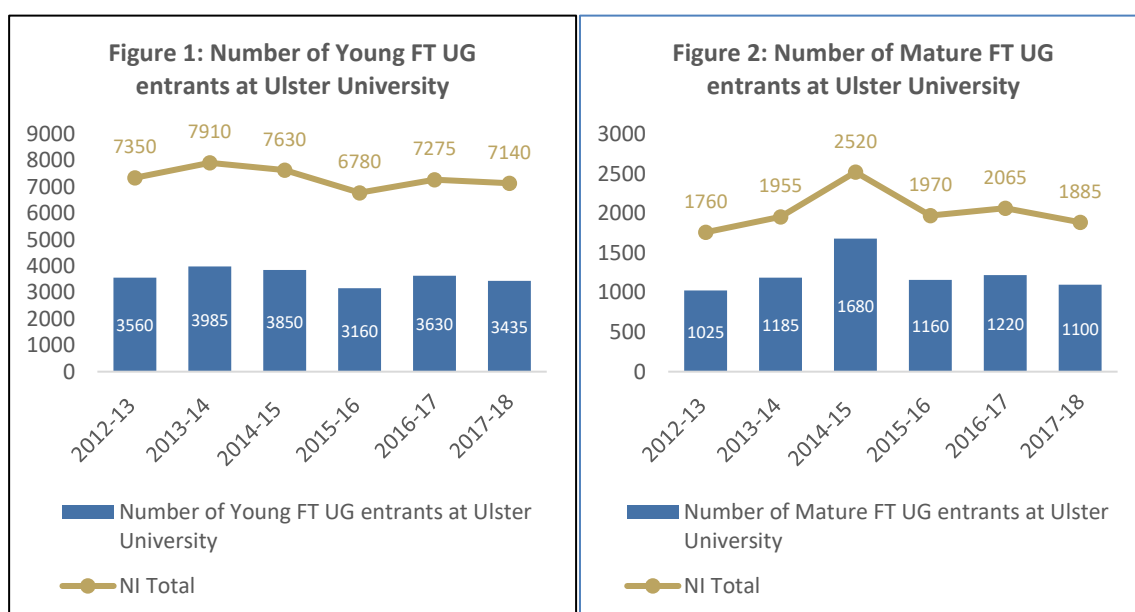
There are **5,545 first-year first-degree UG** enrolments for 2017/18 (23.4% of enrolments). Ulster University has the largest number of such enrolments in NI equating to 47.3% of the NI total (5,545 of 11,725). There are 315 less enrolments than 2016/17.

Of these:

- **20.5% are full-time first-year first-degree UG** (4,855 of 23,715). Ulster University has the largest number of such enrolments equating to 48.8% of the NI total (4,855 of 9,945). There are 300 fewer enrolments than 2016/17 .
- **2.9% are part-time first-year first-degree UG** (695 of 23,715). Ulster University has the largest number of such enrolments equating to 39.0% of the NI total (695 of 1,780). There are 10 fewer enrolments than 2016/17.

### **YOUNG AND MATURE FULL-TIME ENTRANTS<sup>4,5</sup>**

Figures 1 and 2 illustrate young and mature entrant profiles from 2012-13 to 2017-18.



Graphs produced using HESA source data

14.5% of all enrolments are young full-time undergraduates (3,435 of 23,715). As illustrated by Figure 1 there are 195 fewer enrolments than 2016/17. Overall, **Ulster University has the largest number of young full-time entrants in NI equating to 48.1% of the NI total (3,435 of 7,140).**

4.6% of all enrolments are mature full-time undergraduates (1,100 of 23,715). As illustrated by Figure 2 there are 100 less enrolments than 2016/17. Overall, **Ulster University has the largest number of such enrolments in NI equating to 58.4% of the NI total (1,100 of 1,885).**

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

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**Figure 3: (HESA) Participation of young FT UG entrants in NI for 2017/18<sup>4,5</sup>**

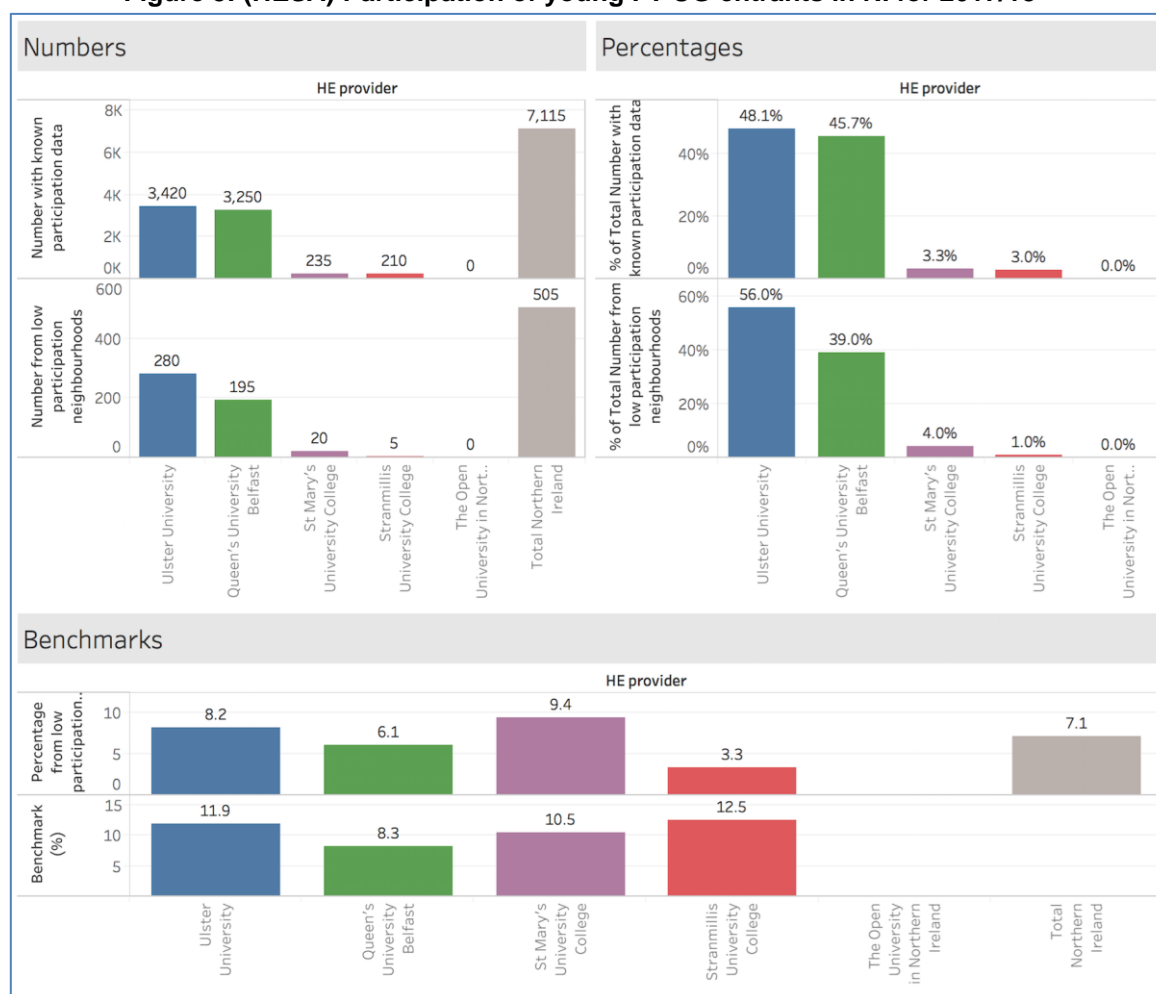


Figure 3 illustrates 56.0% (280 of 505) of young full-time first-degree undergraduate entrants in NI from low participation neighborhoods were entrants at Ulster University. 8.2% are from low participation neighborhoods (280 of 3,420) at UU. 7.1% of the NI Total are from low participation neighborhoods (505 of 7,115).

Figure 4 shows UK domiciled full-time HE undergraduate student enrolments by NIMDM<sup>6</sup> for UK and NI (HESA<sup>7</sup> for 2017-18). As data to compare individual HEI's is not available, it also illustrates internal Ulster University data for comparison purposes.

Figure 4 illustrates that 13.2% of NI students who enrol in all UK HEI's (including NI) are from Quintile 1 (5,710 of 43,180) and 18.4% are from Quintile 2 (7,950 of 43,180).

It also illustrates if we look at those who enrol in UK HEI's (not including NI), that this percentage falls to 11.7% for Quintile 1 (1,695 of 28,710) and 16.2% for Quintile 2 (2,345 of 28,710).

If we look only at those who enrol in NI HEI's, the percentage rises to 14.0% from Quintile 1 (4,015 of 28,710) and to 19.5% from Quintile 2 (5,605 of 28,710).

**Figure 4: HESA FT UG student enrolments by NIMDM for 2017/18<sup>7</sup>**



It is not possible to look deeper at the Ulster University profile from the published HESA data. Internal Ulster University student data by NIMDM for 2017-18 has however been also added to figure 4 which reveals that 16.2% of all known UG FT enrolments are from Quintile 1 (2,196 of 13,583) and 21.3% are from Quintile 2 (2,889 of 13,583). For Quintile 1 this is 3 percentage points higher than the UK total (13.2%) and 2.2 percentage points higher than the NI total (14%). For Quintile 2 this is 2.9 percentage points higher than the UK total (18.4%) and 1.8 percentage points higher than the NI total (19.5%).

Figure 4 also illustrates how the percentages change if we remove Ulster University figures from the NI Total. With Ulster results removed the percentage of those in Quintile 1 reduces to 12% (1,819 of 15,122) and the percentage for Quintile 2 reduces to 18% (2,716 of 15,122).

### 1.2.3 ULSTER UNIVERSITY STUDENT DEMOGRAPHICS

For this section Ulster University has analysed internal data mapped to the Northern Ireland Multiple Deprivation Measure (NI MDM) 2017 in November 2018<sup>8</sup> to analyse student demographics. The demographic data and targets data are used to drive WAP decision-making and for WAP monitoring and reporting purposes.

WAP Policy in Northern Ireland uses the NIMDM as a key performance indicator. NIMDM is a statistical basis for ranking the 890 Super Output Areas (SOAs) in Northern Ireland from the most deprived (rank 1) to the least deprived (rank 890). The measure ranks areas by seven domains of deprivation, including income, employment, health and disability, education, skills and training, access to services, living environment, and crime and disorder. Students are assigned to a decile and quintile based on their home postcode/SOA.

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

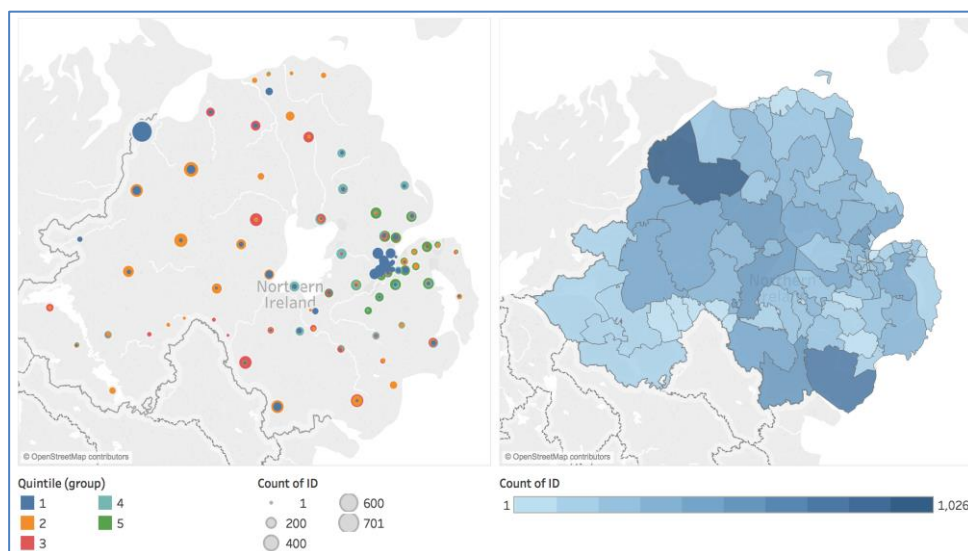
Ulster University data illustrates consistent and sustained success in Widening Participation rates Achievement rates for Under-Represented Groups and close to equitable participation in all NIMDM categories. The demographical WAP Ulster University data which follows makes reference to the demographic findings<sup>8</sup> and/or live reports of actuals in May 2019.

Ulster University WAP data reports<sup>8</sup> (extracted November 2018) reveal 19,329 (including 516 unknowns) of all student enrolments are NI-domiciled. Of these:

- 10,484 (54.2%) are female and 8,843 (45.7%) are male.
- 14,974 are full-time, comprising of 13,907 FT undergraduates (92.9%) and 1,067 (7.1%) FT postgraduates.
- 4,353 are part-time, comprising of 2,300 (52.8%) PT undergraduates and 2,053 (47.2%) PT postgraduates

Figure 5 illustrates Ulster University's Student Population by Postcode for 2017-18.

**Figure 5: Ulster University Student Population Heat MAP and MAP by Postcode for 2018-19**  
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## PROFILE SUMMARIES BY QUINTILE<sup>8</sup>

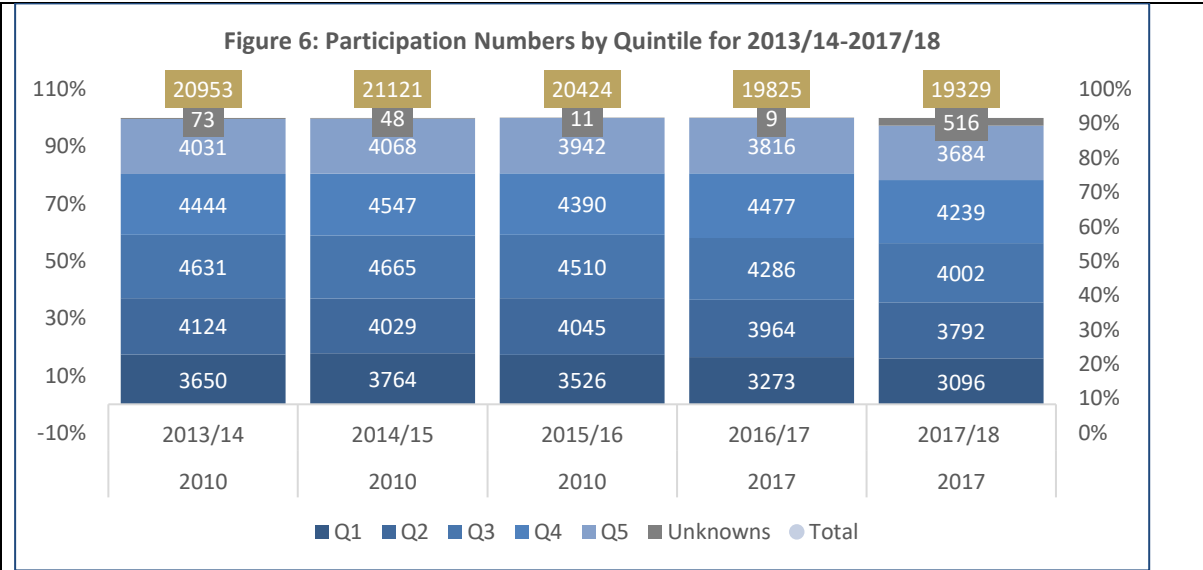
Figures 6 and 7 which follow show a summary of Quintile Profiles for all NI Domiciled students at Ulster University for the years 2013-14 to 2017-18 by number and percentage and the total number of enrolments each year (including unknowns).

Ulster University seeks to provide equitable profiles across Quintiles. Quintile 1 typically has the lowest percentage and has been showing signs of slow decline in proportionate share. When unknowns are counted, Quintile 1 enrolments for 2017-18 currently equate to 16.0% using NIMDM 2017.

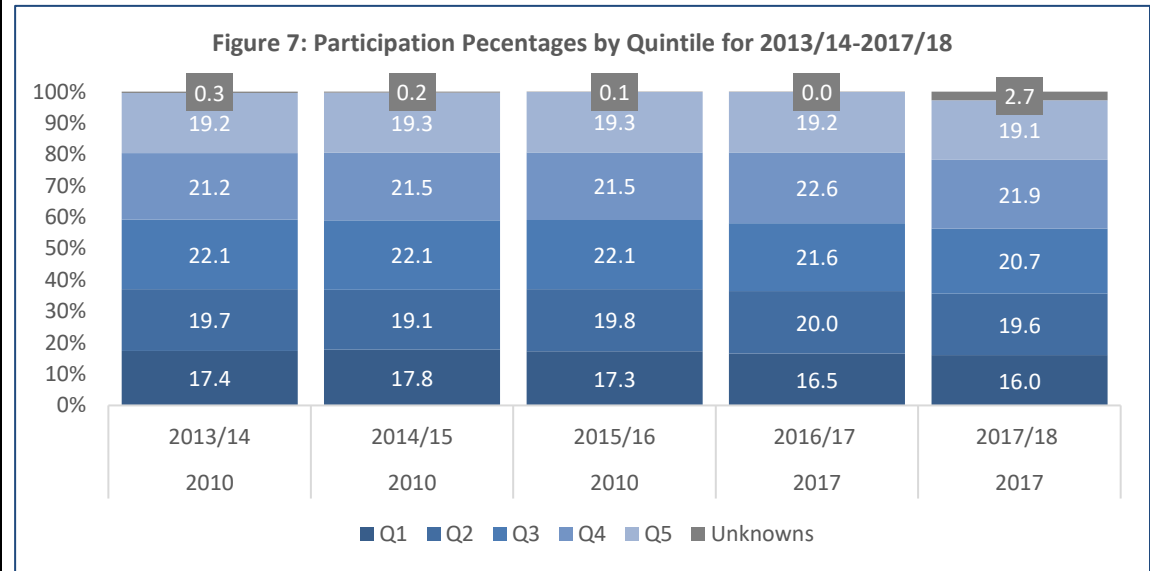
Just UG Profiles are presented below (see Figure 10).



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Graph produced using internal Ulster University source data



Graph produced using internal Ulster University source data<sup>8</sup>

CAMPUS PROFILE SUMMARIES BY QUINTILE

Figure 8a which follows shows Campus and Quintile Profiles by Number and Percentages for 2017/18.



**Figure 8a: Campus and Quintile Profiles by Number and Percentages for 2017/18.**  
**N=19,239, including 516 nulls**

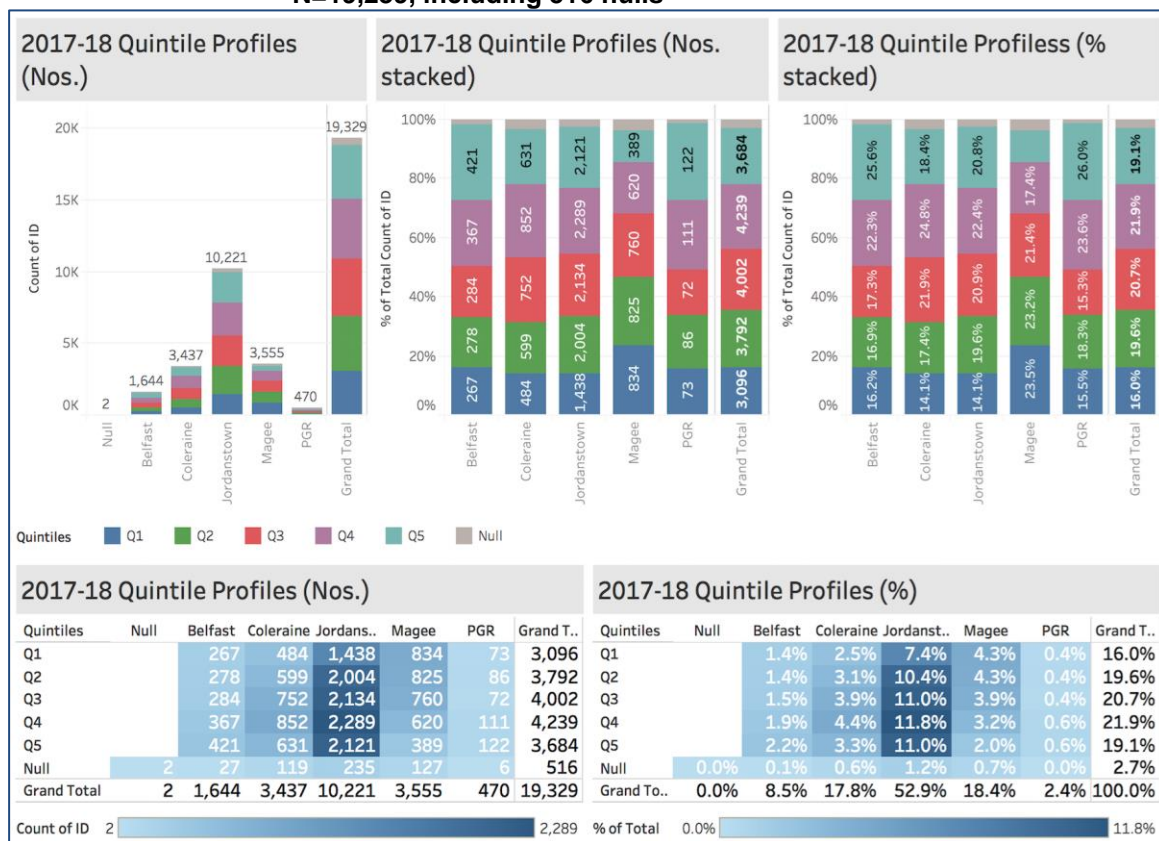


Figure 8a illustrates student numbers and percentages of all by Quintile for each Campus for 2017/18. As illustrated Belfast (1,644)/Jordanstown (10,221) has the largest student population at 11,865 followed by Magee (3,555) and Coleraine (3,437). 470 are enrolled as PGR students with no campus specified.

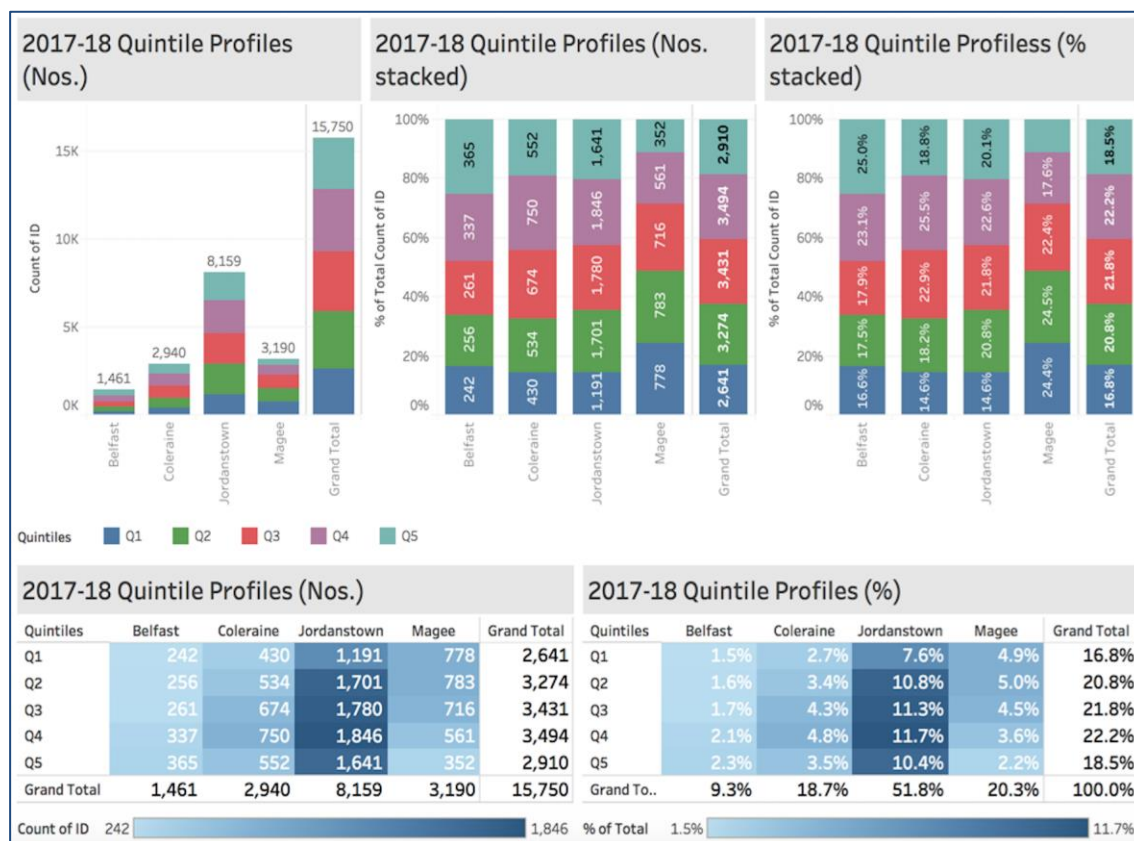
As illustrated Magee has the largest proportion of enrolments from Quintile 1 (23.5%) which equates to 834 enrolments at Magee and 4.3% of the University total. Magee also has the largest proportion of enrolments from Quintile 2 (23.2%) which equates to 825 enrolments and 4.3% of the University total.

Jordanstown has the largest number of enrolments (1,438) from Quintile 1 which equates to 14.1% of enrolments' at Jordanstown and the largest proportion of the University total, 7.4%. Jordanstown also has the largest number of enrolments (2,004) from Quintile 2 which equates to 19.6% of enrolments' at Jordanstown and the largest proportion of the University total, 10.4%.

16% overall are from Q1 (16.5% with nulls removed) and 19.6% overall are from Q2 (20.2% with nulls removed).

Figure 8b which follows shows UG Campus and Quintile Profiles by Number and Percentages for 2017/18.

**Figure 8b: Campus and Quintile UG Profiles by Number and Percentages for 2017/18.**  
**N=15,750, excluding 457 nulls<sup>8</sup>**



Graph produced using internal Ulster University source data

As illustrated, Magee has the largest percentage proportion of UG enrolments from Quintile 1 (24.4%) which equates to 778 enrolments at Magee and 4.9% of the University total. Magee also has the largest percentage proportion of enrolments from Quintile 2 (24.5%) which equates to 783 enrolments and 5.0% of the University total.

Jordanstown has the largest number of enrolments (1191) from Quintile 1 which equates to 14.6% of enrolments' at Jordanstown and the largest proportion of the University total, 7.6%. Jordanstown also has the largest number of enrolments (1701) from Quintile 2 which equates to 20.8% of enrolments' at Jordanstown and the largest proportion of the University total, 10.8%.

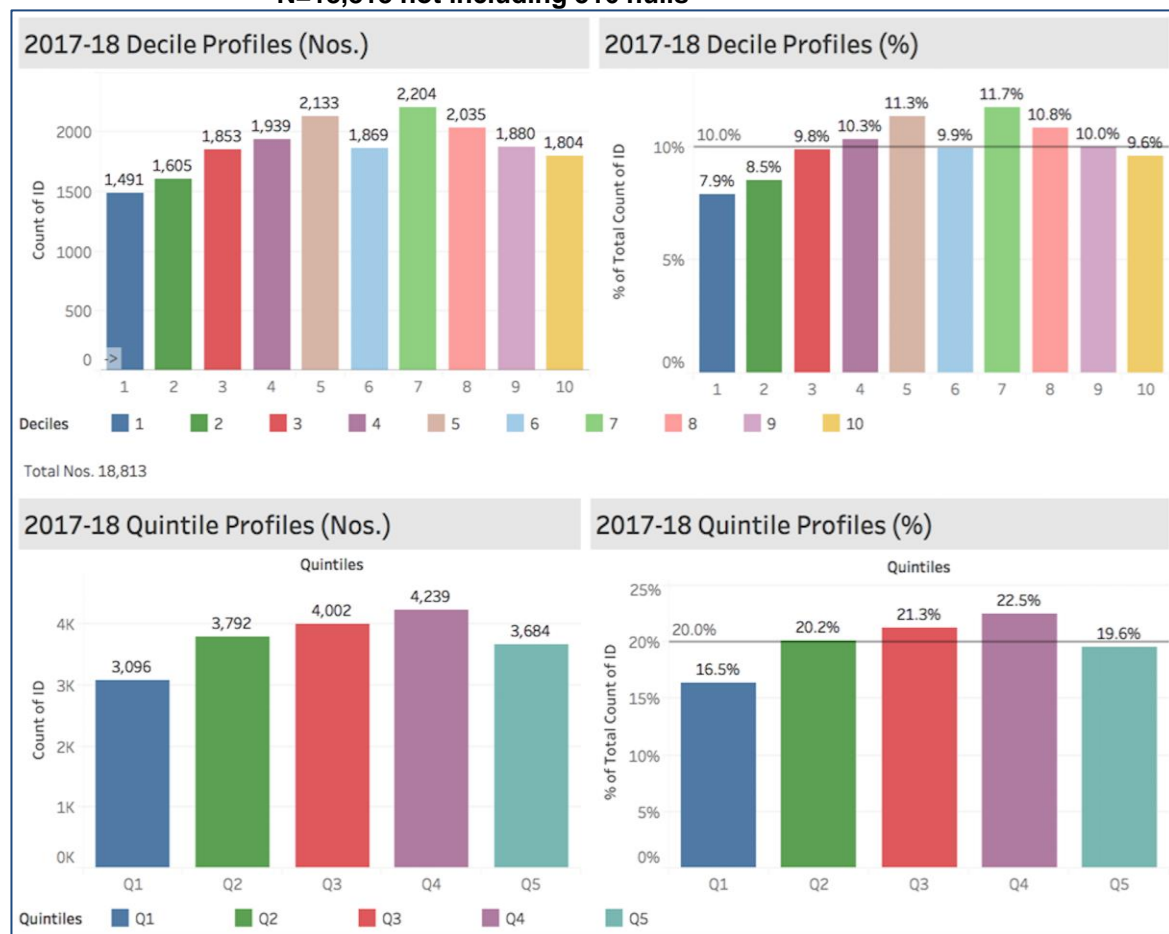
### PROFILE SUMMARIES BY QUINTILE AND DECILE

Figure 9 which follows illustrates quintile and decile profiles at Ulster University for all 2017-18 for all levels and modes using the NI MDM 2017 measure and the proximity to 20% or 10% which is considered equitable for Q1 and Q2 respectively.

Figure 9 shows that Q1 has 3,096 students which is 3.5% below 20% which is considered equitable. There are 227 less students in Q1 than there were in 2016/17. Figure 12 also shows Q2 has 3,792 students which equates to 20.2%. Q3 and Q4 are both above 20% and Q5 is 0.4% below. Looking more closely Decile 1 has the lowest numbers (1,491) equating to 7.9%.

Decile 2 has the next lowest numbers (1,605) and percentage (8.5%). Deciles, 3 (9.8%), 5 (9.9%) and 10 (9.6%) are close to 10% which is considered equitable for deciles.

**Figure 9: Quintile and Decile Profile Summaries at Ulster University for ALL 2017-18**  
**N=18,813 not including 516 nulls**



Graph produced using internal Ulster University source data

Figure 10 illustrates UG Quintile and Decile profiles at Ulster University for 2017-18 using the NI MDM 2017 measure and the proximity to 20% or 10% which is considered equitable for Q1 and Q2 retrospectively.

Figure 10 shows that there are 2,641 UG students in Quintile 1 which is 3.2% below 20% which is considered equitable at Ulster University. It also shows Q2 has 3,274 students which equates to 20.8%. Q3 and Q4 are both above 20% and Q5 is 2.0% below. Looking more closely deciles shows greater sensitivity. Decile 1 has the lowest numbers (1,281) equating to 8.1%. Decile 2 has the next lowest numbers (1,360) and percentage (8.6%). Deciles 9 (9.6%) and 10 (8.9%) are close to or below 10% which is considered equitable for deciles.

**Figure 10: UG Profile Summaries by Quintile and Decile at Ulster University for 2017-18**  
**N=15,750 not including 457 nulls**

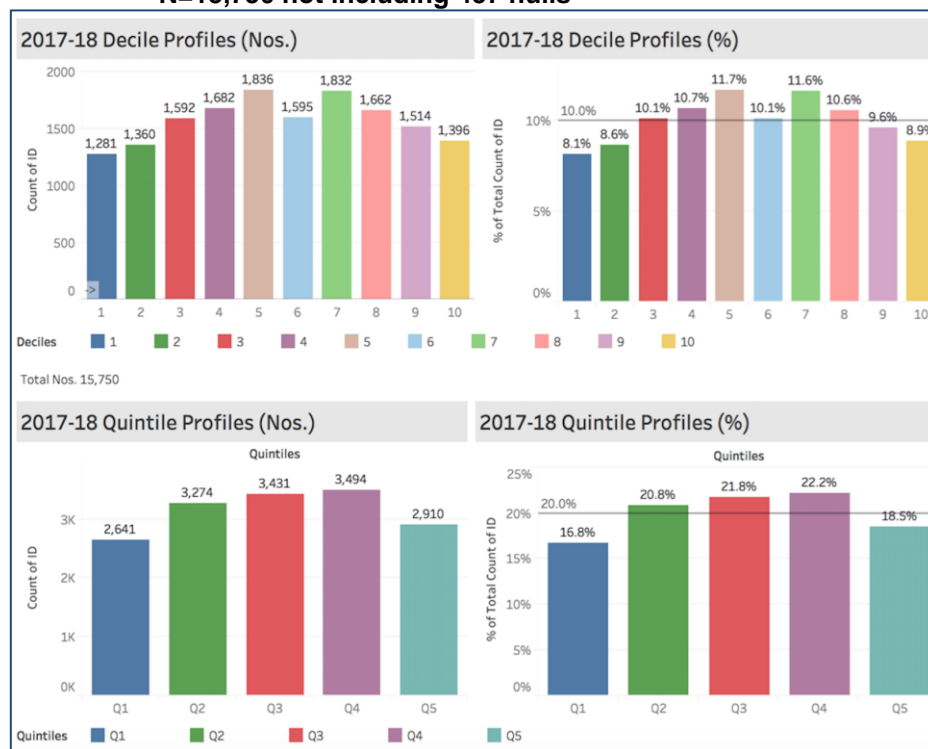


Figure 11 shows UG FT Profile Summaries by Quintile and Decile at Ulster University for 2017-18.

**Figure 11: UG FT Profile Summaries by Quintile and Decile at Ulster University for 2017-18**  
**N=13,583 not including 324 nulls**



## ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE

As noted previously HESA data shows 14.0% of FT UG enrolments in NI HEIs (4,015 of 28,710) are from Quintile 1 and 19.5% are from Quintile 2 (5,605 of 28,710 (see: Figure 5). Therefore Ulster's % enrolments from the most deprived is above the NI average %.

Figure 12 which follows shows UG PT Profile Summaries by Quintile and Decile at Ulster University for 2017-18

**Figure 12: UG PT Profile Summaries by Quintile and Decile at Ulster University for 2017-18**  
N=2,167 not including 133 null<sup>8</sup>



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

For the academic year 2017/18 the following targets were agreed.

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

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

## MDM QUINTILE 1

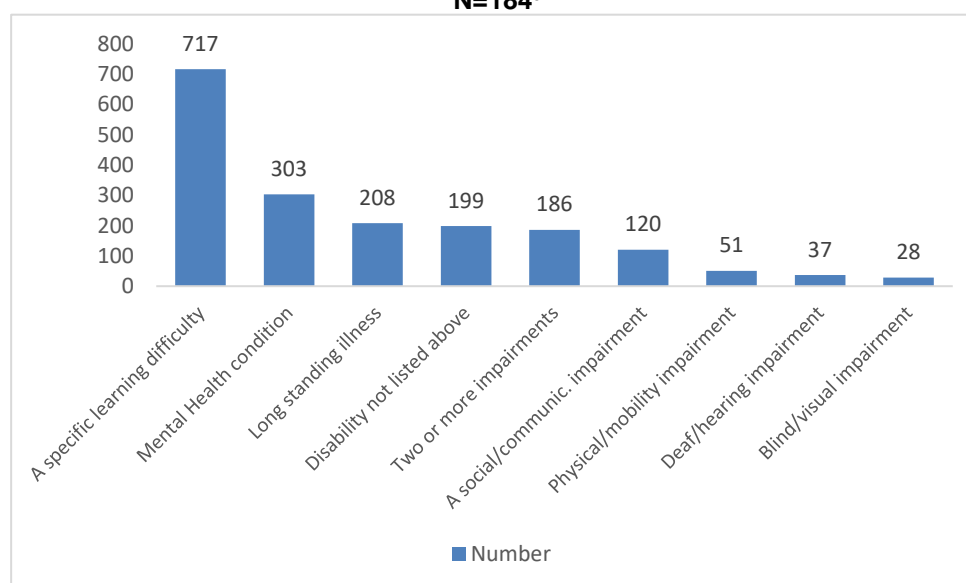
The MDM Quintile 1 target for 2017/18 was 3266. As highlighted in Figure 10 previously analysis from suggested 16.8% or 2,641 of 15,750 all UG students are from Quintile 1. 16.2% or 2196 of these are UG FT (see Figure 11<sup>Error! Bookmark not defined.</sup> above) and 20.5% or 445 are UG PT (see Figure 12 above). 16.5% or 3096 of all enrolments are from Q1 (see Figure 10 above).

The most recent live reports used to capture the actuals for Part 2.10<sup>9</sup> shows that 1,850 of 16,230 (UG total) are from Quintile 1. This equates to 11.4% of the UG population. The most recent live reports from a Banner business intelligence system used to capture the actuals for Part 2.10 in May 2019<sup>9</sup> shows that 2,717 of 16,230 (UG total) were from Quintile 1. This equates to 16.7% of the UG population. **2,717 is 549 lower than the 3,266 target.** However, this target was set in Spring 2016 based on an average of prior years back to 2013. At that time the NIMDM was not yet in use. In 2016-17 there were 2,899 such enrolments. The 2017/18 targets viewed relative to actuals at the time is 182 less than in 2016/17.

## STUDENTS WHO DECLARE A DISABILITY

The students who declare a disability target for 2017/18 was 1593. Figure 13 shows 1,849 of all UG and 2,105 of all student enrolments declared a disability.

**Figure 13: UG Declared Disability Profile Numbers for 2017-18**  
**N=184<sup>9</sup>**



1,850 is **257 higher than the 1,593 target.** In 2016-17 there were 1,722 such enrolments. Therefore this could alternatively be viewed as 128 more than in 2016/17.

## STUDENTS IN RECEIPT OF DSA

Students in receipt of DSA for 2017/18 was 785. 790 of all UG and 883 of all student enrolments are in receipt of DSA.

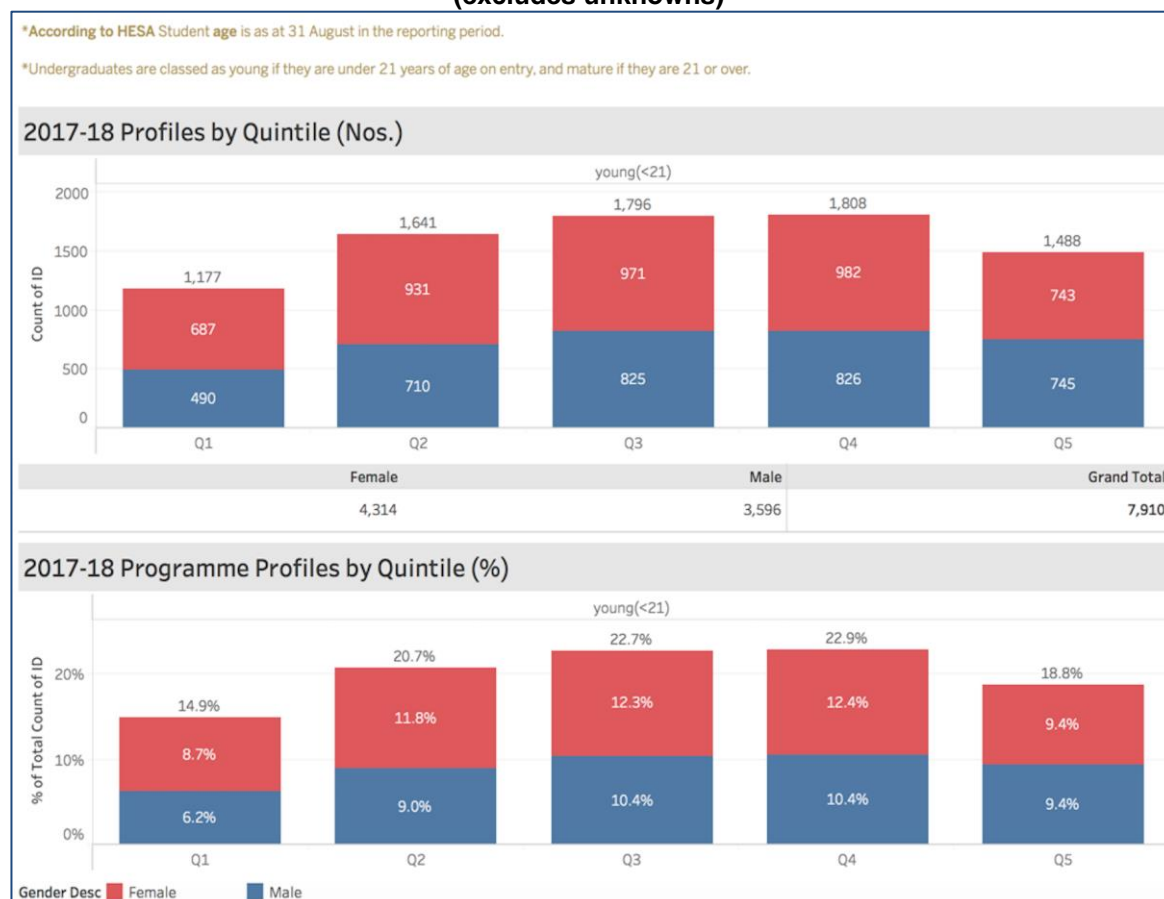
The most recent live reports used to capture the actuals for Part 2.10<sup>9</sup> shows that 811 of 16,230 (UG total) are from Quintile 1. This equates to 5% of the UG population. **811 is 26 higher than the 785 target.** In 2016-17 there were 722 such enrolments. Therefore this could alternatively be viewed as 89 more than in 2016/17.



### YOUNG MALE PARTICIPATION RATES BY QUINTILE

Figure 14 shows UG young profiles by Quintile and Gender. HESA define UG students as young when aged under 21.

**Figure 14: UG Young Profile Views by Quintile and Gender for 2017/18 (excludes unknowns)<sup>8</sup>**



Graph produced using internal Ulster University source data

Figure 14, illustrates the smallest number and percentage, 490 or 6.2%, of young males are UG from Quintile 1. Of these 439 or 5.9% are UG FT from Quintile 1. A small number, 51 or 9.7% are UG PT from Quintile 1. Even less UG PT young males, 27 or 5.1%, are from Quintile 2.

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

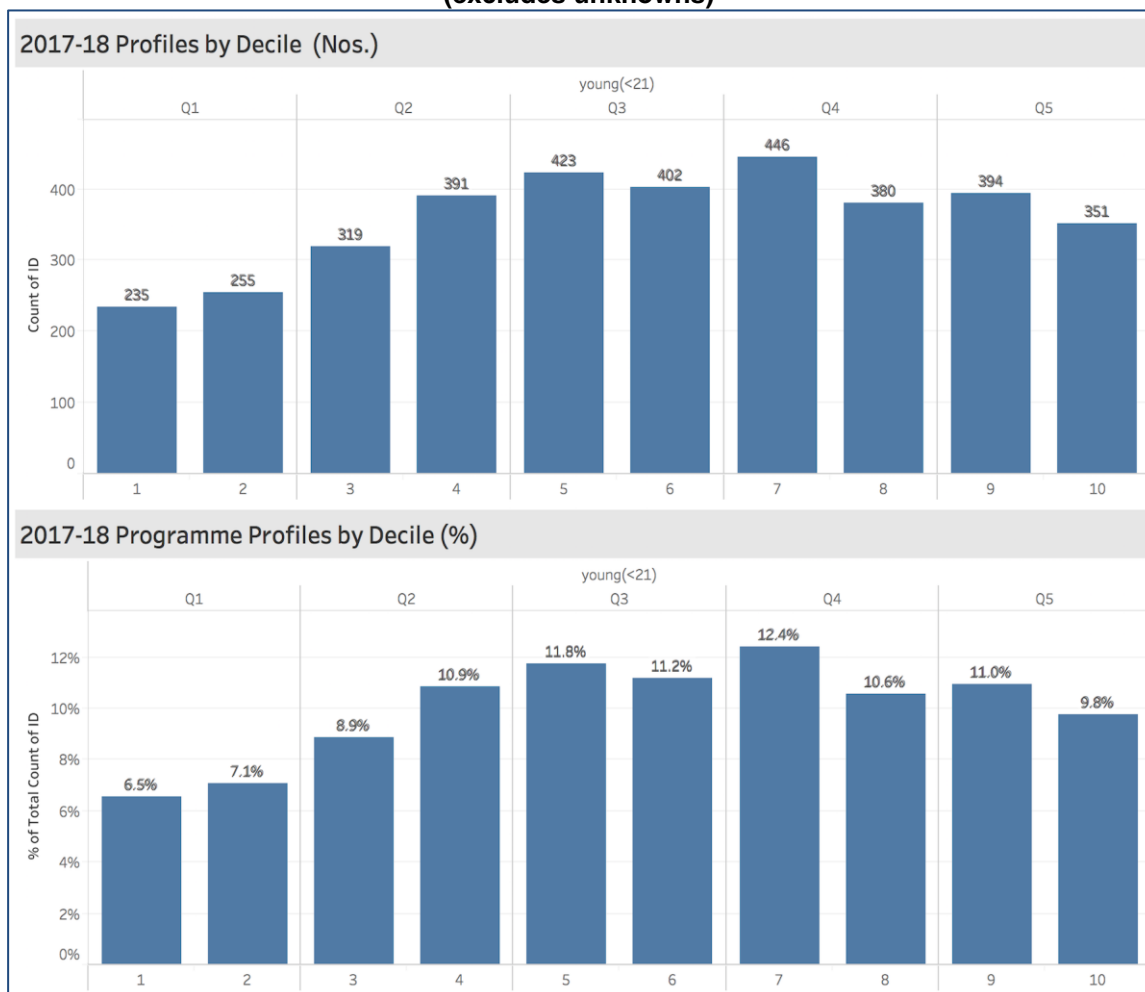
The most recent live reports used to capture the actuals for Part 2.10 shows that 495 of 16,230 young male UG enrolments are from MDM Quintile 1. This equates to 3% of the UG population. 495 is 324 lower than the 819 target. However, since this target was set in Spring 2016 and based on an average of the prior year back to 2013, a different socio economic measure was used then. The NIMDM was not yet in use. In 2016-17 there were 525 such enrolments. Therefore this could alternatively be viewed as 40 less than in 2016/17.

### YOUNG MALE PARTICIPATION RATES BY DECILE



Figure 15 shows decile profiles for young males.

**Figure 15: UG Young Males By Decile 2017/18  
(excludes unknowns)<sup>8</sup>**



Graph produced using internal Ulster University source data

Looking at decile profiles for young males reveals 235 or 6.5% of young male UG entrants are from Decile 1. Of these, 214 or 6.5% are young FT UG. A small number 21 or 7.4% are PT UG.

### **Taking Boys Seriously (TBS) Project**

A new TBS research project which builds on the seminal study 'Taking Boys Seriously' by Ken Harland and Sam McCready (2012) has begun. The new study seeks to increase attainment and levels of HE participation among young males from MDM Quintile 1 communities. Given the pending move to the new Ulster University campus in Belfast and the desire of the research to make a civic contribution in terms of widening access to HE and encouraging learning in disadvantaged communities, it is proposed that the initial focus of the research will be in North / Outer North Belfast. It is further proposed that in phase two of the project the focus of the research will be the Derry / Londonderry area.

It is envisaged that findings from the early stages of the research will inform a wider roll-out of school-based, community-based and collaborative interventions across NI. Ethical approval for the TBS2 research project has been secured which means that the qualitative fieldwork in our partner schools and youth organisations can now commence.

### PART-TIME LEARNERS

Part-time provision is key to participation by work-based adult learners. As indicated previously, HESA data<sup>4</sup> shows a significant proportion 27% of all enrolments at Ulster are part-time (6,400 of 23,715). 12.5% (2,970 of 23,715) of these are undergraduate part-time enrolments. Overall **Ulster University has the largest number of part-time enrolments in NI** equating to 38.9% of the NI total (6,400 of 16,455).

**Figure 16: PT Learner Profiles for all Ulster University Enrolments with known NIMDM Profiles<sup>8</sup>**



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Graph produced using internal Ulster University source data

Figure 16 shows quintile and deciles are more polarised for PT learners than FT learners. Quintiles 1 to 3 are below 20%. Quintile 1 has 727 students which equates to 17.4%. It also shows Quintile 2 has 713 students which equates to 17.0%. Quintile 3 has 793 or 18.9%. Quintile 4 and Quintile 5 are both above 20%. Deciles 1 to 6 are all below 10% which is considered equitable for deciles.

Figure 17 shows PT UG learners only.

**Figure 17: PT UG Learner Profiles for all Ulster University Enrolments with known NIMDM Profiles<sup>8</sup>**



Graph produced using internal Ulster University source data

20.5% of part-time learners on UG programmes are from Quintile 1. There are 445 of such learners for 2017/18. Quintiles 2 and 3 are below 20%. Whereas Quintiles 4 and 5 are above.

### ADULT LEARNERS

The target for 2017/18 was to increase participation of FT UG Adult Learners. HESA class UG learners as mature when they are aged over 21. However the current DfE adult learners target for WP focuses on undergraduates 25 and over, and so differs from HESA's definition.

The most recent live reports used to capture the actuals for Part 2.10 shows that 2,665 of 16,230 are FT&PT UG adult enrolments (25 and over). **This equates to 16.4% of the UG population. 2,665 is 868 lower than the 3,533 target.** As this target was set in Spring 2016, a different socio economic measure was used then. The NIMDM was not yet in use. In 2016-17 there were 2,991 such enrolments. Therefore this could alternatively be viewed as 326 less than in 2016/17.

### PT ADULT LEARNER PROFILES

Figure 17 illustrates PT UG Adult learners (over 25) at Ulster University on UG Programmes.

Figure 17 shows that Quintile 1 for PT Adults has a high proportion of students from most disadvantaged group: 267 students which equates to 22.0%. It also shows that Quintile 5 has a

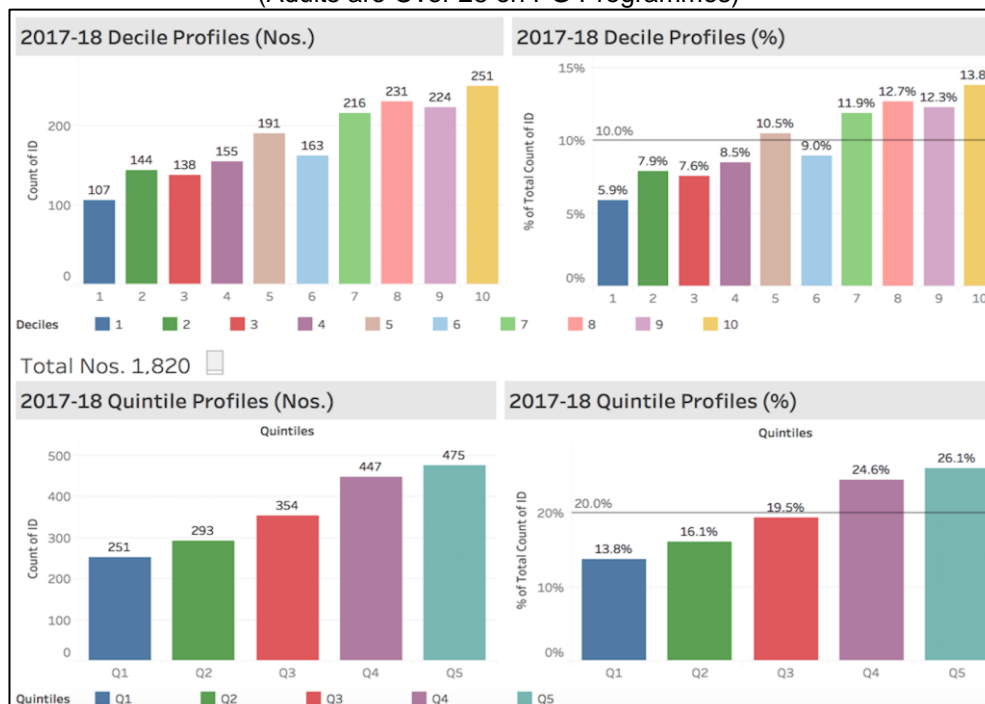
# ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE

high proportion of student from most advantaged group: 260 which equates to 21.5%. Quintiles 2, 3 and 4 are below 20%. Deciles 2, 3, 4, 5 and 9 are below 10%.

**Figure 17: PT Adult Learner Profiles on UG Programmes at Ulster University**  
(Adults are Over 25 for UG Programmes) <sup>8</sup>



**Figure 18: PT Adult Learner Profiles on PG Programmes at Ulster University**  
(Adults are Over 25 on PG Programmes) <sup>8</sup>



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Figure 18 shows that Q1 has 201 students which equates to 13.8%. It also shows Q2 has 293 students which equates to 16.1%. Q2 has 354 or 19.5%. Q4 and Q5 are both well above 20%. Deciles 1-4 and 6 are below 10%.

**Figure 19: FT Adult Learner Profiles on UG Programmes at Ulster University**  
(Adults are Over 25 for UG Programmes)<sup>8</sup>

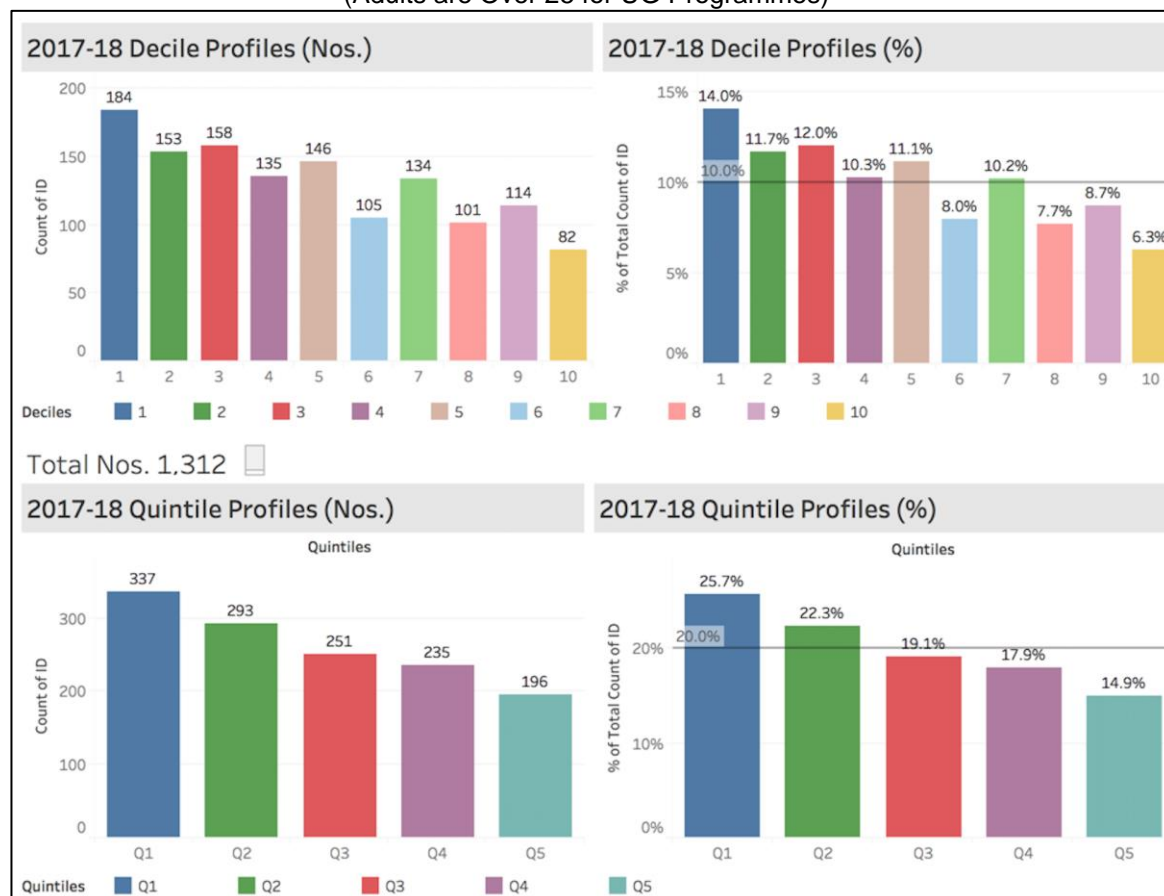


Figure 19 shows that Quintiles 1 and 2 have high proportions of adult FT UG students which equates to 337 or 25.7% for Q1 and 293 or 22.3% for Q2. It also shows quintiles 3 to 5 are below 20%. Q5 has the least, 196 or 14.9%. Deciles 6 to 10 are below 10%.

Figure 20 shows that Q1 has 99 students which equates to 17.4%. It also shows Q2 has 101 students which equates to 17.8%. Q3 has 94 or 16.5%. Q4 and Q5 are both well above 20%. Deciles 2, 3, 4, 5 and 6 are below 10%.

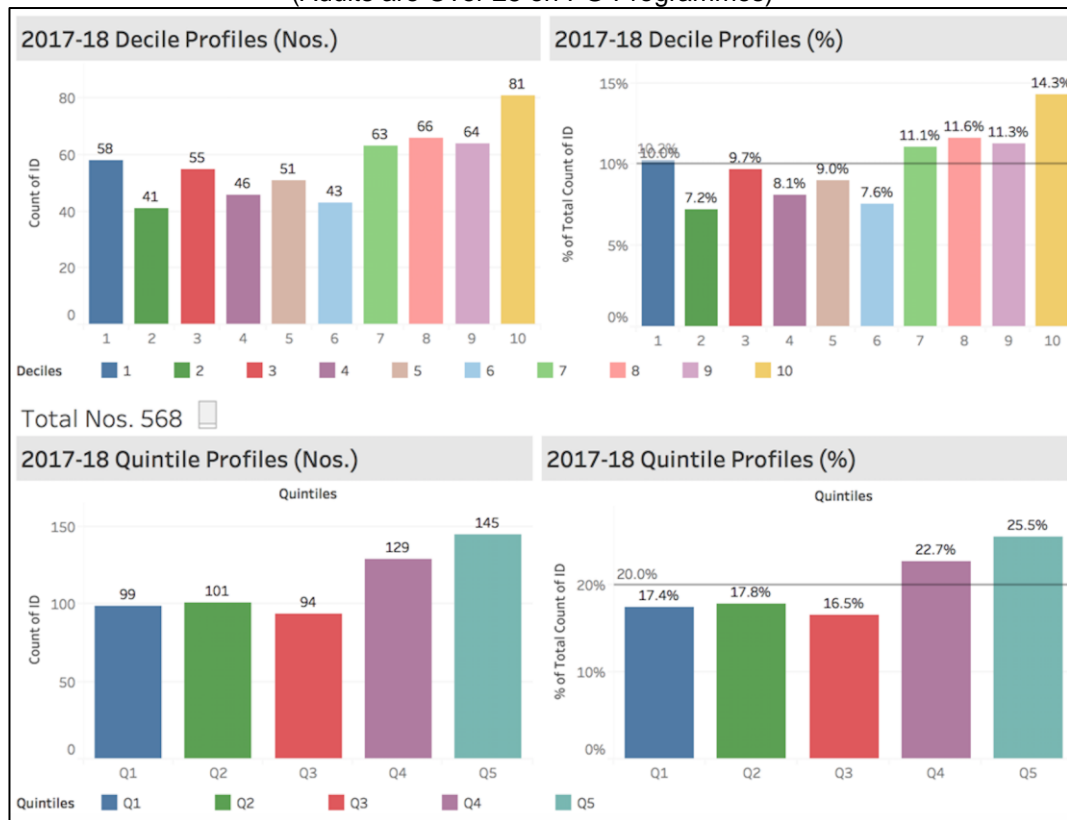
Fee support for adult learners and widening access cohorts is essential to the sustainability of underrepresented groups accessing higher education. In 2017/18 support for learners through the Flexible Pathways Award for modular access at undergraduate level 4 is as follows:

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

During 2017/18 Ulster University provided accredited learning opportunities for 540 from community, NEETS and work-based adults in areas of widening access and participation. The design and development of the modular provision within the undergraduate flexible frameworks was informed by learning needs identified through on-going consultation with the education, community

and business sectors.

**Figure 20: FT Adult Learner Profiles on PG Programmes at Ulster University**  
(Adults are Over 25 on PG Programmes) <sup>8</sup>



CPPD modular options were available at level 4 to support part time students wanting to explore the achievement of higher-level skills and/or a route to further HE study (in line with the NI Regional Strategy Access to Success), and as workforce development opportunities for employers, to enable recognition and accreditation of skills (in line with the NI Regional Strategy Skills for Success).

In 2017/18, 540 students were enrolled on 54 modules at undergraduate level that were available to the external part time market, engaging with organisations such as, Hastings, Local NI Schools, PSNI, Chenega Europe, and Women's Tec.

In academic year 2017/18, 5203 students were enrolled with local area-based college partners on Ulster University widening access provision including Foundation degrees and Access to HE diplomas.

#### **HE in FE – Validated Collaborative Provision**

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

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

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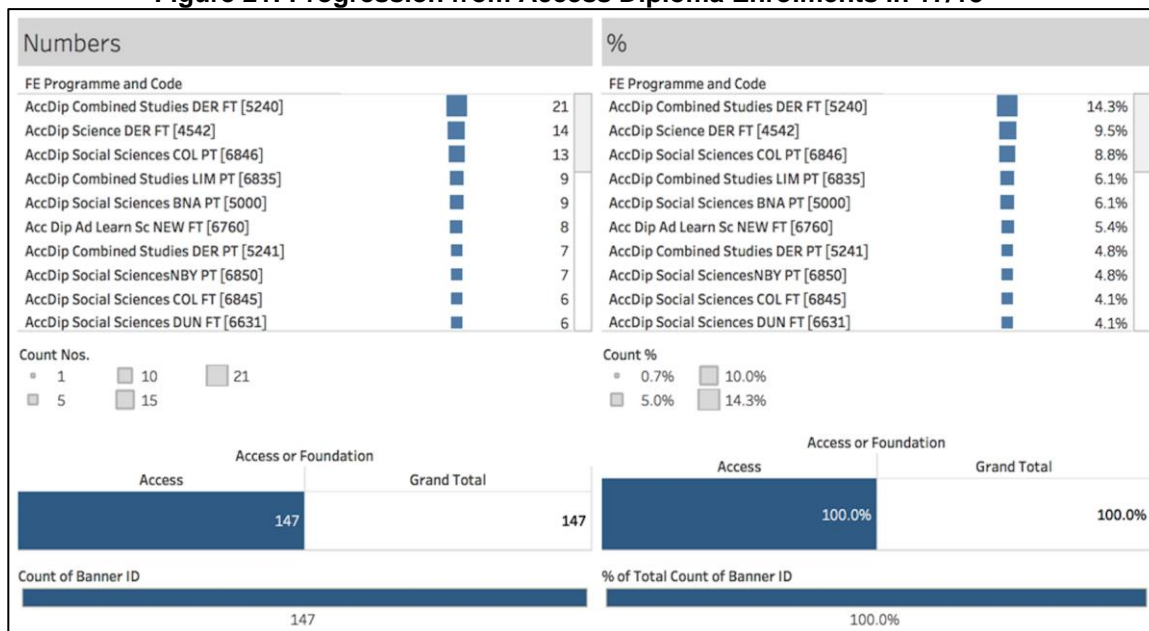
## Progression and Direct Entry

In total 701 students progressed from collaborative and validated provision within HE in FE in 2017/18.

Of these 701 students, 147 students progressed from Access diplomas in 2017-18.

Figure 21 which follows illustrates progression from the most popular Access diploma courses (high to low). The top three programmes with the largest numbers are based in Derry (DER) and Coleraine (COL).

**Figure 21: Progression from Access Diploma Enrolments in 17/18<sup>10</sup>**



Graph produced using internal Ulster University source data

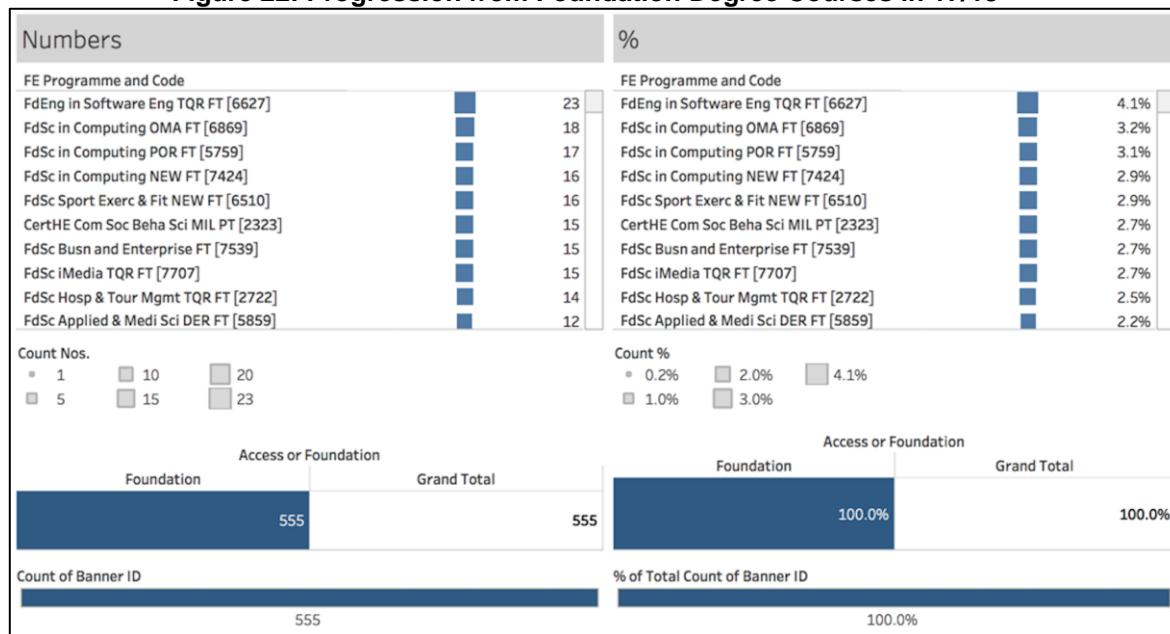
Of these 701 students, 555 progressed from Foundation degrees in 2017-2018.

Figure 22 which follows illustrates progression from the most popular Foundation degree courses (high to low). The top three are located in the Titanic Quarter Belfast Met (TQR), Omagh (OMA) and Portadown (POR).



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**Figure 22: Progression from Foundation Degree Courses in 17/18<sup>10</sup>**



Graph produced using internal Ulster University source data<sup>10</sup>

Figure 23 which follows shows the most popular programmes that students from Access diplomas progressed onto in 2017-18 (highest to lowest). It also shows enrolment summaries by Faculty and Campus.

**Figure 23: Progression From Access and Programmes to Ulster University During 2017-18<sup>10</sup>**

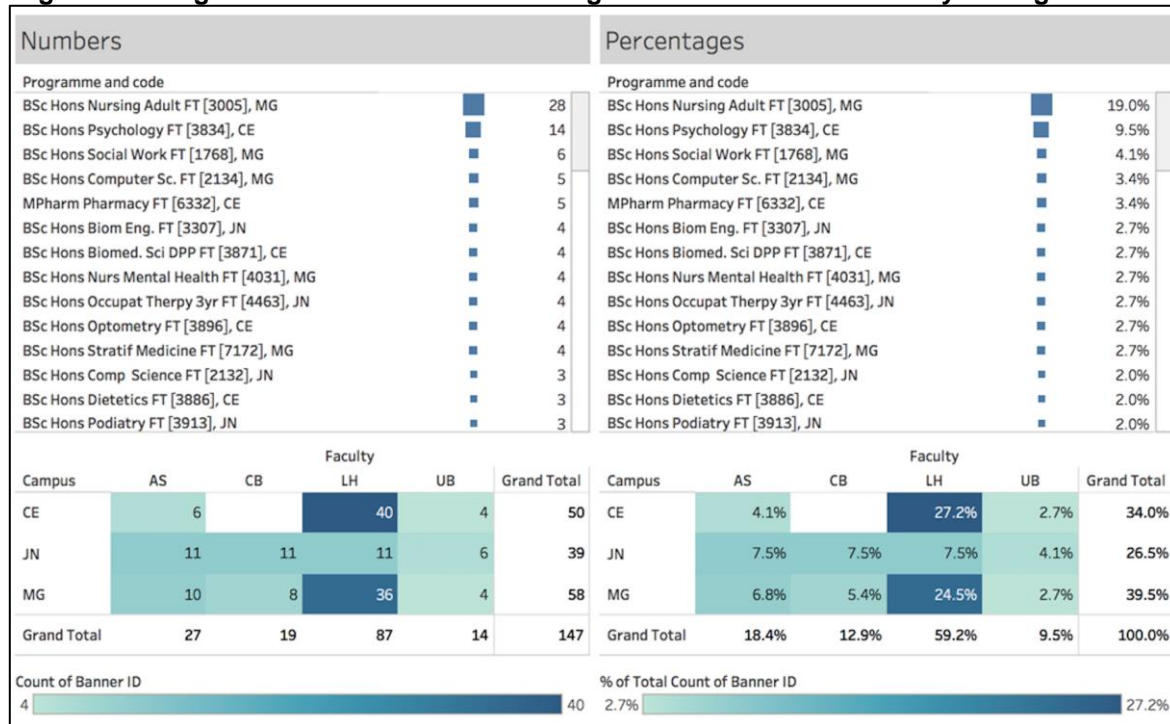
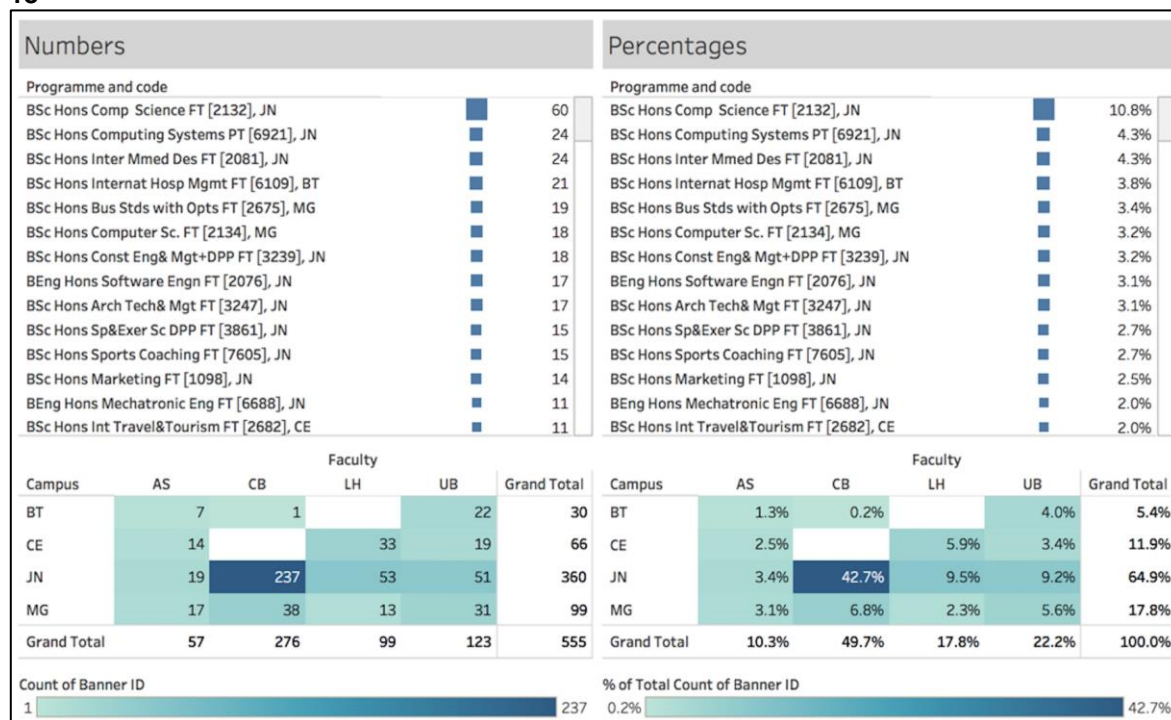


Figure 24 which follows shows the most popular programmes that students from Foundation degrees progressed onto in 2017-18 (highest to lowest). It also shows enrolment summaries by Faculty and Campus.

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**Figure 24: Progression From Foundation Degree Programmes to Ulster University in 2017-18<sup>10</sup>**



Graph produced using internal Ulster University source data

## NUMBER OF CARE EXPERIENCED ENROLMENTS

In 2017/18 Ulster University received 154 course applications (120 in 2016/17) from 79 individuals who indicated that they had spent time in care.

Of these, 52 applicants were made offers, 22 of which registered. **This is 4 more than in 2016/17.**

Two part time students who indicated that they had a background of care were also accepted onto courses.

Table 1 shows that 58 students declared they were in the care system for a period, across 19 schools within each of the four faculties at Ulster University during 2017/18, the same figure as 2016/17. 100 % of students were eligible for the Care Leavers Bursary.

**Table 1: Experienced Care Leavers by Faculty and School for 2017/18**

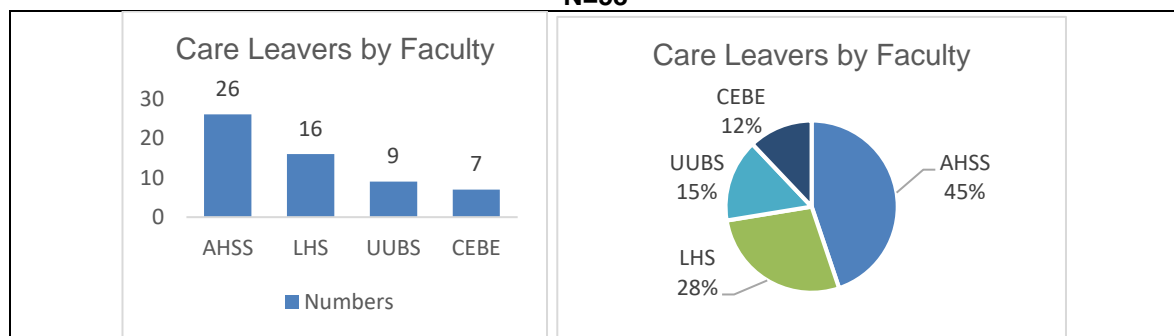
<b>Arts, Humanities and Social Sciences (AHSS)</b>	<b>26</b>
Belfast School of Art	1
Sch of Appl Soc & Policy Scis	16
Sch of Arts and Humanities	4
Sch of Communication and Media	1
Sch of Education	1
Sch of Law	3
<b>Computing, Engineering and Built Environment (CEBE)</b>	<b>7</b>
Belfast Sch of Arch & Built En	1
Sch of Comp Engin & Intell Sys	3
Sch of Computing	2
Sch of Engineering	1
<b>Life and Health Sciences (LHS)</b>	<b>16</b>

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Sch of Biomedical Sciences	1
Sch of Geography and Env Sci	1
Sch of Health Sciences	1
Sch of Nursing	4
Sch of Psychology	8
School of Sport	1
<b>Ulster University Business School (UUBS)</b>	<b>9</b>
Dept of Global Business & Ente	3
Dept of Hosp & Tourism Mngmt	3
Dept of Mang Leadship & Marktg	3
<b>Grand Total</b>	<b>58</b>

Figure 23 illustrates care leavers by Faculty. The most (45%) are located within the Arts, Humanities and Social Sciences Faculty. 26% are within Life and Health Sciences, 15% within the Ulster University Business School and 12% are within Computing, Engineering and Built Environment.

**Figure 23: Care Leavers by Faculty<sup>8</sup>**  
N=58

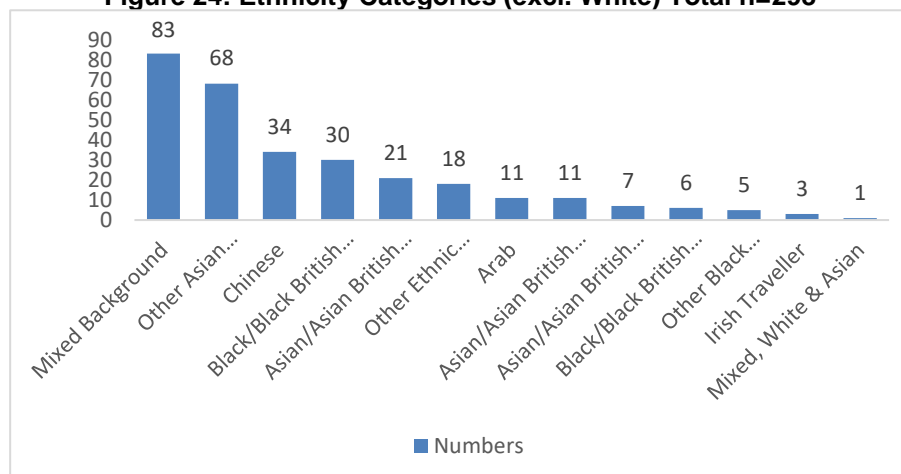


Graphs produced using internal Ulster University source data

### ENTHNICITY

There are 298 UG learners with declared ethnicities other than white for 2017/18. This is 27 less 2016/17. 178 did not want to give information. Figure 24 illustrates the numbers for each categories.

**Figure 24: Ethnicity Categories (excl. White) Total n=298<sup>9</sup>**

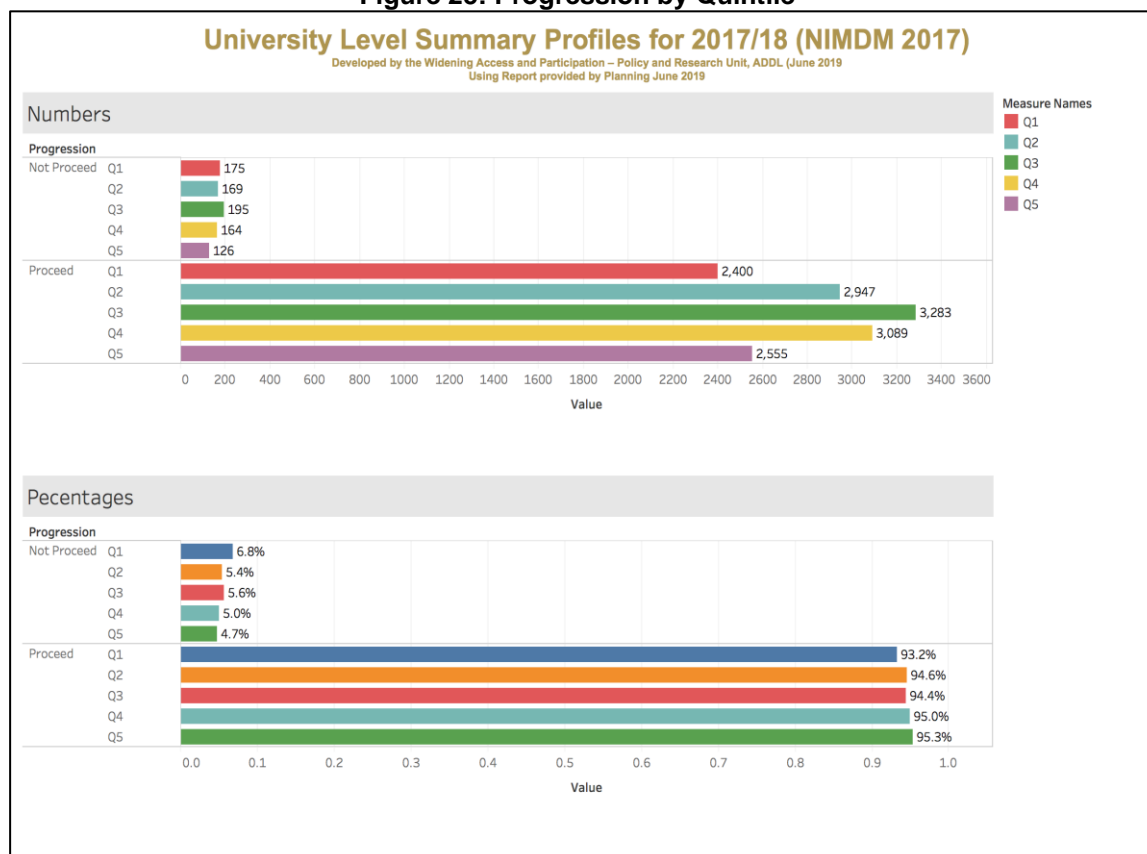


### 1.2.5 ACHIEVEMENT RATES FOR UNDER-REPRESENTED GROUPS

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

Analysis of progression profiles reveals close to equitable progression and non-progression across Quintiles 1 to 5. All quintiles being within 93-95% for progression. Figure 25 illustrates that a small but nonetheless consistently greater proportion from Quintile 1 do not proceed than any other Quintile. The percentage-point gaps between Quintile 1 and the others are: 1.4, 1.2, 1.8 and 2.1. respectively for Quintiles 2, 3, 4, and 5.

Figure 25: Progression by Quintile <sup>9</sup>



### Classifications

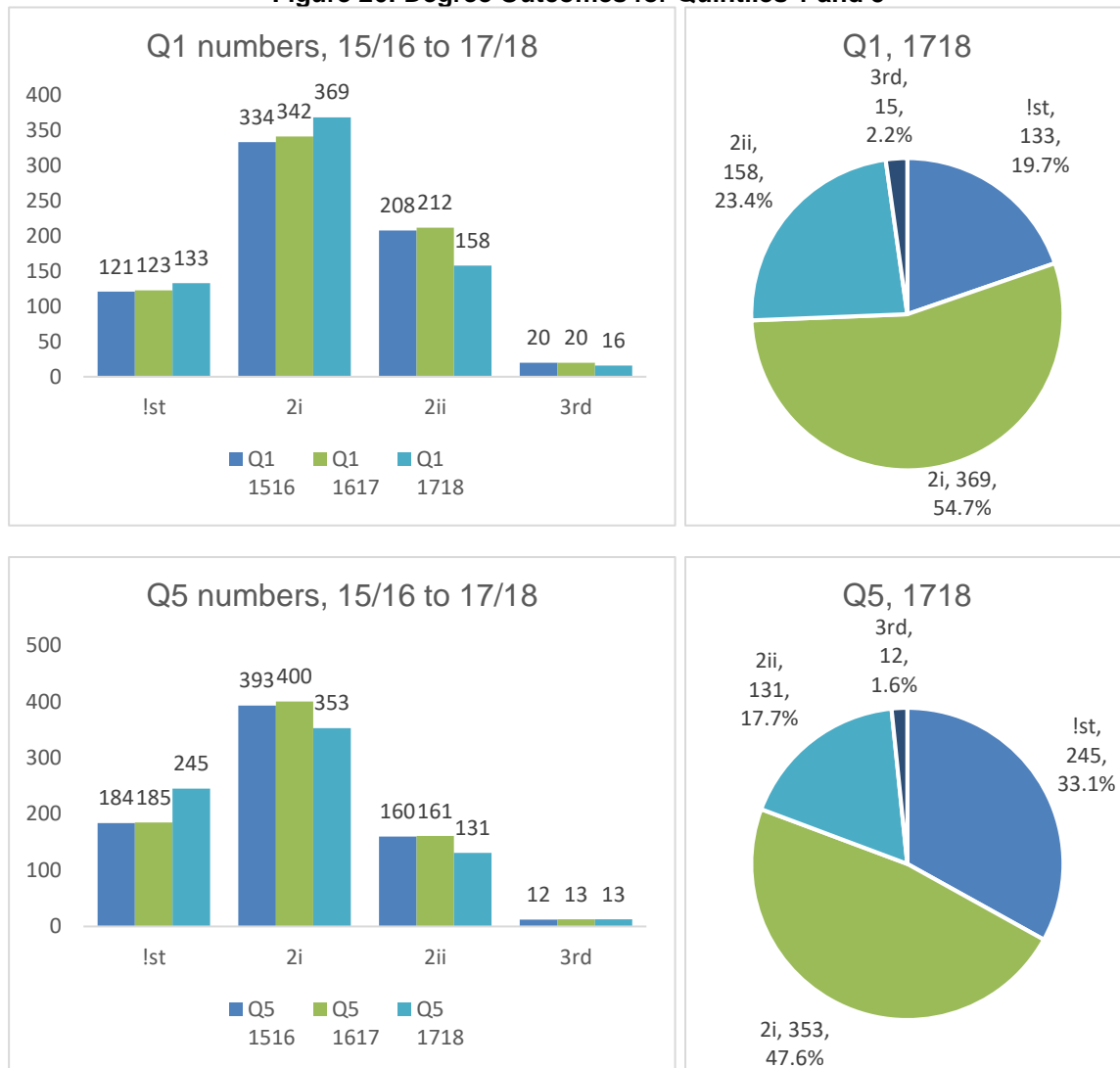
Ulster University achieves outstanding educational outcomes for those most able but least likely to participate in higher education.

Example outcomes illustrated by figure 26 are as follows:

- Overall in 2017/18, a similar proportion of Honours degrees with first or second classifications were awarded to students of least advantage (Quintile 1, 97.8%) as to students of most advantage (Quintile 5, 98.4%).
- 74.6% of Quintile 1 obtained the higher classifications (1st and 2.i). 79.3% of Quintile 5 obtained the higher classifications (1st and 2.i).
- 23.4% of Quintile 1 obtained middle classification Honours (2.ii). 17.7% of Quintile 5 obtained the higher classifications middle classification Honours (2.ii).

- A similar proportion of third degree classifications were awarded to students of least advantage (Quintile 1, 2.2%) as to students of most advantage (Quintile 5, 1.6%).

**Figure 26: Degree Outcomes for Quintiles 1 and 5<sup>9</sup>**



### 1.2.6 RETENTION AND PROGRESSION

Retention initiatives are key to supporting the diverse WAP population of the University. Small group teaching, attendance monitoring, student support, the personal tutor system and Peer Assisted Study Sessions (PASS) are just some examples of good practice employed by the University. With a high proportion of WP student enrolments, the University does not segregate its retention and progression support activities for students and treats all students in need inclusively. Individual departments engage with supported WP interventions based on their local assessment of need and the evidence of their WP student profile at course level.

#### PASS

A PASS pilot began in September 2017. PASS stands for Peer Assisted Study Sessions. It is a quality assured model which usually involves trained student PASS leaders (mentors) working in pairs to facilitate weekly one hour timetabled study sessions with students in lower years groups (mentees). Students (mentees) decide the topics for PASS sessions alongside their PASS leaders.

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PASS leaders share their experiences and facilitate discussions. They know what it is like to be a first year and have been in mentees shoes. PASS Leaders don't teach but offer advice and help. During PASS sessions mentees learn collaboratively by comparing notes, clarifying what they read and hear, analysing, questioning and seeking verification of ideas. PASS leaders respect confidentiality but meet with staff academic leads weekly after PASS sessions for debrief sessions to provide staff with regular and ongoing feedback.

They may feedback what's going well or agreed challenges/concerns. Initial evaluation findings are presented in 1.8.7.

### **Technology Enhanced Retention**

During 2017-18 the University purchased software to support initiatives that identify and support students in retention. These include: Qwickly (attendance monitoring), Predictive Analytics (predicting students at risk) and Studiosity (grammar/academic writing support).

Studiosity is an on demand personalised service to provide one-to-one help or feedback on academic writing and was piloted at Ulster for two academic years. A formal OJEU procurement process was launched in November 2019 to procure an academic writing service for a 3-year period. This new Studiosity contract has been finalised and is in place until June 2021.

Predict is a predictive analytics tool used to provide real-time predictions of risk of non-completion. The data analysis provides an evidentiary basis of targeting and streamlining support and focus of resource to support retention, attainment and progression interventions. The predictive model, which is now available, has been generated as a prediction of confidence of achieving less than 50% at a module, stage or programme level at the point of enquiry. The model has been trained using 80% of four years of historical data and has been validated against the remaining 20% of records with known outcomes. The results of the predictive model have been openly published and are available to Ulster staff. A Predict 2 year pilot will expire on the 30th September 2019.

Qwickly attendance monitoring has been operational through Blackboard Learn since February 2018. The contract has been extended for a one-year period. A substantial development project has been undertaken by the Systems Development Manager in the Office for Digital Learning to aggregate reporting, at Student/Programme/Tier 4 level. This work is not yet live in Production.

### **WAP Strategy, Research and Analytics**

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

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

### **1.2 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.*

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

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

Ulster University is monitoring participation from 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:

- WAP is explicitly recognised under the strategic vision of the University as: Northern Ireland's Civic University.
- 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.
- 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).
- Improved outward mobility for the development and employability of enrolled WP students: the Fund for International (study/placement) Travel (FIT).
- Better accessibility to learning resources off-campus.
- Major refresh and scale of educational outreach to schools, including the Discovery Framework and the Discovery Passport scheme.
- Targeted development of intervention on young male participation, including social science research on the effectiveness of WAP measures.
- 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 in 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 schools across NI with 40% FSME.



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## 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.
- ☐ Technology enhancements 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 2020/21 – 2022/23. These groups are regarded as being under represented in Access to Success.

**NOTE:** The reductions in WP headcount observed are a reflection of reductions in the UG student population generally in recent years. As a result, the targets are less than the three-year average. The University has nonetheless maintained a close-to-equitable distribution across all quintiles and this incorporates a high proportion of WP students. The numbers and proportions over time may suggest that the University is working at the limits of a (nonetheless) successful WP strategy. Future targets have been set based on maintaining 2017/18 actuals in respect of an aspiration of no diminution.

### (i) Group: **MDM Quintile 1**

Outcome: **To maintain participation of those from NI MDM Q1**

*\* This is the number of NI domiciled undergraduate enrolments from MDM 2017 Quintile 1*

AVERAGE (based on 3 years 2015-2018)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2020/21	2021/22	2022/23
2977		2717	2717	2717

### (ii) Group: **Students with a Disability**

Outcome: **To maintain the number of students who declare a disability**

*\* This is the number of NI domiciled undergraduate enrolments who have declared a disability, based on their own self-assessment.*

AVERAGE (based on 3 years 2015-2018)	Targets/Outcome			
3 Year Average	NUMBER OF STUDENTS	2020/21	2021/22	2022/23
1865		1850	1850	1850

### (iii) Group: **Students with a Disability**

Outcome: **To maintain the number of students in receipt of DSA**

*\* This is the number of NI domiciled undergraduate enrolments with a disability in receipt of Disabled Student's Allowance*

AVERAGE (based on 3 years 2015-2018)	Targets/Outcome			
3 Year Average		2020/21	2021/22	2022/23

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768	NUMBER OF STUDENTS	811	811	811
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- (iv) Group: **Young Males from Quintile 1**  
 Outcome: **To maintain participation of young males from NI MDM Quintile 1**  
*\*This is the number of young male NI domiciled undergraduate enrolments from MDM Quintile 1.*

AVERAGE (based on 3 years 2015-2018)	Targets/Outcome <i>*This is the number of young male NI domiciled undergraduate enrolments from MDM 2017 Quintile 1. Age is at 31st August within the relevant academic year.</i>			
3 Year Average	NUMBER OF STUDENTS	2020/21	2021/22	2022/23
546		495	495	495

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

AVERAGE (based on 3 years 2015-2018)	Targets/Outcome <i>*This is the number of NI domiciled enrolments that are aged 25 and over. Age is at 31st August within the relevant academic year.</i>			
3 Year Average	NUMBER OF STUDENTS	2020/21	2021/22	2022/23
3113		2665	2665	2665

*\*This is the number of NI domiciled undergraduate enrolments that are aged 25 and over.*

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

- (vi) Group: **Number of Care Experienced enrolments**  
 Outcome: **To maintain the number of enrolments for those from a care background**  
*\*This is the number of students at Ulster in receipt of a care experienced bursary*

BASE YEAR	Targets/Outcome			
2016/17	NUMBER OF STUDENTS	2020/21	2021/22	2022/23
X		58	58	58

**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.

Note: Ulster University is monitoring participation from Black, Asian and Minority Ethnic Groups.

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Please now outline the estimated 'direct' expenditure required to meet the identified objectives in the table below. You may wish to refer to Part 2 of the guidance notes in "How to Complete your Widening Access and Participation Plan" for a definition of direct spend. Whilst we appreciate that figures for later years are only indicative we do require estimations inserted in each of the categories.

	Estimated Spend	Estimated Spend	Estimated Spend
Activity	2020/21	2021/22	2022/23
	(£)	(£)	(£)
Bursaries	£2,118,000.00	£2,181,540.00	£2,246,986.20
Scholarships	£0.00	£0.00	£0.00
Other financial Support	£160,000.00	£164,800.00	£169,744.00
Outreach	£1,300,000.00	£1,339,000.00	£1,379,170.00
Retention	£771,360.00	£794,500.80	£818,335.82
Research Activity	£200,000.00	£206,000.00	£212,180.00
Staffing/ Administration	£250,000.00	£257,500.00	£265,225.00
<b>TOTAL</b>	<b>£4,799,360.00</b>	<b>4,943,340.80</b>	<b>5,091,641.00</b>

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

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

1. **WP Research and Analytics** – capacity and capability leading to a better tracking of participation, retention, progression, success and learning gain as well as evaluation of the impact and effectiveness of measures. Aims to provide departmental scorecard relative to the student cohort to allow needs based intervention at the local level.
2. **Retention and Success** – technologies to deliver predictive learning analytics, automated attendance monitoring, support in grammar and academic writing 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 PASS Leader mentors support new entrant WP students and other risk points on the student journey. Aims to achieve improved success, self-esteem and achievement for WP students. (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. **Contextual Admissions** – WP requirements as integral to the admissions strategy.
7. **Accredited Flexible Learning** – the Certificate of Personal and Professional Development (CPPD) is a flexible, modular, undergraduate framework. Aims to provide flexible pathways to HE for individuals and organisations. Fee waivers are available for individuals who meet the WP criteria.
8. **Schools and Community Outreach (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
9. **Degree Apprenticeships and Workforce Development** – Enhancing the diversity of routes into higher education is important, not only for widening access and for increasing social mobility of adult learners but in meeting the skills needs of the

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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

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

1. **WP Research and Analytics** – links to Key Actions 1, 2, 3, 4
2. **Retention and Success** – links to Key Actions 8 & 9
3. **Peer Assisted Study Sessions** – links to Key Actions 8 & 9
4. **Outward WP Mobility** – links to Key Action 9
5. **Taking Boys Seriously** – links to Key Action 1, 2, 3, 4 & 9
6. **Contextual Admissions** – links to Key Action 7
7. **Accredited Flexible Learning** – links to Key Actions 4, 5 & 9
8. **Schools and Community Outreach (Discovery Framework)** – links to Key Actions 3, 4, 5 & 7
9. **Degree Apprenticeships and Upskilling the Workforce: Mature and Adult Learners** – links to Key Actions 4, 5 & 6

### 1.5 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>

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### 1.6 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 Fair Access, Participation and Student Success 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 enable cascade of targets and KPIs to University, Campus, Faculty, School and programme level so that WAP becomes an embedded, contextualised and targeted priority across the University.

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

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

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

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

#### **Level 1 Evaluation – Reactions**

*What participants thought and felt about the programme*

#### **Level 2 Evaluation - Learning**

*The resulting increase in knowledge or capability*

#### **Level 3 Evaluation – Transfer**

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

#### **Level 4 Evaluation- Results**

*Results- the effects resulting from performance*

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

#### **1.8.1 Adult Learners and Upskilling the Workforce**

#### **1.8.2 Tutoring in Schools**

#### **1.8.3 Looked-After Children**

#### **1.8.4 Targeted Schools Outreach**

#### **1.8.5 School of Sport Sports Outreach WAP**

#### **1.8.6 Peer Assisted Study Sessions (PASS)**

# ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE

## 1.8.7 Technology Enhanced Retention

## 1.8.8 Community engagement

## 1.8.9 External Dissemination of WAP Impact During 2017/18

### 1.8.1 Adult Learners and Upskilling the Workforce

Availability of part time provision at Ulster University was streamlined at <https://www.ulster.ac.uk/study/part-time> and is now visible to new adult learners. Adult learning short courses are made available across faculties to meet learning and workforce needs in the areas of STEM, creativity and innovation, hospitality, computing, leadership and teaching. There were more flexible access modules available for adult learners during 2017/18 (numbers increased to 54, + 11% from 2016/17).

During 2017/18:

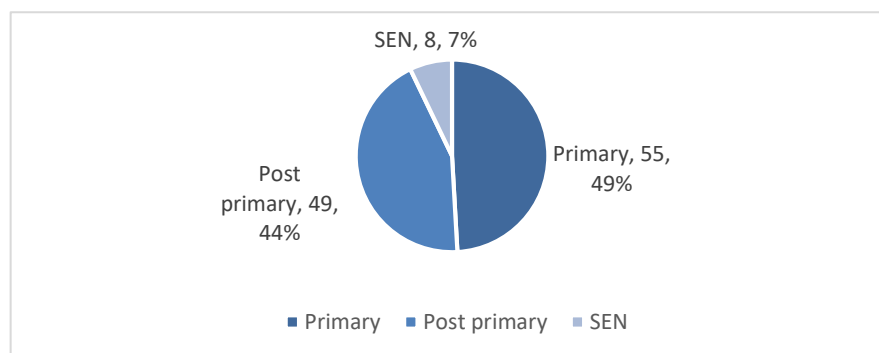
- 540 adult learners were supported to complete modules ranging from 5 – 20 credits. 142 were adults in the community and 398 were work-based learners achieving level 4 accreditation.
- 92 students progressed from access diplomas from 12 different college campuses, (total 2016/17 access cohort 927) and have enrolled across 60 programme codes.
- 5203 students were enrolled with local area-based college partners on Ulster University access provision including foundation degrees and access diplomas.

### 1.8.2 Tutoring in Schools

Tutoring in Schools (TiS) places Ulster University students in primary, post-primary or special needs schools (SEN) across the province. Student volunteers work alongside teachers and pupils on a variety of school-based projects. Ulster widens access via TiS as 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.

During 2017/18 there was a total of 136 TiS projects across 112 schools. 55 were in primary, 49 in post primary and 8 in SEN (see Figure 27).

**Figure 27: TiS Projects 2017/18**



195 Ulster University students worked on projects which resulted in 5655 engagements with pupils. Student volunteer hours equated to 6240 or 892 days (6240/7hrs per day).

### 1.8.3 Looked-After Children



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

During 2017/18 the My Laces programme started its second year cohort of students and children. This programme involves students helping children with a range of activities including numeracy and literacy along with exploring new subject areas which include sports, computing and engineering.

The transition to post primary school is key for looked-after children, and the children's social workers have indicated that they believe the programme helps in building the confidence for them to transition. The success of the program was disseminated at the Regional Pathways to HE and FE Education Forum for Care Experienced Young People which is made up of all partners in the relevant sector.

In March 2018, the impact of the programme was recognised when it won the NI Social Work Awards Learning and Development Award. It was also a finalist in the All Ireland Education Awards 2018 and Times Higher Education Awards November 2017.

### **Fostering Aspirations**

Fostering Aspirations is an intervention for WP students with care-leaver background's, which not only provides a care-leaver bursary, year-round accommodation in halls, guidance and support from a dedicated advisor, but also funds a two-week residential taster.

### **Residential Summer School**

The residential summer school, aimed at one of the most disadvantaged groups in our society, was developed in partnership with Fostering Network, the Health and Social Care Board, and all the Health and Social Care Trusts in NI. Its main aim is to help young people aged 14-17 years feel comfortable and welcome in the environment of a University and plant a seed of thought about their educational futures. The participants engage in a range of attainment-raising activities allowing them to experience educational opportunities while living life as an Ulster student.

During 2017/18 young people attended our residential school at UUC. Sessions in Budgeting, Optometry, Careers, Student Support and Consumer and Food management were used to promote educational aspiration and sessions were also held by the team to assist young people in their retention and transition from GCSE's.

Evaluative feedback indicated participants valued the programme and believed that it assisted in their development and knowledge of what is required to further their education.

### **1.8.4 Targeted Schools Outreach**

The Schools Partnership team have implemented a range of School outreach programmes across 2017/18. This has resulted in over 3000 pupils engagements from 91 schools during 2017/18.

A vast range of academically focused school outreach activities and learning interventions actively supported central themes of Key Stage 2, 3, 4 & 5, across both primary and post primary education including:

- One-off events lasting for 3 or 5 hours,
- Out-of-the-box materials for schools to integrate into their curriculum, such as, robotics or enterprise,
- Intensive long-term engagements lasting weeks or months (e.g. Healthy Heros, Youth Drama, Manchester United Foundation), with 20 hours or more of contact time with the young people.

Almost two third of engagements were within the Post Primary Education sector (64.7%) and just over a third were within the primary education sector (34.3%). Overwhelmingly, engagements focused on increasing young people's knowledge about HE and/or their aspirations for HE.

STEM subjects were very strongly represented, especially among faculty collaborated events (Faculty of Computing and Engineering and Faculty of Life and Health Sciences) such as , 'All SySTEMs Go!', Dream Big, Yes I Can!, Making Informed Financial Decisions etc. Other activities set out to empower children to be independent, resilient and self-assured learners covering topics such as, Numeracy,

## ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE

Literacy, Health and Well-being, Mindfulness and Resilience.

Working in partnership with schools has helped identify that teachers believe subjects such as, Geography, Drama and History are losing appeal. Additional programmes have therefore been designed to support such subjects, where uptake may be declining at GCSE level. The 'Free School Meals' index has been used to select schools for participation, alongside 'low participation neighbourhoods' and teacher identified 'specific targeted needs' in schools.

Levels one and two of the Kirkpatrick Model of Evaluation have been used to capture impact relating to reactions and learning.

Evaluation data was collected between September 2017 and June 2018 using questionnaires after each learning programme. The most common form of evaluation was through post-visit questionnaires completed by the young people. The questionnaire used a variety of question types, mixing closed tick-box responses and scales with open comment boxes. Raw data is available for each programme. Collaboration with and between teachers and faculty has been ongoing throughout the year to evaluate level two, learning and to make sure schools outreach is targeted in areas of need or where it is resulting in learning.

Examples extracts from some programmes which sought to capture level one reactions and level two learning follow:

Figure 28 illustrates level one reactions to an All SySTEMS Go! (primary) event which took place in October 2017 on the Coleraine Campus. Participants were offered the opportunity to take part in parallel interactive learning workshops delivered by four schools from the Faculty of Life and Health Sciences, including School of Biomedical Science, School of Geography and Environmental Science, School of Pharmacy and Pharmaceutical Sciences and School of Sport. As illustrated:

- 99% of students who participated (n=119) thought the event was fun and enjoyed taking part.
- 90% reported they were more interested in going to University and
- 90% said they were interested in studying STEM.

**Figure 28: Reactions to All SySTEMS Go! (primary) event**

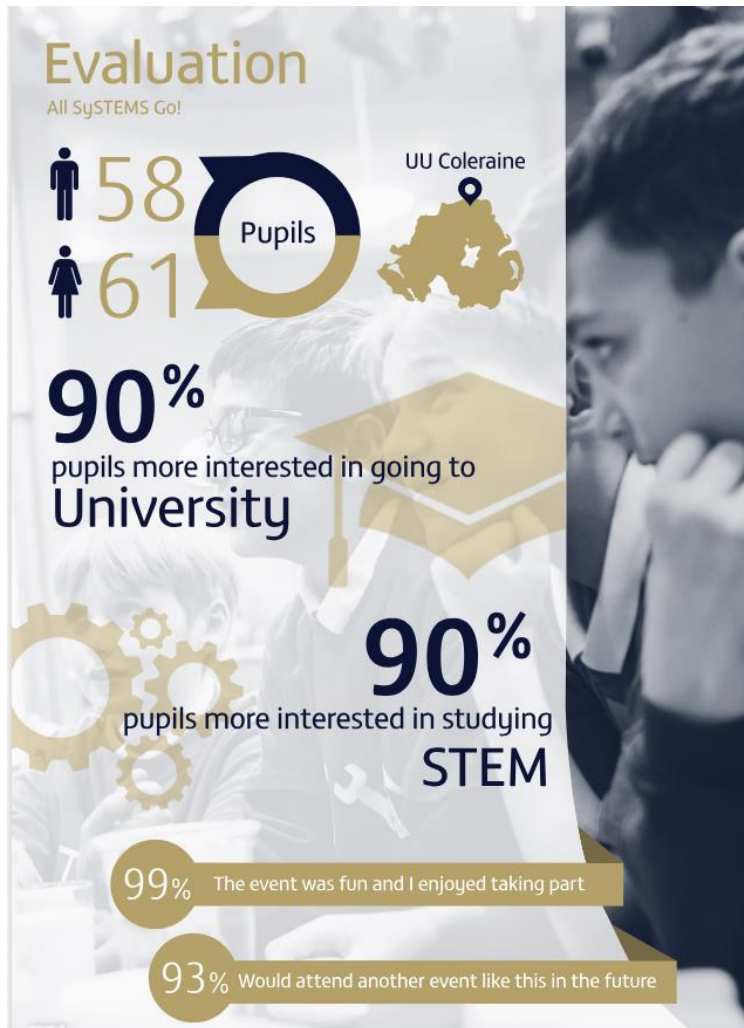


Figure 29 which follows illustrates level one reactions and learning as a result of a Making Financial Decisions event which took place in January 2018 on the Jordanstown Campus. This event was designed by the Ulster University Business School. Participants learned how budgeting can help financial well-being, how to make informed consumer choices and how to protect themselves from digital fraud.

As illustrated:

- 95% of students who participated (n=100) thought the event was informative.
- 96% reported they were more aware of personal finance and budgeting.
- 83% said they would like to attend other events like this again.

Interactive activities we designed to aid learning and add value to the existing GCSE Learning for Life and Work curriculum. Open ended feedback revealed participants felt they has learned about budgets, credit, not to give account details etc.

**Figure 29: Reactions and Learning at Making Financial Decisions Event**



Figure 30 illustrates reactions to a Class of 2028 event which took place in January 2018 on the Coleraine Campus.

This event was designed to engage P7 pupils with a range of activities and talks about their aspirations and abilities. The aim was to encourage them and instil a confidence in their beliefs around transformative education.

As illustrated:

- 84% of students who participated (n=50) said they would like to attend other events like this again.
- 93% agreed the event was informative.
- 80% agreed that taking part has made them more aware that they can attend Ulster University after completing secondary school.

**Figure 30: Level One Reactions to a Class of 2028 event**

## ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE



**84%**  
Would like to attend other events like this again

**93%**  
Agree that the event was informative

**80%**  
Agree that taking part has made them more aware that they can attend Ulster University after completing secondary school

**The Class of 2028**

The class of 2028 programme took place on the Coleraine Campus in June 2018. The primary schools based programme engaged pupils with a range of activities and talks about their aspirations and abilities, with a view to encouraging them, and instilling a confidence in their beliefs around transformative education. 50 children from P7 in two local schools attended and left the University as Brand Ambassadors with a focus on becoming the graduating Class of 2028.

The VEX Robotics' Challenge was another schools event evaluated using the Kirkpatrick model of evaluation. It is an innovative programme and competition, which runs with a diverse range of post-primary schools in Northern Ireland. Each school is given a claw-bot robot when they join the programme, which they build, programme and modify in STEM clubs. Then schools are invited to come together in an annual competition event. In June 2018, 64 participants completed evaluations designed to capture reactions and learning, 72% Male (n=46) and 28% Female (n=18). Evaluations finding revealed:

- 97% agreed or strongly agreed that they enjoyed taking part in the Vex Robotics' School Club and Competition Event. 3% neither agreed nor disagreed.
- 81% agreed or strongly agreed that the club and competition increased their knowledge and understanding about robotics. 19% neither agreed nor disagreed.
- 61% agreed or strongly agreed that taking part in the club and competition has made them more interested in going to University. 31% neither agreed nor disagreed. 8% disagreed.
- 91% agreed or strongly agreed that they would like to take part in this club and competition again. 9% neither agreed nor disagreed.

**Opened ended feedback revealed what student liked most, least and ideas for improvement:**

***Liked Most***

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It was fun, not too competitive and everyone was involved.  
Making and testing the robots.  
I liked building and the actual competition.  
The taking part.  
Working together, teamwork.  
Using and researching the controls.  
I only came to the competition and I loved how fun it was.

### **Liked Least**

Nothing  
Only one challenge  
It was too short  
Waiting for your turn  
Our robot kept breaking

### **Ideas for Improvement**

2 arenas  
Different challenges  
Longer time

Interviews were also undertaken with teachers across schools to assess level two of Kirkpatrick, learning and the results of engagement for stakeholders. An example of the benefits communicated by one school relating to the VEX Robotics' challenge follows:

*"We have loved taking part in the VEX Robotics' challenge. The event challenges students to solve problems, critically evaluate design, work in teams and think creatively. The lunchtime club has enabled students with an interest in STEM to further their curricular experiences and has also provided a sanctuary for some of our SEN students who experience anxiety during busy, unstructured time. The claw bot has been modified throughout the years gaining a shovel to lift and a snow plough to push the various objects during matches. Our participation has enabled students to meet other students from different backgrounds and allowed teachers to meet and share good practice."*

One Head of Science commented *"Our participation contributed towards our award STEM school Northern Ireland and my award STEM teacher UK. The judges were impressed by the range and quality of the extracurricular STEM activities that our students were provided."*

A link to the full report of School evaluations is available via - C2 Appendix 1- Evaluations Schools Outreach 2017/18.

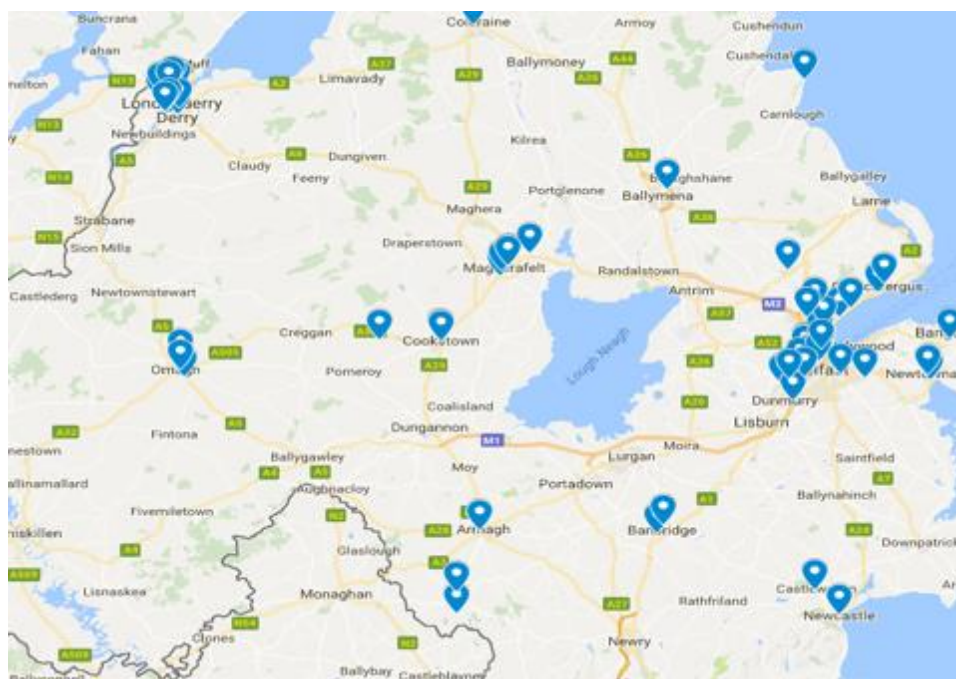
### **School of Sport Sports Outreach WAP**

During 2017/18 Sports Outreach delivered 6,057 sport and physical activity sessions, creating 254,920 participation opportunities for children and young people in disadvantaged areas. This work took place in 113 schools in Northern Ireland. Of these schools, 18 Secondary Schools and 47 Primary Schools were selected from the University's priority lists (see appendix 2 within C1 Appendices for 2019 WAP PLAN).

**Figure 31: Northern Ireland map indicating location of all schools SO has delivered SHINE@ULSTER programmes in during 2017/18.**



# ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE



84 Ulster University students from the School of Sport volunteered to support these outreach programmes. Quality assurance training was provided for all. Students who volunteered were rewarded for their efforts through the Ulster Edge framework. The table outlines the SHINE@ULSTER programmes where students received Ulster EDGE accreditation in 2017/18.

SHINE@ULSTER Programme		Number of students receiving EDGE accreditation during 2017/18
1	School Sport Legacy Programme	27
2	Sport for LIFE Programme delivery	58
3	Sport for LIFE – Tutor Team	6

## Dissemination of best practice

- Prof Deirdre Brennan delivered lectures on MSc Sport and Exercise Psychology programme on 'eHoops' programme.
- Prof Deirdre Brennan and Mr. Gareth Maguire (SCL) presented a workshop 'Sport and Safe Communities Erasmus+ Project' as part of an European Study Group programme, May 2017.
- Prof Deirdre Brennan delivered lecture on final year Advanced Sports Development module 'Sport as a Diversionary Tool – the case of eHoops.
- Prof Deirdre Brennan presentation to US College Delegation at Basketball Hall of Fame Belfast Classic on Sport for Social Change: The case of eHoops'. Dec 2017.

## Summary of Key Results

## ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE

SHINE@ULSTER Programme	SO Student Volunteers delivering	Schools Receiving Programme	Sessions delivered	Total children / young people participating	Participation Opportunities created
School Sport Legacy Programme	27	24	3,148	1,034	120,616
Sport for LIFE	58	65	726	1,896	127,413
Sport Changes Life programmes	6	21	268	1,013	6,891

Detailed evaluations of each programme are provided within the Sports Outreach Annual Report - see C3 Appendix 3-Sports Outreach Report 2017/18.

### 1.8.6 Peer Assisted Study Sessions (PASS)

During AY 2017/18, a PASS placement student was based in the School of Psychology. 27 Ulster University colleagues attended PASS Demystified Training (September 2017) and one staff member attended PASS Supervisor Training (in Cork from the 31st to the 2nd November 2017). 29 PASS leader mentors were recruited and trained at Jordanstown and Magee and 52 were recruited and trained at Coleraine across 5 disciplines: Psychology, Biology, Law and Built environment. A PASS placement student was appointed in May 2018 for the AY 2018-19 and another placement position has been approved for AY 2019-20.

The Kirkpatrick Model is used for evaluation purposes. The initial evaluation of PASS has revealed benefits for staff, student PASS leader mentors and mentees.

Level one reactions to PASS at training events were captured on interactive PASS training days and throughout debrief session by academic leads with PASS leaders. PASS leaders were taught facilitation skills and encouraged to seek reaction feedback throughout PASS sessions on a regular and ongoing basis so that improvements could be implemented as required. This was important as student mentees usually set the agenda with their PASS leaders.

An instrument to evaluate PASS developed by Prof Melanie Giles was used for evaluation purposes and sought to capture levels two (the amount of learning that has occurred) and three (transfer) of the Kirkpatrick Model.

A Pre and Post Survey was administered to both PASS Leader Mentees and PASS Mentors. Focus groups and feedback sessions were also used throughout the academic year. An overview of expectations at the start of PASS and opinions at the end of PASS for both PASS Leader mentors and mentees follows.

### An overview of some PASS Leader Mentor expectations at the Start of PASS and opinions at the end of PASS

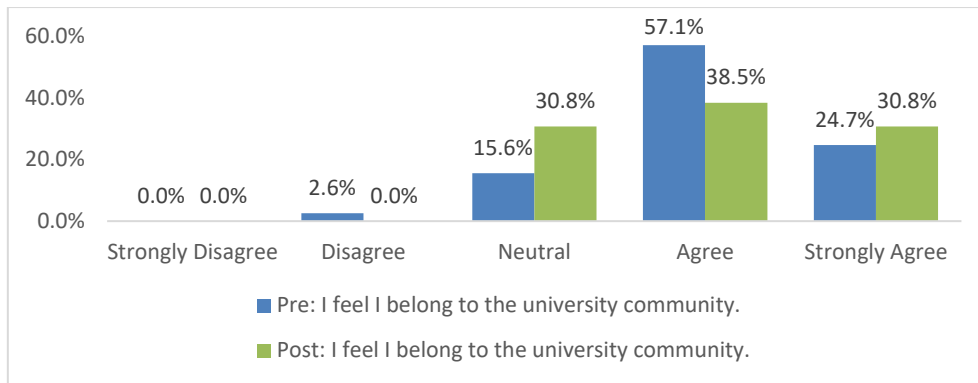
51 PASS Leader Mentors completed the test at the start of semester 1 in 2017/18 when PASS was being introduced (n=142). 13 also completed the post test.

The following Figures 32 to 38 provide a summary of student expectations at the beginning of PASS and opinions about PASS at the end. This part of the evaluation sought to capture level two, the amount of learning that has occurred. As illustrated there are differences pre and post that may indicate learning and a change in attitude before and after PASS engagement.

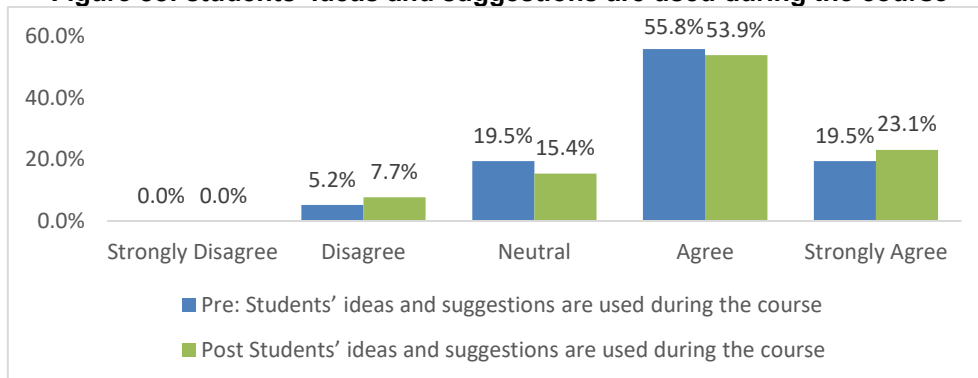
**Figure 32: I feel I belong to the university community**



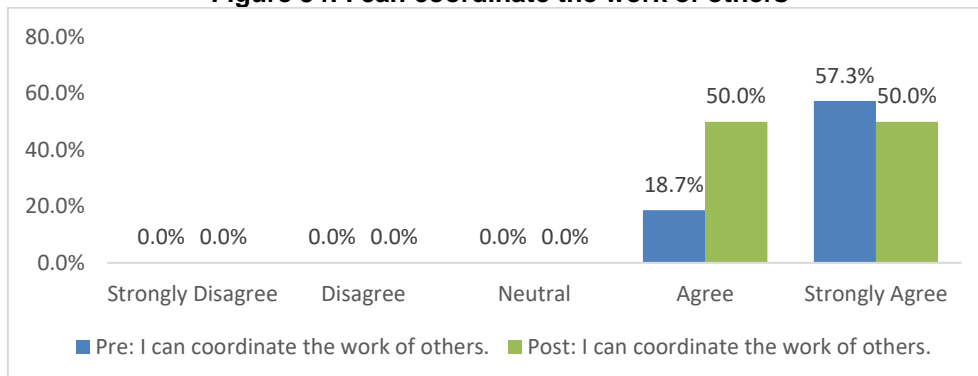
# ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE



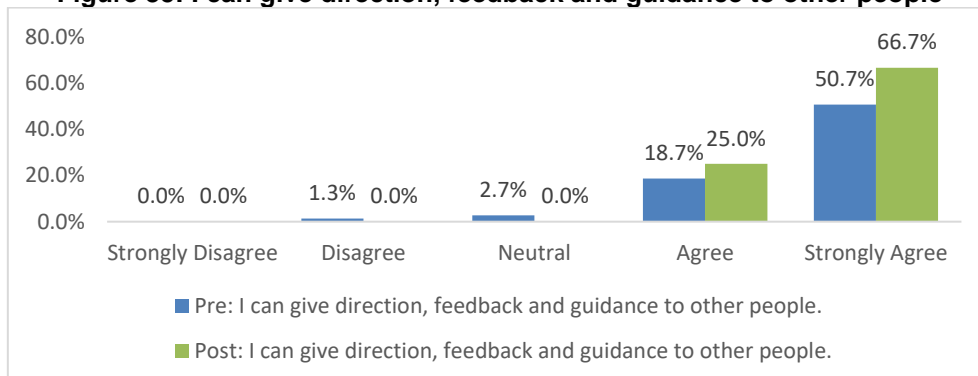
**Figure 33: students' ideas and suggestions are used during the course**



**Figure 34: I can coordinate the work of others**

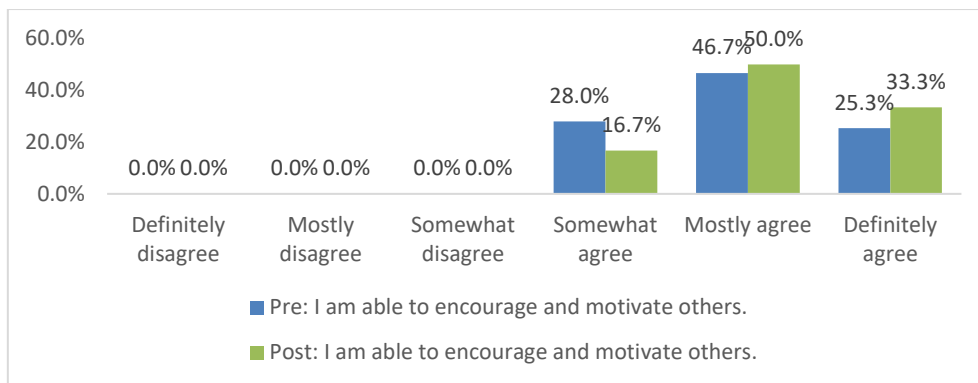


**Figure 35: I can give direction, feedback and guidance to other people**

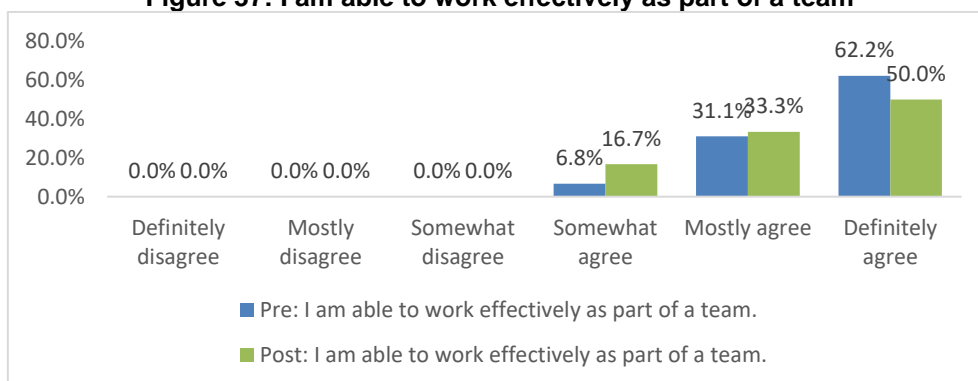


**Figure 36: I am able to encourage and motivate others**

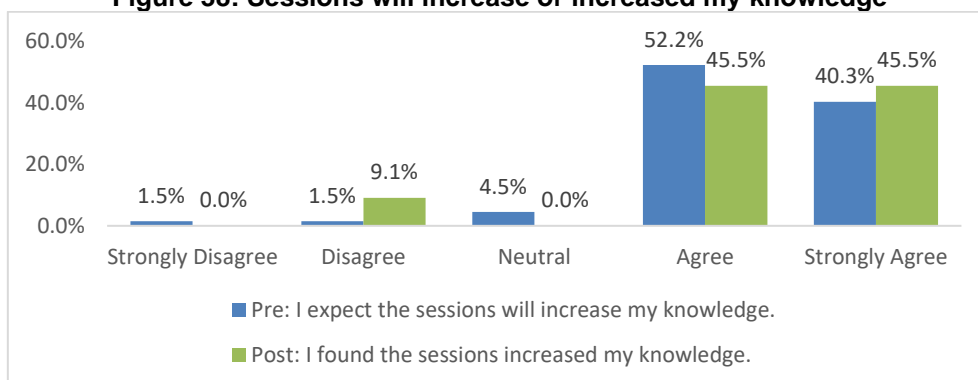
## ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE



**Figure 37: I am able to work effectively as part of a team**



**Figure 38: Sessions will increase or increased my knowledge**



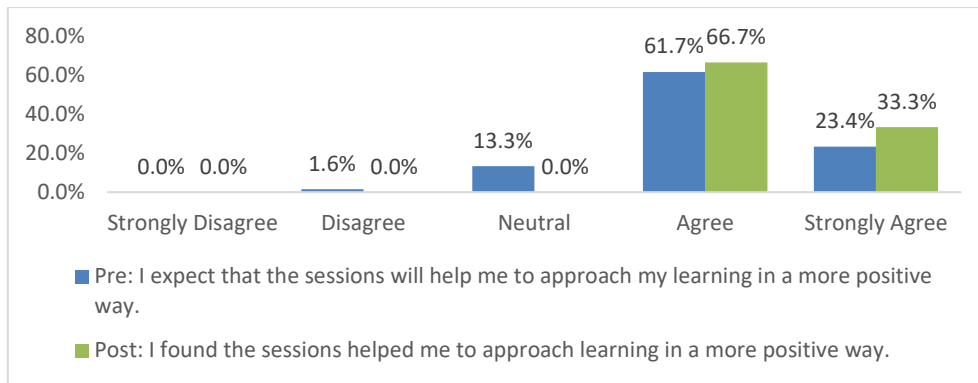
### An overview of some Mentee expectations at the Start of PASS and opinions at the end of PASS

142 mentees completed the test at the start of semester 1 when PASS was being introduced (n=142). Unfortunately only a small number completed the post test (n=7), therefore any differences between pre and post although interesting may be not reliable for academic year 2017/18. The following Figures 39 to 44 provide a summary of student expectations before and opinions after about PASS.

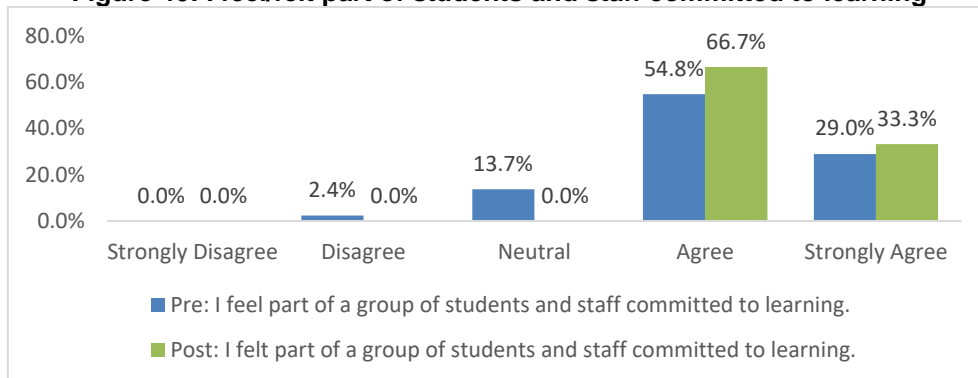
This part of the evaluation sought to capture level two, the amount of learning that has occurred. As illustrated there are differences pre and post that may indicate learning and a change in attitude before and after PASS engagement.

**Figure 39: Sessions will help or helped me to approach my learning in a positive way**

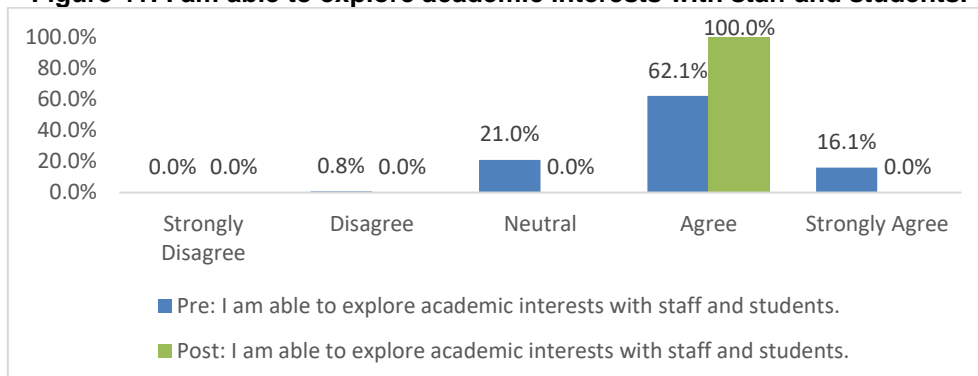
# ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE



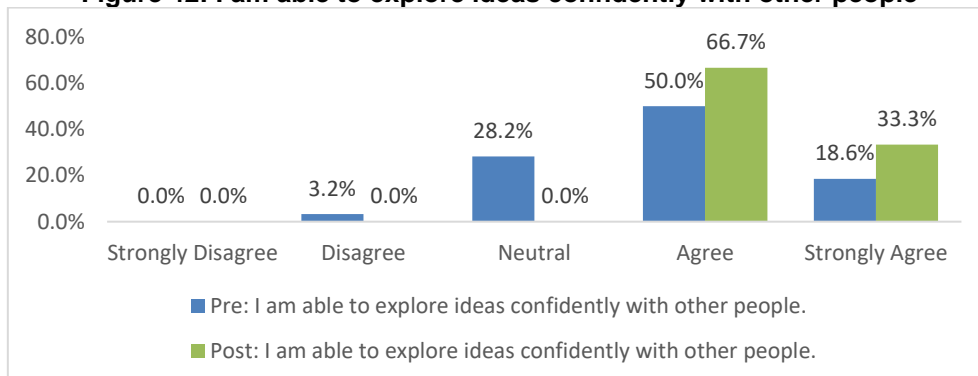
**Figure 40: I feel/felt part of students and staff committed to learning**



**Figure 41: I am able to explore academic interests with staff and students.**

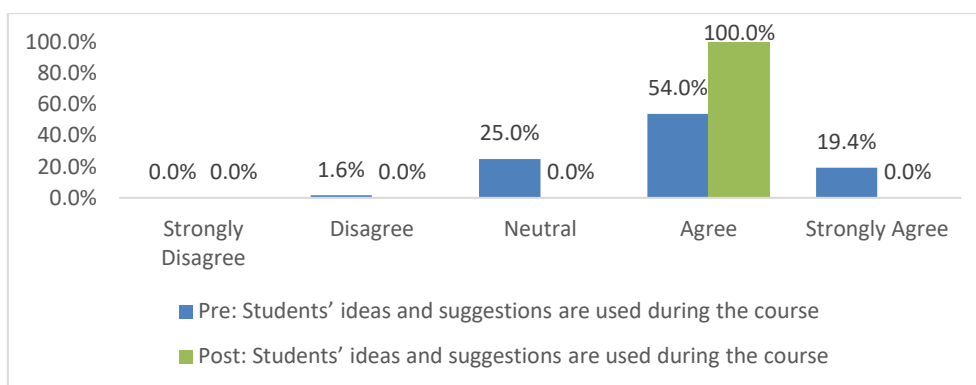


**Figure 42: I am able to explore ideas confidently with other people**

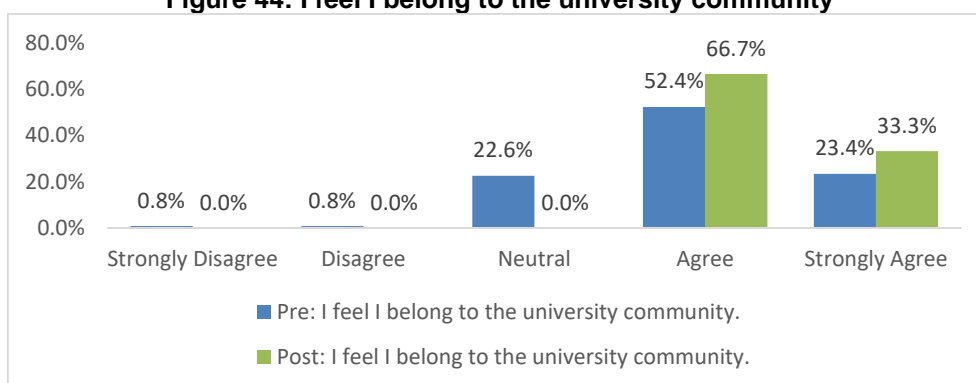


**Figure 43: Students ideas and suggestions are used during the course**

## ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE



**Figure 44: I feel I belong to the university community**



Achievement of level three of the Kirkpatrick Model, transfer, can be evidenced by acquired skills, knowledge, or attitude being used in the everyday learning environment. New skills, knowledge, and/or attitude was observed by academic leads during weekly debrief sessions with PASS leaders. It is also evidenced as 78 students successfully completed PPD037: Peer Assisted Study Skills 1 and 35 completed Peer Assisted Study Skills 2, earning 10 and/or 20 Level 3 University credits. These modules count towards *Ulster EDGE*. The *Ulster EDGE* Award is an award that students complete alongside their degree through the completion of developmental extracurricular activities. The objective of the Ulster EDGE Award is to provide a wide range of activities that will support students in developing their employability alongside and complementary to their academic programme.

Staff academic leads and student PASS Leaders analyse plans and evaluations of PASS sessions on a weekly basis during debrief sessions. Further impact is illustrated via (see *appendix 4 within C1 Appendices for 2019 WAP PLAN*).

### **1.8.7 Technology Enhanced Retention**

During 17/18 students benefitted from 24/7 academic writing support from remotely located advisors. Over 4000 pieces of work were submitted to Studiosity, whilst the number of WAP students using the service has not been quantified, anecdotal evidence suggests that WAP students have benefitted significantly from the service. A pilot during 2017/18 revealed 37.1% of users were from Quintiles 1 and 2. The service has been signposted from central departments and academic teams to those students most at risk and there is evidence that the service is highly valuable to those students entering education from non-traditional routes who may not have experience of academic writing. During 2017/18 qualitative comments which captured student reaction to the service were overwhelmingly positive:

'This is great for people who struggle with essay related work' (25 Sep 2017)

'Awesome service!!!' (7 Oct 2017)

'Simple and clear suggestions; really helpful' (13 Oct 2017)

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'Thanks for helping me very much. Your feedback is very useful for me to revise my essay. Thank you very much' (24 Oct 2017)

'Very quick response uploaded essay at around 9pm and had feedback within 30 minutes. Could not believe how quick the feedback was. Excellent service' (26 Oct 2017)

Evidence of the impact of Studiosity for Student Success indicates level two, learning and level three, transfer as follows:

- The coursework mark average (CMA) was greater for the group of Studiosity users when compared with that for non-users, for 7 of the 8 modules sampled.
- For the majority of the modules sampled, the CMA % for users of Studiosity crossed (4 modules) or was very close to crossing (3 modules) into the next grade boundary, when compared with that for the non-user group.
- Broadly, a greater proportion of users of Studiosity achieved coursework marks in the higher (70+) grade boundaries than non-users.

We have learnt that the service is most impactful when it is integrated in to structured processes and workflows. Future work will build on this knowledge to target the service to specific widening access initiatives.

In 2017, Ulster implemented a predictive analytics solution (Predict) which uses machine learning to predict student success and identify students that need additional support. The model uses 6 years of historical student data, and outcomes, to identify and compare characteristics with the current cohort of students. Some of these data attributes, by proxy, map to WAP identifiers.

Predict uses a predictive model, built on a Random Forest algorithm, to help answer the question "Is this student at-risk of failing this module or leaving the course?". The focus of this work is to provide actionable data to support interventions at a point when interventions will have most impact. The purpose of the system is to provide data to enable a supportive conversation with at-risk students.

This activity represented a shift in Ulster's approach to the use of data where historically analysis was completed at the end of an academic year to understand what happened rather than what will happen. The actionable data is available equitably to academic and support staff from within all online teaching areas in the Virtual Learning Environment.

This predictive analytics project is part of a wider strategy within the Education portfolio to improve data-based decision making. The Education portfolio now surfaces actionable data about models and courses in real-time and has increased understanding and knowledge of data through PVC led initiatives. Increasingly data is used to support conversations about students, modules and programmes of study. This has benefits to all students but is particularly useful for WAP students if they show risk profiles similar to students who may not have been successful in previous years.

Similarly to Predict, Quickly attendance monitoring is a system which provides actionable data about attendance patterns allowing supportive interventions to start with at-risk students. Again, the service is equitably available to all Ulster students but would be particularly useful for WAP students if they are showing patterns of attendance which trigger a supportive intervention.

### **1.8.7 Community Engagement**

Some examples of the impact of community engagement for both Ulster University and community partners during 2017/18 follows.

#### **NSPCC**

PG Digital communication students worked with the Community Engagement Partner NSPCC. Margaret Gallagher, Interim Head of Safeguarding in Communities National Services for the NSPCC commented:

*"As you can imagine I found this extremely difficult as there were nuggets of gold in each of the final five Sc projects, that I can use and put together for a campaign in the Western Trust."*

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*Please pass on my thanks to all the students for their efforts and these are really going to make a difference to how I work with our NI Communications team, this was a great project to get involved in and hopefully we can work on other topics in the future, I hope the students got as much out of it as we have."*

### **Foyle Syndrome Trust**

UG Ulster Business Studies, Interactive media and Counselling Communications students worked with Community Engagement partner Foyle Syndrome Trust. Christopher Cooper, the Manager of Foyle Down Syndrome Trust provided the following feedback:

*"Foyle Down Syndrome Trust is a growing organisation supporting and educating children and young people with Down syndrome in the Foyle area. Our engagement with the Ulster students has had an immensely positive impact on our children and young people with Down syndrome. UBS raised in excess of £20,000 has enabled us to meet the sensory, educational and social and personal development needs of our children and young people aged 0-30.*

*The University has afforded us the opportunity to reinvigorate and enhance our brand and social media presence whilst provided volume to our message working with Interactive Media students.*

*A post graduate Counselling and Communication student undertook her dissertation exploring parent engagement with the Trust. Parents felt it was an extremely positive opportunity to express their feelings, raise concerns and included them in creating future direction for the Trust."*

### **Foyle Hospice**

UG Ulster Business Studies students worked with Community Engagement partner Foyle Hospice. Noel McMonagle, Community Fundraising Manager for the Foyle Hospice communicated impact of this partnership via feedback:

*"Working with the students from the Ulster University over the past few years have been very helpful for Foyle Hospice. We have engaged with the UBS students at Magee in various fundraising initiatives from planning, implementing and delivering their events.*

*This has been a very useful engagement with students undertaking site visits to Foyle Hospice which help them fully understand our mission of delivering palliative care in the community. Also we have had some students go on to volunteer within the Hospice helping with various tasks from events fundraising to helping out at the Hospice. This has been a very good and successful relationship with Claire Mulrone for both Foyle Hospice and the Students."*

### **Endeavour Project at Lighthouse**

UG Interactive Media students partnered with the Endeavour Project at the Lighthouse. Gary Symington, Mentor Training Coordinator (Endeavour Project) at the Lighthouse values the impact of the partnership. He commented:

*"From the outset, I was extremely impressed with the enthusiasm and professionalism shown by the staff and students. I engaged in this process because I really needed support building a brand, website, visual identity and logo and I was very encouraged by the level of knowledge and skill shown.*

*At the initial meeting the original brief was expanded to include capturing an inspirational video for the young people accessible through our new website and our social media sites. The students interviewed and filmed Koulla Yiasouma, the Commissioner for Children & Young People and Everest mountaineer and qualified youth worker Banjo Bannon.*

*From parents we received some very valuable feedback on the video through social media, and as direct result we are designing a programme on bereavement with an aim to start offering a group work course.*

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*As a community partner, we have been able to access a free service by very skilled and tenacious students. As a charity, this feels like The Science Shop is a golden ticket and we are so grateful. I would 100% engage in this process again and would highly recommend it to any new community partners."*

### 1.8.8 External Dissemination of WAP Impact During 2017-18

Ulster seeks to:

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

The following provides a summary of some of the papers that were disseminated by ADDL during 2017/18.

#### 2017

- C. O'Donnell (April 2017) Article on Equality and Equity published in briefing document for Policy Forum for Northern Ireland Keynote Seminar: Policy priorities for education in Northern Ireland - improving attainment and reducing inequalities.
- C. O'Donnell, B. Murphy and B. Hunter (2017), "Participation by Numbers: WAP at the core of strategy, leadership, and change management.". FACE 2017 conference paper presentation.
- C. O'Donnell (2017), PASS poster presentation at Employability Beyond the Metrics Conference, Ulster University. URL: <https://www.ulster.ac.uk/conference/employability-beyond-the-metrics>
- C. O'Donnell, T. Lavery and A. Mooney (2017), "Robotics for all: enabling inclusivity within STEM" chapter in *Widening Participation in the Context of Economic and Social Change*, (Broadhead et. al. 2017), 109-113. ISBN: 978-0-9954922-1-9.
- C. O'Donnell, B. Murphy and B. Hunter (2017), Evidence-based Widening Access and Participation Policy at the Core of Higher Education Strategy, Leadership and Decision Making", paper and digital presentation at ICERi (2017). URL: <https://library.iated.org/publications/ICERI2017>
- C. O'Donnell, T. Lavery and A. Mooney (2017), Robotics For All, Inclusivity Within Post Primary Science, Technology, Engineering And Mathematics paper and digital presentation at ICERi (2017). URL: <https://library.iated.org/publications/ICERI2017>

#### 2018

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

# ULSTER UNIVERSITY WIDENING ACCESS AND PARTICIPATION PLAN PART ONE

## References and Original Data Sources

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<sup>1</sup> <https://www.ulster.ac.uk/fiveandfifty/civic-contribution2>

<sup>2</sup> <http://addl.ulster.ac.uk/wap>

<sup>3</sup> <https://www.thecompleteuniversityguide.co.uk/ulster/>

<sup>4</sup> HESA data source link: <https://www.hesa.ac.uk/data-and-analysis/ukpis/widening-participation/table-t1>

<sup>5</sup> HESA data source link: <https://www.hesa.ac.uk/data-and-analysis/ukpis/widening-participation/table-t2a>

<sup>6</sup> <https://deprivation.nisra.gov.uk/>

<sup>7</sup> HESA data source link: <https://www.hesa.ac.uk/data-and-analysis/sb252/figure-5>

<sup>8</sup> Demographic WAP report from planning for agile analysis, November 2018.

<sup>9</sup> Live report from planning for 2.10 actuals, 20<sup>th</sup> May 2019

<sup>10</sup> Live Report from Partnerships Manager, April 2019



<b>PART TWO</b>									
<b>WIDENING ACCESS AND PARTICIPATION PLAN</b>									
<b>Forward Plan 2020/21</b>									
Part 2 is the forward plan for the institution in the academic year 2020/21. 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.									
<b>2</b>	<b>Estimated Fee Income</b>								
<b>2.1</b>	<b>Level of Fees</b>								
	Please provide details of the fees to be charged in relation to each of the course types you identify in the table below:								
	<b>a) Fees charged at the maximum higher fee</b>								
	<b>Courses with a fee of *£4,395</b>		<b>Additional fee income per student (*£4,395 max fee minus *£1,735 standard fee)</b>	<b>Estimated Number of students in 2020/21</b>	<b>Estimated additional fee income</b>				
	<b>Course Type</b>	<b>Fee (£)</b>							
	Undergrad Student	£4,395.00	£2,660.00	11,309	£30,081,940.00				
	Sandwich Year	£2,185.00	£1,340.00	1,589	£2,129,260.00				
					£0.00				
					£0.00				
					£0.00				
	<b>Total Students</b>			<b>12,898</b>	<b>£32,211,200.00</b>				
	<b>Estimated Total additional fee income from students charged the maximum higher fees</b>								
	<i>* provisional</i>								

b) Fees charged above standard but below the maximum higher fee								
Courses with a standard fee of at least *£1,735 but less than *£4,395		*Additional fee income per student	Estimated Number of students in 2020/21		Estimated additional fee income			
Course Type	Fee (£)							
		-£1,735.00			£0.00			
		-£1,735.00			£0.00			
		-£1,735.00			£0.00			
		-£1,735.00			£0.00			
		-£1,735.00			£0.00			
		-£1,735.00			£0.00			
	Total Students		0		£0.00			
Estimated Total additional fee income from students charged the maximum higher fees								
* provisional								

2.2	Summary – Total Estimated Additional Fee Income for all students in 2020/21 i.e total at 2.1(a) plus total at 2.1(b)							
	Total Estimated Additional fee income:				£32,211,200.00			

2.3	<b>Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2020/21</b> <b>[See Guidance notes for 2.3 before completing] Add additional groups as necessary</b>							
(a) Bursaries								
	<b>Target Groups</b>	<b>Course Type</b>	<b>No of Students</b>	<b>Bursary Amount per student (£)</b>	<b>Total Bursary Amount (£)</b>			
	Students with household income up to £19,203 <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>	UGT (Access Bursary)	4550	£440.00	£2,002,000.00			
					£0.00			
					£0.00			
					£0.00			
					£0.00			
	Other low income groups <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>				£0.00			
					£0.00			
					£0.00			
					£0.00			
					£0.00			
	Adult Learners				£0.00			
	Students with Disabilities				£0.00			
	Young Males from low participation areas				£0.00			
	Other -eg Care Leavers		60	£1,000.00	£60,000.00			
	Other - Accommodation Vouchers (top up)		100	£560.00	£56,000.00			
	<b>Total Bursary Spend (£)</b>		<b>4,710</b>		<b>£2,118,000.00</b>			

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

(c) Other Direct Financial Support (e.g fee waivers, discounts, accomodation, etc)				
Target Groups (insert below)	Nature of Support	No of Students	Other Amount per student (£)	Total Other Amount (£)
Students with household income up to £19,203				£0.00
Other low income groups				
Adult Learners	Fee Waivers	varies	up to £500	£80,000.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other - eg Care Leavers				£0.00
Other - FIT (Fund for International Travel)		varies	up to £2,000	£80,000.00
<b>Total 'Other' Direct Financial Spend (£)</b>		<b>0</b>		<b>£160,000.00</b>

2.4	<b>Estimated Direct Expenditure on Outreach Activities in 2020/21 aimed at Widening Participation students</b>			
(i)	<b>Name of Programme/Project</b>	Schools Outreach - 'Discovery'		
	<b>Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Pre-Entry aspiration and attainment raising.		
	<b>Target Groups</b>	Pupils in primary, post-primary and special needs schools on the Centre's schools priority index.		
	<b>Estimated Expenditure (£)</b>	£500,000.00	<b>See Appendix:</b>	Appendix 5
	<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	<p>DISCOVERY is the new Ulster University Schools Outreach programme, aiming to support both pupils and schools to:</p> <ul style="list-style-type: none"> <li>• Acquire new academic skills;</li> <li>• Develop existing capabilities;</li> <li>• Reach their educational goals.</li> </ul> <p>Discovery supports 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 engagement of a minimum of 50 NI Schools and 1,000 young people.</p> <p>The Discovery programme embraces a range of educational outreach to the primary and post primary sectors, rough on a split of two-thirds one-third respectively.</p> <p>14 year-olds are a key target group as research indicates this group as one most likely to benefit in terms of aspiration and engagement. Activities for this target group will include one-off events lasting for 3-5 hours, or out-of-the-box materials for schools to integrate into their curricula, such as robotics or enterprise. At the other end of the engagement spectrum intensive long-term engagements lasting weeks to months (Healthy Heros, Youth Drama, Manchester United Foundation), for example with 20 hours or more of contact time with the young people.</p> <p>STEM subjects will form a strong category of educational outreach, especially in relation to collaboration with faculty expert departments in events (Faculty of Computing and Engineering and Faculty of Life and Health Sciences for example). Examples include 'All SySTEMs Go!', 'Dream Big, Yes I Can!' and 'Making Informed Financial Decisions'.</p> <p>A further focus of outreach is to help children to be independent, resilient and self-assured learners with emphasis on Numeracy, Literacy, Health and Well-being, Mindfulness and Resilience.</p> <p>The 'Free School Meals' index will be used to validate targeting of schools, alongside 'low participation neighbourhoods' and teacher identified 'specific targeted needs'.</p> <p>The funding will support staffing, resources and financial support for WP schools through the Flexible Education department.</p>		

	<b>Target Outcomes</b> <b>(Should be quantifiable)</b>	<ul style="list-style-type: none"> <li>• Engagement with at least 20% schools with &gt;=40% FSME;</li> <li>• A two-thirds: one-third post-primary:primary engagement ratio;</li> <li>• At least 400 primary school pupil engagements;</li> <li>• At least 1200 post primary school pupil engagements;</li> <li>• Educational partnerships to scale outreach;</li> <li>• Increased aspiration to progress to university;</li> <li>• Increased interest in the engaging with education in a subject;</li> <li>• Lower barriers to experiencing a university campus;</li> <li>• Direct access to subject experts and specialist equipment at university;</li> <li>• Enhanced teacher-academic contact;</li> <li>• Enhancement of central educational themes of Key Stages 2-5.</li> </ul>		
	<b>Activity: New or Ongoing</b> <b>i.e undertaken last year</b>	<b>New</b>  <i>Please tick</i>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
		<b>Ongoing</b>	X	
	<b>Other Activity Type</b>			
	<b>Name of any collaborative partner</b>	Peave IV Shared Spaces, (Antrim and Newtownabbey Borough Council), Ulster Museum, Geological Survey NI and Belfast Hills, Good Nutrition in Schools, Manchester United Foundation, Barclays Bank, Tinderbox Theatre Company Riverside Theatre, Volunteer Now, Sport NI, Royal Meteorological Society, Woodland Trust, Engineers Ireland, Royal Academy of Engineering, NI Science Festival, Belfast Festival of Learning, Maths Week Ireland Local Councils, Professional Bodies, University Faculties and Departments.		

(ii)	<b>Name of Programme/Project</b>	Community Engagement		
	<b>Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Pre-Entry Aspiration and Attainment Raising.		
	<b>Target Groups</b>	Young people from a background of care, NEETs, and adult returners in target neighbourhoods (focusing on bottom Quintile of MDM) and groups across the region.		
	<b>Estimated Expenditure (£)</b>	£500,000.00	<b>See Appendix:</b>	Appendix 5
	<b>Brief description of activity</b>  <i>If not already included in Section 1.4</i>	<p>The community facing educational outreach team of the Flexible Education department collaborates across all campuses. Community Engagement seeks to:</p> <ul style="list-style-type: none"> <li>• employ appropriate educational partnership models to ensure visibility and transparent navigation of activity which increases accessibility to Higher Education for organisations, groups and individuals;</li> <li>• explore, broker and engage community needs based opportunities for students to engage in learning and research that contributes to the development of society.</li> </ul> <p>The extended programme will achieve this through internal and external models as follows:</p> <ul style="list-style-type: none"> <li>• <b>Civic Ambassador Programme</b> - staff contributing development days to NI economy addressing projects which encourage aspiration and attainment into and through HE through innovative engagements including the development and delivery of access modules and workshops;</li> <li>• <b>Community Fellowship Scheme</b> - competitively recruited to develop adult learner confidence to engage in HE and ensure Ulster's Community Impact map is made visible to each council area;</li> <li>• <b>Science Shop</b> in the Community - actively supports access; achievement into HE for community groups and individuals;</li> <li>• <b>Tutoring in Schools</b> - service learning through volunteer student working in schools with large proportion of disadvantaged students;</li> <li>• <b>MyLACES</b> - proactively encourage young people from a background in Care to transition through education and consider HE as an alternative.</li> </ul>		

	<b>Target Outcomes (Should be quantifiable)</b>	<ul style="list-style-type: none"> <li>• 25 Staff civic ambassadors working with young people and adult learners undertaking educational workshops / modules;</li> <li>• 11 civic fellows selected and engaged with widening access outreach and activity within Ulster University HE community;</li> <li>• 50 community partners identifying needs based projects which are effectively matched with Ulster staff and / or students to increase access and or engagement with HE;</li> <li>• Increase the participation rate for young people from care made visible through innovation projects and bursary allocation;</li> <li>• 5,000 service learning hours contributed by students to schools in disadvantaged communities.</li> </ul>		
	<b>Activity: New or Ongoing i.e undertaken last year</b>	<b>New</b>		Please insert an 'X' as appropriate in either the NEW or ONGOING box
		<b>Ongoing</b>	X	
	<b>Other Activity type</b>			
	<b>Name of any collaborative partner</b>	Community Leaders, Health and Social Care Trusts and the Fostering Network; Students; Voluntary Sector Organisations		



(iii)	<b>Name of Programme/Project</b>	Pathways to Success (Adult Learners). Includes recognition for first time in WAP Plan support for NI-wide validated pathways from FE to HE at a scale that vastly exceeds the articulation rate to Ulster University.		
	<b>Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Pre-entry Access Pathways		
	<b>Target Groups</b>	Non-traditional entrants and mature students		
	<b>Estimated Expenditure (£)</b>	£300,000.00	<b>See Appendix:</b>	Appendix 5
	<b>Brief description of activity <i>If not already included in Section 1.4</i></b>	1. Design, validation and oversight of HE awards for Level 4 and 5 widening access pathways through FE. 2. Direct access to modular credit accumulation through a Flexible Framework.		
	<b>Target Outcomes (Should be quantifiable)</b>	700 direct entrants via FE pathways; 6,500 students enrolled across NI with FE sector; 400 enrolments on Flexible Framework.		
	<b>Activity: New or Ongoing i.e undertaken last year</b>	<b>New</b> <b>Ongoing</b>	X 	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Other Activity type</b>			
	<b>Name of any collaborative partner</b>	All FE colleges across NI		

2.5	<b>Estimated 'Direct Expenditure' on Post Entry Retention Activities aimed at Widening Participation students in 2020/21</b>			
(i)	<b>Name of Programme/Project</b>	Retention, Progression and Success		
	<b>Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Retention and success support targeted for WP students enrolled with the University.		
	<b>Target Groups</b>	MDM quintiles 1 and 2; Non-traditional direct entry students from FE.		
	<b>Estimated Expenditure (£)</b>	£771,360.00	<b>See Appendix:</b>	Appendix 5
	<b>Brief description of activity</b> <i>If not already included in Section 1.4</i>	Group of interventions: 1. Peer-Assisted Study Sessions, PASS - a supported WP mentoring scheme (staff time; placement student and resources). 2. Small group teaching to support WP (staff effort across all faculties). 3. Technologies that support studyskills and attendance monitoring in support of WP engagement and success.		
	<b>Target Outcomes (Should be quantifiable)</b>	Equity in success across Quintiles measured by, retention, progression, achievement and success.		
	<b>Activity: New or Ongoing i.e undertaken last year</b>	<b>New</b> <i>Please tick</i> <b>Ongoing</b>	X  	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	<b>Other Activity type</b>			
	<b>Name of any collaborative partner</b>			

2.6	<b>Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2020/21</b>			
(i)	<b>Title of Research Activity</b>	WP Research and Analytics		
	<b>Research Target Group</b>	WP under-participating groups: <ul style="list-style-type: none"> <li>• Participation, retention and success by Q1 MDM ug students;</li> <li>• Participation, retention and success by Q1 MDM ug young male students;</li> <li>• Participation, retention and success by Students with Disability;</li> <li>• Participation, retention and success by Adult Learners;</li> <li>• Participation, retention and success by other (Care Leavers, Ethnicity);</li> <li>• Widening Access to Schools and Pupils in areas of deprivation;</li> <li>• Barriers to educational achievement for boys from areas of disadvantage.</li> </ul>		
	<b>Estimated Expenditure (£)</b>	£200,000.00	<b>See Appendix:</b>	Appendix 5
	<b>Description</b>  Brief description of research programme	1. Research capacity to support WAP analytics, reporting and research. Outputs that guide interventions and help evaluate impact. 2. Action research on gender-based pedagogies and factors affecting educational attainment of disadvantaged young boys.		
	<b>Expected Research Outcomes</b>	1. WP collection, monitoring and review of the characteristics of the student body. Customised dashboards of equity in access and success of student profile by University, Campus, Region, Faculty, School, Programme. 2. Examples of successful pedagogic practice and measures of success for schools operating in difficult areas; recommendations for teacher training; guide for education policy development; recommendations for gender-based pedagogies; evaluation of the efficacy of youth work methodologies in improving the educational attainment of boys from disadvantaged homes and districts.		

2.7	<b>Estimated 'Direct' Expenditure on Staffing and Administration in 2019/20 2020/21</b> Staffing and Administration costs should be attributed to an individual programme/project and included in the relevant tables above. However where costs <u>cannot</u> 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				
	<b>Estimated Direct Expenditure</b>	<b>£</b>			
	Estimated apportionment of Administration costs not already attributed to an activity	£250,000.00			
	Estimated 'other' costs please specify below				
	<b>Total:</b>	<b>£250,000.00</b>			

2.8	<b>Summary of all Estimated Direct Financial Expenditure in 2019/20 2020/21</b>	
	<b>Estimated Direct Expenditure</b>	<b>£</b>
	Estimated amount of additional fee income to be spent on bursaries <i>i.e this will be a total that detailed at 2.3(a)</i>	£2,118,000.00
	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>	£160,000.00
	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>	£1,300,000.00
	Estimated amount of additional fee income to be spent on post entry retention activities <i>i.e this will be a total of that detailed at 2.5</i>	£771,360.00
	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>	£200,000.00
	Estimated amount of additional fee income to be spent on Staffing and Administration <i>i.e this will be a total of that detailed at 2.7</i>	£250,000.00
	<b>Total estimated direct expenditure(£)</b>	<b>£4,799,360.00</b>
	<b>Total estimated direct expenditure as a proportion of additional fee income %</b>	<b>14.90%</b>

<b>2.9</b>	<b>Estimated 'Indirect' Expenditure on Widening Participation infrastructure and broader student support for Widening Participation students in 2020/21</b>			
	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			
	<b>Description of Expenditure</b>	<b>Amount (£)</b>		
	Student Marketing and Employability	£670,000.00		
	Central University Support for WP	£7,233,125.00		
	Central WP Staffing	£545,830.00		
	<b>Total Expenditure (£)</b>	<b>£8,448,955.00</b>		

<b>2.10</b>	<b>In light of the information provided in sections 4.15-4.17 please outline what assumptions you have made for estimated fee income in relation to EU Exit and EU Students</b>		
	Assumption of continuity in eligibility of EU students until clear direction from government		
<b>THANK YOU FOR TAKING THE TIME TO PROVIDE ESTIMATED FINANCIAL INFORMATION FOR ACADEMIC YEAR 2020/21</b>			
<b>IN PART 3, YOU WILL BE ASKED TO PROVIDE INFORMATION ON ACTUAL EXPENDITURE ON WIDENING PARTICIPATION ACTIVITIES IN ACADEMIC YEAR 2017/18</b>			

<b>PART THREE</b>		
<b>WIDENING ACCESS AND PARTICIPATION PLAN</b>		
<b>Monitoring Report for 2017/18 Widening Access and Participation Plan</b>		
Part 3 is the monitoring report for academic year 2017/18 and will be the actual spend incurred – you will wish to refer to your WAPP for 2017/18 to complete this section of the form		
<b>3</b>	<b>Additional Fee Income</b>	
<b>3.1</b>	<b>Total Additional Fee Income in 2017/18 (please detail in the table below)</b>	
	Total Actual additional fee income (£)	£28,992,944.00
	Estimated additional fee income (£)	£31,190,359.00
	Variance	<b>-£2,197,415.00</b>
	Please provide a written explanation of the variance in the table below (only required where variance is +/-10%):	

<b>3.2</b>	<b>Level of fees</b>			
	Please provide details of the fees charged for 2017/18 in relation to each of the course types you identify in the table below.			
	<b>(a) Fees charged at the maximum higher fee</b>			
	<i>Please include Sandwich year and 1st-3rd year students - fees will therefore vary</i>			
Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2017/18	Total additional fee income 2017/18
FTUG	£4,030.00	£2,435.00	11,126	£27,091,810.00
FTUG Sandwich	£2,005.00	£1,225.00	1363	£1,669,675.00
<b>Additional fee income from students charged the maximum higher fee (£)</b>			<b>12489</b>	<b>£28,761,485.00</b>

	<b>(b) Fees charged above standard but below the maximum higher fee</b>			
	<i>Please include Sandwich year and 1st-3rd year students - fees will therefore vary</i>			
Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2017/18	Total additional fee income 2017/18
FTUG < 120 credit pts average	£2,320.06	£725.06	318	£230,569.08
FTUG sandwich < 120 cpts average	£1,002.50	£222.50	4	£890.00
				£0.00
<b>Additional fee income from students charged the maximum higher fee (£)</b>			<b>322</b>	<b>£231,459.08</b>
<b>Note: The £231,459 of additional income relates to students that have been charged above the basic fee, but below the maximum fee. This would relate to students not registering for the full number of credit points in the academic year where we prorate the fees charged, eg students repeating with attendance, those students leaving the programme early where fees are reduced accordingly, students being exempt from certain modules.</b>				

3.3	<b>Actual 'Direct Expenditure' on bursaries and other direct financial support targeted at Widening Participation Students in 2017/18</b> In the following sections you are required to provide a comparison summary of the activity and actual expenditure in 2017/2018 against that profiled in your institution's WAPP. You will need to explain any 'variances' identified in the tables 3.3 to 3.6				
	(a) Bursaries				
	<b>Target Groups</b>	<b>Course Type</b>	<b>No of Students</b>	<b>Bursary Amount per student (£)</b>	<b>Total Bursary Amount (£)</b>
	Students with household income up to £19,203		4059	£403	£1,634,127.02
	<i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>				£0.00
					£0.00
					£0.00
					£0.00
					£0.00
	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
					£0.00
	Adult Learners				£0.00
	Students with Disabilities				£0.00
	Young Males from low participation areas				£0.00
	Other -eg Care Leavers		58	£1,000.00	£58,000.00
	Other -please insert				£0.00
	<b>Total</b>		<b>4117</b>		<b>£1,692,127.02</b>



	<b>Estimated bursary expenditure as detailed in your 2017/18 WAPP (£)</b>	£1,931,532
	<b>Actual bursary expenditure for 2017/18 (£)</b>	£1,692,127
	<b>Variance between estimated and actual bursary spend</b>	<b>-£239,405</b>
		-14.15%
	Please provide an explanation of any Variance between your Estimated and Actual Spend if less than/greater than 10% in the box below:	
	Expenditure on Bursaries is driven by eligibility and demand. The numbers eligible dropped in line with the reductions in student numbers generally.	

<b>(b) Scholarships</b>			
<b>Target Groups (insert below)</b>	<b>Number of students</b>	<b>Scholarship Amount per student(£)</b>	<b>Total Scholarship expenditure 2017/18 (£)</b>
Students with household income up to £19,203			£0.00
Other low income groups			£0.00
Care Leavers			£0.00
Adult Learners			£0.00
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
<b>Total</b>	<b>0</b>		<b>£0.00</b>
<b>Estimated Scholarship expenditure as detailed in your 2017/18 WAPP (£)</b>			£0.00
<b>Actual Scholarship expenditure for 2017/18 (£)</b>			£0.00
<b>Variance between estimated and actual Scholarship spend</b>			£0.00
			#DIV/0!
Please provide an explanation of any Variance between your Estimated and Actual Spend if less than/greater than 10% in the box below:			

<b>(c) Other Actual Direct Financial Support in 2017/18</b>			
(e.g. Fee waivers, discounts, accommodation etc)			
<b>Target Groups (insert below)</b>	<b>Number of students</b>	<b>Other Amount per student(£)</b>	<b>Total Other expenditure 2017/18 (£)</b>
Students with household income up to £19,203			£0.00
Other low income groups			
Care Leavers			£0.00
Adult Learners	142	up to £500	£32,028.60
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
<b>Total</b>	<b>142</b>		<b>£32,028.60</b>
<b>Estimated Other expenditure as detailed in your 2017/18 WAPP (£)</b>			£200,000.00
<b>Actual Other expenditure for 2017/18 (£)</b>			£32,028.60
<b>Variance between estimated and actual Other spend</b>			<b>-£167,971.40</b>
			<b>-524.44%</b>
Please provide an explanation of any Variance between your Estimated and Actual Spend if less than/greater than 10% in the box below:			
Significant downturn in demand for fee waiver bursaries supporting Adult Learner access to Flexible Education, in particular training and development for work-based learning.			

3.4	<b>‘Actual’ Direct Expenditure on Outreach Activities in 2017/18 aimed at Widening Participation students</b>		
	<b>Note 1:</b> Institutions are not required to exhaustively list each and every activity and where possible activity should be grouped together e.g. by theme		
	<b>Note 2:</b> 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.		
	(See appendix 6 for detailed breakdowns)		
(i)	<b>Name of Programme/ Project</b>	WAP Schools Outreach	
	<b>Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Pre-entry; aspiration raising; attainment raising	
	<b>Brief description of activity</b>	Across 2017/18, School outreach activity supported central themes of Key Stage 2, 3, 4, and 5 - increasing aspirations and knowledge of Higher Education. The new programme included 3000 pupils over 91 schools in comparison to the previous Step Up intervention which was approx 200 pupils per year over 17 schools. Across 2017/18, Nearly two-thirds (65%) programmes provided academically focused activities to Post Primary Education and 35% for primary education. These included one-off events lasting for 3 or 5 hours, or out-of-the-box materials for schools to integrate into their curriculum such as robotics or enterprise, while at the other end were intensive long-term engagements lasting weeks or months (Healthy Heros, Youth Drama, Manchester United Foundation), with 20 hours or more of contact time with the young people.	
	<b>Target Groups</b>		
	<b>Estimated Expenditure (£)</b>	£583,948.45	<b>Actual Expenditure (£)</b> £428,623.93
	<b>Target Outcomes (Should be quantifiable)</b>	Highly targeted STEM-based engagements with 15% of all target schools in bottom quintile of schools as defined by Ulster's WAP Priority Schools Index.	

	<b>Actual Outcomes (Should be quantifiable)</b>	3000 pupils across 91 widening access schools identified by having a FSM percentage claim of 40% and or above. Achieving a target of 25% of all target schools (368).
	<b>Variance</b>	<b>-£155,324.52</b>
	<b>Explanation of any variance identified (if less than/greater than 10%):</b>	
	The team for school outreach was fully in place from January end 2018 - therefore salary costs and related activity was not fully realised during September 2017 through to January 2018. The substantive increase in the number of partner schools and number of pupils experiencing the activity is not negatively impacted at year end figures and a notable and significant increase in all activity is noted for 2017/18 in comparison to 2016/17. No detrimental impact despite transitional decline in expenditure.	

(ii)	<b>Name of Programme/ Project</b>	Workforce and Adult Learners		
	<b>Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Attainment Raising		
	<b>Brief description of activity</b>	To support diverse routes of entry to higher education Ulster University has supported: NI Higher and Degree Apprenticeship development; supported validated Access and Foundation Degree provision across FE at scale well above demand for direct entry; and provided fee-waived CPD for eligible adult learners.		
	<b>Target Groups</b>	Adult Learners, work-based learners		
	<b>Estimated Expenditure (£)</b>	£290,875	<b>Actual Expenditure (£)</b>	£190,967.17
	<b>Target Outcomes (Should be quantifiable)</b>	Availability of flexible learning access pathways to HE; addition of levels 5 and 6 to Flexible Framework with access waivers; short access modules at level 4 for education and community sector.		
	<b>Actual Outcomes (Should be quantifiable)</b>	<p>540 adult learners were supported to complete modules ranging from 5-20 credits. 142 were adults in the community and 398 were work-based learners achieving level 4 accreditation.</p> <p>92 students progressed from access diplomas from 12 different college campuses, (total 2016/17 access cohort 927) and have enrolled across 60 programme codes.</p> <p>5,203 students were enrolled with local area-based college partners on Ulster University access provision including foundation degrees and access diplomas. 2,803 learner days from courses for community and work-based learners.</p>		
	<b>Courses</b>			<b>-£99,908.28</b>
	<b>Explanation of any variance identified (if less than/greater than 10%):</b>			
	Costs of central WP staffing have been accounted for only to support developments. Tuition fees, where relevant, covered course provision in usual manner. The scale required was less than anticipated. Some developments such as Apprenticeships have progressed more slowly at HE level than anticipated.			

(iii)	<b>Name of Programme/ Project</b>	Ulster Sports Outreach		
	<b>Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Pre-Entry Aspiration and Attainment Raising		
	<b>Brief description of activity</b>	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. The programme of activities focus on the widening access agenda, in the identification of schools, and link these activities to 'taster' activities in relation to the academic study of sports and other disciplines. Expenditure supports member of staff.		
	<b>Target Groups</b>	Young people in target schools across the reigon as defined by Ulster's WAP Priority Schools Index (targeting the most disadvantaged deprivation/low participation areas in the most disadvantaged Quintile of MDM).		
	<b>Estimated Expenditure (£)</b>	£85,301.00	<b>Actual Expenditure (£)</b>	£19,179.05
	<b>Target Outcomes (Should be quantifiable)</b>	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 WAP Priority Schools Index.		
	<b>Actual Outcomes (Should be quantifiable)</b>			
	<b>Variance</b>			<b>-£66,121.95</b>
	<b>Explanation of any variance identified (if less than/greater than 10%):</b>			
	This project was scaled back for strategic reason of rebalancing outreach to a supported activity at faculty rather than departmental level.			

(iv)	<b>Name of Programme/ Project</b>	Community Engagement & Fostering Aspirations		
	<b>Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Pre-entry Aspiration and Attainment Raising. Reducing Barriers to engagement by outreach through community networks.		
	<b>Brief description of activity</b>	Fostering Aspirations and My LACES are activities which directly identify and support children, young people and adults who have experienced care. Giving them help and support to develop transition skills and behaviours, financial support and a network to support life at University. Staff Civic Outreach Ambassadors activity provides small seed funding to develop innovative and creative ideas to engage proactively with individuals and groups from a widening access background through school and community interfaces. Science shop is a programme developed for real world learning and research for University students. Its significant expansion at Ulster University is made possible through WAP and it now provides extended partnership opportunities for community partners alongside access for vulnerable groups and organisations to support aspiration across NI.		
	<b>Target Groups</b>	<ul style="list-style-type: none"> <li>• Young people and Adult Learners through Community Engagement including community and voluntary sector.</li> <li>• Young People and Adults Pre-entry Aspiration and Attainment Raising.</li> <li>• 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.</li> </ul>		
	<b>Estimated Expenditure (£)</b>	£401,096.25	<b>Actual Expenditure (£)</b>	£327,557.54



	<p><b>Target Outcomes (Should be quantifiable)</b></p>	<ol style="list-style-type: none"> <li>1. Staff Ambassador Programme contributing development days to the NI economy addressing projects which encourage aspiration and attainment into and through HE through innovative engagements, including the development of access modules and workshops.</li> <li>2. Civic / Community Fellowship Scheme competitively recruited to develop adult learner confidence to engage in HE and ensure Ulster's community impact map is made visible to each council area.</li> <li>3. Science shop in the Community actively supports access and aspiration to engage with and or progress to HE for community groups and individuals</li> <li>4. Regional Partnership Agreements which seek to build engaging infrastructure for educational engagement across communities and Ulster University</li> <li>5. Proactively encourage young people from a background of care to transition through education and consider HE as an alternative option</li> <li>6. 25 staff civic ambassadors resulting in a minimum of 400 adult learners undertaking educational workshops and or modules</li> <li>7. 11 civic fellows selected engaging a minimum of 200 young people and adults through the discovery framework</li> <li>8. 50 community partners identifying needs-based projects which are effectively matched with Ulster University staff and or students to increase access and or engagement with HE</li> <li>9. Increase the participation rate for young people from care made visible through innovation projects and bursary allocation</li> </ol>
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<b>Actual Outcomes (Should be quantifiable)</b>	<p>1. Availability of Staff Civic Outreach Ambassador Programme available Project calls for seed funding now made visible on an annual basis <a href="https://www.ulster.ac.uk/flexible-education/community/civic-ambassadors">https://www.ulster.ac.uk/flexible-education/community/civic-ambassadors</a></p> <p>2. Ulster University Community Fellow Scheme developed and approved during 17/18. This has now progressed <a href="https://www.ulster.ac.uk/flexible-education/community/community-fellows">https://www.ulster.ac.uk/flexible-education/community/community-fellows</a></p> <p>3. Science Shop successfully engaged 63 community partners during 2017/18, enabling 937 students within Ulster University to engage in 210 science shop community research and learning projects through Northern Ireland.</p> <p>4. Regional Partnerships included the Nerve Centre and NSPCC during this period.</p> <p>5. Encouraging young people from a background of care to engage with Higher Education at Ulster University:</p> <p>a. In total 58 students at Ulster University during 2017/18 declared they were in the care system for a period, (consistent with 2016/17). 100 % of student applicants were eligible for the Care Leavers Bursary.</p> <p>b. During 2017/18 the MY LACES programme, in which Ulster students help children with a range of activities including numeracy and literacy along with exploring new subjects including sport, computing and engineering, started its second year cohort of students and children. On March 2018, the program won the NI Social Work Awards Learning and Development Award and was Finalist in the All Ireland Education Awards 2018 and Times Higher Education Awards November 2017.</p> <p>c. In 2017/18 Ulster University received 154 course applications (120 in 2016/17) from 79 individuals who indicated that they had spent time in care. 52 applicants were made offers, 22 of which were registered – 4 more than in 2016/17. Two part time students who indicated that they had a background of care were also accepted onto courses.</p> <p>6. 25 staff civic ambassadors engaged through seed funded projects supporting school outreach and community engagement with adults.</p> <p>7. Flexible Education in conjunction with Faculty partners supported 540 adults with supported learning material and return to education support literature.</p> <p>8. Projects across 60+ community partners included community and voluntary sectors.</p>	
	<b>Variance</b>	<b>-£73,538.71</b>
<b>Explanation of any variance identified ( if less than/greater than 10%):</b>		
Delay of launch of projects due to extended due diligence required (Community Fellows) readiness now in place for 2018/19. The realignment of staff within the centre and staff sickness resulted in a modest impact on expenditure. It is notable that activity continues to grow, as indicated and the variance does not reflect any reduction in targeted engagement.		

(v)	<b>Name of Programme/ Project</b>	Faculty Post Entry Retention and Success Activities		
	<b>Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising</b>	Post Entry Retention, Attainment and Success		
	<b>Brief Description of Activity</b>	<p>1. ATTS Assistive Technologies and Tailored Support - attendance and engagement monitoring; evidence-supported and informed decision-making; targeting of support resources for WP students; improving retention, progress, achievement and success for attendance and at-risk monitoring; study skills support and small group teaching requirement for WP support.</p> <p>2. Internships - fee-waiver and academic support contribution to the Graduate Leadership academic award that runs alongside the internship programme for employability.</p> <p>3. Small Group Teaching - staff time allocated to required WP small group teaching.</p>		
	<b>Target Groups</b>	To improve equity in retention and success for WP students.		
	<b>Estimated Expenditure (£)</b>	£788,091.80	<b>Actual Expenditure (£)</b>	£641,672.02
	<b>Target Outcomes (Should be quantifiable)</b>	Maintaining and enhancing retention and success		
	<b>Actual Outcomes (Should be quantifiable)</b>	<p>1) ATTS (Assistive Technologies and Study Support - to increase efficiency in attendance and engagement monitoring; evidence-supported and informed decision-making and targeting of support resources for WP students; to improve retention, progress, achievement and success.</p> <p>2) Internships - fee-waiver contribution to the Graduate Leadership academic award that runs alongside the internship programme for employability. 15-20 WP students supported annually on the internship programme. (Costs for this initiative are accounted for under pathways for success).</p> <p>3) Small Group Teaching.</p>		
				-£146,419.78

	<p><b>Explanation of any variance identified ( if less than/greater than 10%):</b></p> <p>The estimate was a composite of the several projects in this catagory. 1. Technology implementation experienced delay. 2. Large scale attendance monitoring by staff effort (an unreliable quantity) was removed and replaced by the introduction of technology to automate attendance monitoring and reporting. The effect has been to replace tens of thousands of manual transactions. The front end support to students to maintain WP has not been affected. 3. Figure used in projected plan was generated from roll-over of Small Group Teaching contribution based on previous Faculty returns. The actual expenditure is based on updated information from Faculties.</p>
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<b>3.6</b>	<b>‘Actual’ Direct Expenditure on Research Activities aimed at Widening Participation students in 2017/18</b>			
	<b>Title of Research Activity</b>	WP Strategy Research and Analytics		
	<b>Research Target Group</b>	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.		
	<b>Estimated Expenditure (£)</b>	£140,788.00	<b>Actual Expenditure (£)</b>	£152,845.27
	<b>Expected Research Outcomes</b>	<p>On-going WP collection, monitoring and review of the characteristics of the student body.</p> <p>TBS is a five year longitudinal study which ultimately is expected to result in an increase of young males in the participating schools progressing to further or higher education.</p>		

	<b>Actual Research Outcomes</b>	<p>WP collection, monitoring and review of the characteristics of the student body.</p> <ul style="list-style-type: none"><li>• Undertook horizon scanning analysis to understand the WP landscape externally and explore the range of internal data and external data sources that are available to Ulster University for WAP purposes.</li><li>• Developed a range of University, Faculty, School and Programme level demographic reports, infographics and dashboards for targeting/reporting purposes and in order to inform decision-makers and WAP policy.</li><li>• Worked with different stakeholders who required data and delivered anonymised WP data summaries for a range of departments/purposes as required on request. For example, bespoke reports and dashboards for employability, alumni, student marketing, student support, quality management and learning analytics working groups etc.</li><li>• Investigated, monitored and illustrated visually the profiles of protected characteristics across different academic years including gender, age, declared religion, disability, care leaver, ethnicity etc.</li><li>• Contributed to the HEFCE funded WP Employability Project Steering Group and delivered WP data summary requirements.</li><li>• Completed HESA/Jisc Analytics labs training and project (May-October 2018).</li><li>• Completed HESA data protection training for 'Analytics Labs'.</li><li>• Evaluated outreach interventions and disseminated research findings externally. For example, in relation to the VEX Robotics Challenge, ALL SySTEMs Go and Data informed WAP decision making at Ulster University. For dissemination details see 1.8.</li><li>• Undertook action research entitled "Taking Boys Seriously".</li><li>• Attended and or hosted events for WAP knowledge gain and/or knowledge transfer. For example, Council/Senate WAP event May 2018, Learning for Success' Conference, June 2018 at UUJ, Taking Boys Seriously conference and GDPR training.</li></ul> <p>TBS</p> <p>*Findings from the early stages of the research will inform a wider roll-out of school-based, community-based and collaborative interventions across</p> <p>*Ethical approval for the TBS2 research project has been secured.</p>	
		<b>Variance</b>	£12,057.27
	<b>Explanation of any variance identified ( if less than/greater than 10%):</b>		

<b>3.7</b>	<b>'Actual' Direct Expenditure on Staffing and Administration in 2017/18</b>		
	Staffing and Administration costs should be attributed to an individual programme/project and included in the relevant tables above. However where costs <u>cannot</u> be attributed to an individual programme/project they should be included in the table below. Such costs should be kept to a minimum and <b>should</b> not exceed 10% of the total estimated direct expenditure.		
	<b>Actual Direct Expenditure</b>	<b>Estimated (£)</b>	<b>Actual (£)</b>
	Actual apportionment of Administration costs	£198,570.20	£177,478.65
	<b>Total Actual Direct expenditure (£)</b>	£198,570.20	£177,478.65

3.8	Summary of 'Actual' Financial Expenditure in 2017/18			
	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>	£1,931,532.00	£1,692,127.02	
	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>	£200,000.00	£32,028.60	
	Actual amount of additional fee income spent on outreach (£) <i>this will be a total of that detailed at table 3.4</i>	£1,275,919.70	£966,327.69	
	Actual amount of additional fee income spent on retention and success (£) <i>see table 3.5</i>	£788,091.80	£641,672.02	
	Actual amount of additional fee income spent on research (£) <i>see table 3.6</i>	£140,788.00	£152,845.27	
	Actual amount of additional fee income spent on Staffing and Administration (£) <i>see table 3.7</i>	£198,570.20	£177,478.65	
	Total Direct expenditure committed in 2017/18 (£)	£4,534,901.70	£3,662,479.25	
	Total Direct expenditure committed in 2017/18 (%)	14.5%	12.6%	
	Total Underspend in 2017/18 (£) (if appropriate)			£0.00
	Total Underspend carried forward from 2016/17 (£) (if appropriate)			£0.00
	Total Underspend in 2017/18 (£) (if appropriate)			£0.00
	<b>Note: 1.</b> Underspend from 2014/15 is accounted for separately in the appendix 7 at £150k p.a. from 2016/17 until 2019/20.			
	<b>Note: 2.</b> Variance between plan and actual for 2017/18 due to factors of demand, technology efficiency savings and reorganisation.			



**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.**

<b>3.9</b>	<b>Actual 'Indirect' Expenditure on Widening Participation infrastructure and broader student support for Widening Participation students in 2017/18</b>	
	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.	
	<b>Description of Expenditure</b>	<b>Amount (£)</b>
	Student Marketing and Employability	£1,306,191.42
	Central University Support for WP	£7,068,520.87
	Central WP staffing	£184,844.68
	<b>Total Actual Indirect Expenditure (£)</b>	<b>£8,559,556.97</b>
	<b>The Department is interested in measuring participation rates of various groups and how you see these changing over the years.</b>	

<b>3.10</b>	<b>What were your institution's target outcomes and milestones as identified in your WAPP for 2017/18 and have these been achieved?</b>		
(i)	Group:		Quintile 1 (FT & PT UG)
	Target/Milestone:	To increase enrolments	
	<b>Target</b>	<b>Actual</b>	<b>Please provide an explanation where a target has not been achieved</b>
	2017/18	2017/18	An average of the University's records of the most recent three years may suggest the actual gap is less than portrayed: 2,978 average and an actual of 2,805 for 2017/18. The original target is derived from the average of previous years attainment (2012/13 to 2014/15) at a particular point of reporting. At a time when the sector is shrinking, achieving the algorithmic target is extremely challenging - even for NI's most civic university. Under the constraints and challenges of current operating environment, the University has maintained a close-to-equitable distribution across all UG quintiles, and this incorporates a high proportion of WP students (16.7% NIMDM 2017 Quintile 1).
	3266	2717 (16.7% of 16,230)	

(ii)	Group:		Disability: Self Declared (FT & PT UG)
	Target/Milestone:	To increase enrolments	
	<b>Target</b>	<b>Actual</b>	<b>Please provide an explanation where a target has not been achieved</b>
	2017/18	2017/18	The intent of this target is to make progress in lowering barriers to declaration. The increase observed marks a continued upward trend. The trend may well be due to greater awareness of and wider acceptance by society of such declarations.
	1593	1850 (11.4% of 16,230)	

(iii)	Group:		Disability: in receipt of DSA (FT & PT UG)
	Target/Milestone:	To increase enrolments	
	<b>Target</b>	<b>Actual</b>	<b>Please provide an explanation where a target has not been achieved</b>
	2017/18	2017/18	The intent of this target is to make progress in lowering barriers to recognising and claiming eligibility. The increase observed marks a continued upward trend since 2015/16. The trend may well be due to greater awareness of eligibility and enhancements in student advice, guidance and support by the University.
	785	811 (5.0% of 16,230)	

(iv)	Group:		Young Males from Quintile 1 (FT & PT UG)
	Target/Milestone:	To increase enrolments	
	<b>Target</b>	<b>Actual</b>	<b>Please provide an explanation where a target has not been achieved</b>
	2017/18	2017/18	<p>The original target is derived from the average of previous years attainment (2012/13 to 2014/15) at a particular point of reporting. An average of the most recent three years actuals returned to HESA based on 'young' defined as student under 21 yo suggests 545 as a realistic target for 2017/18. Our numbers suggest 2,641 enrolled of which 1,177 were Young. If gender participation levels were equitable we would anticipate approximately 590 to be male. The differential between this estimate and the target arises, we believe, from the declining enrolments generally in a shrinking sector in NI. In this connection, observed actual of 495 is 35 less than in 2016/17. At a time when the sector is shrinking, achieving the target is extremely challenging - even for NI's most civic university. The trend of declining Q1 young males is markedly in contrast to the sustained participation by young females of the same Q1 profile. Gender differentials in educational attainment coupled with the availability and popularity of degree-level professions such as Nursing that attract females in large numbers directly to HE - and with special bursaries - serves to mitigate female participation from Q1. There is no comparator mitigation for young males. Indeed, prior attainment in mathematics for popular STE courses serves to further exacerbate young male participation in this Q1 segment. Despite Ulster University's position as is the most comprehensive WP institution for HE in NI, the numbers may suggest that the University is operating at the limits of a systemic sector issue.</p>
	819	495 (3.0% of 16,230)	

(v)	Group:		Adult Learners (FT & PT)
	Target/Milestone:	To increase enrolments	
	<b>Target</b>	<b>Actual</b>	<b>Please provide an explanation where a target has not been achieved</b>
	2017/18	2017/18	The original target is derived from the average of previous years attainment (2012/13 to 2014/15) at a particular point of reporting. An average of the most recent three years actuals returned to HESA based on 'Adult' - defined as students of 25 yo or greater - gives a more realistic target of 3,113; much closer to the 2017/18 actual. The reductions in WP headcount reflect the reductions in the UG student population generally. Proportions have been maintained but some decline is evident over the longer term.
	3533	2665 (16.4% of 16,230)	

(vi)	Group:		Care Experienced
	Target/Milestone:	To increase enrolments	
	<b>Target</b>	<b>Actual</b>	<b>Please provide an explanation where a target has not been achieved</b>
	2017/18	2017/18	This is the number of students in receipt of a Care Leaver's Bursary
	60	58 (0.4% of 16,230)	

(vii)	Group:	Non-white Ethnic Groups (FT & PT UG)		
	Target/Milestone:			
	Target	Actual	Please provide an explanation where a target has not been achieved	
	2017/18	2017/18	There were 326 in 2016/17. This decline is in line with the general enrolment shrinkage in the NI sector. The University does not yet set itself targets in this area but on the principle of inclusivity it monitors for trends and proportionality.	
	N/A	298 (1.8% of 16,230)		

## **PART FOUR**

### **WIDENING ACCESS AND PARTICIPATION PLAN Validation**

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

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

#### **4.1      Comment by the Student Union Body**

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

"Ulster University must continue to exercise its resources to ensure higher education is viable for all – the Students' Union welcomes the ongoing effort to make higher education more accessible for students from under-represented backgrounds. We're heartened that this continued emphasis on widening access & participation is evidenced in Ulster University being the most significant WAP provider 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; with students requiring continued support post-enrolment.

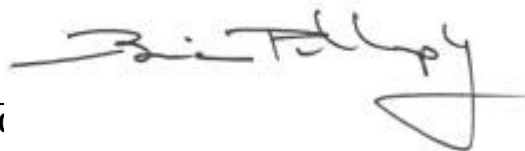
Mental health issues can be exacerbated for students from the lower socio-economic backgrounds, that's why it's vital that we surround students with mental health support for those facing economic hardship. With overall decreasing student numbers projected, it's vital that students in the 1st quintile are given prioritised support, as the impact of shrinking student population will be felt most harshly in the bottom quintile.


The Students' Union welcomes additional online academic supports, such as online writing assistance, and would like to see further development of academic writing support to improve student retention, particularly to benefit students from non-traditional, under-represented backgrounds.

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.

This reflects the general economic downturn within Northern Ireland over the number of years and highlights an increasing need for widening access initiatives."

<b>Name:</b>	Andrew MacAnallen
<b>Position:</b>	President Ulster University Students' Union
<b>Signed:</b>	
<b>Date:</b>	3rd July, 2019

<b>4.2</b>	<b>Validation</b>
In signing this form you are confirming that all of the information you have compiled in accordance with our guidance, has been subject to an independent internal validation process and has been signed off and approved as correct prior to any submission to DfE.	
<b>Name:</b>	Professor Brian Murphy
<b>Position :</b>	Director of Access Digital and Distributed Learning
<b>Signed:</b>	
<b>Date:</b>	7th October, 2019

<b>4.3</b>	<b>WIDENING ACCESS AND PARTICIPATION PLAN 2020/21 – 2022/23</b>
<b>Institution:</b>	Ulster University
Sign-off ( <i>to be completed on paper copy only, by head of institution, or appropriate deputy</i> )	
I enclose the Widening Access and Participation plan for the above named institution.	
<b>Name:</b>	Professor Paul Bartholomew
<b>Position :</b>	PVC (Education)
<b>Signed:</b>	
<b>Date:</b>	7th October, 2019 (revised from submission of 7th July 2019)