

**Client**  
DEL

**Project**  
**Review of**  
**Widening**  
**Participation**  
**Funded**  
**Initiatives**

**Appendices**  
**FINAL**

**Division**  
**Public Sector**  
**Consultancy**

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## Prepared On Behalf Of



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## APPENDIX 1 – CONSULTEES

**Table 1**

DEL and HEIs – Summary of Consultation

Stakeholders	Status
QUB	<ul style="list-style-type: none"> <li>Meeting held with               <ul style="list-style-type: none"> <li>Director of Academic and Student Affairs – Wilma Fee</li> <li>Head of Student Affairs - Helen McNeely</li> <li>Stephanie Harmar-Smith - WP Coordinator</li> </ul> </li> <li>Meeting held with WP Policy Implementation Group including:               <ul style="list-style-type: none"> <li>Professor Tony Gallagher – Pro-Vice Chancellor for Academic Planning, Staffing and External Relations and Chair of WPPIG.</li> <li>Kara Bailie – Head of Welfare</li> <li>Helen McNeely - Head of Student Affairs</li> <li>Stephanie Harmar-Smith - WP Coordinator</li> <li>Myrtle Hill – Access Coordinator</li> <li>Maria Lee - Head of Educational and Skills Development</li> <li>Eileen Martin – Queen's in the Community and Science Shop</li> <li>Linda Maguire – Head of Disability Services</li> <li>Paula Moran – Learning Development Service</li> <li>Dr Donna Rogers – Schools Liaison and Recruitment</li> <li>Gemma O'Donnell - School of EECS representative</li> </ul> </li> <li>Meeting held with               <ul style="list-style-type: none"> <li>Widening Participation Unit staff including: 2 x Outreach Officers (EJ Havlin, Patricia Hampson) and Paul McCrory (Informal Science Educator)</li> </ul> </li> </ul>
UU	<ul style="list-style-type: none"> <li>Meetings held with               <ul style="list-style-type: none"> <li>Professor Denise McAlister, Pro Vice Chancellor</li> <li>Ms Sylvia Alexander, Director of Access &amp; Distributed Learning</li> <li>Dr Damian O'Kane - Head of Access and Educational Partnerships</li> </ul> </li> </ul>
St Mary's University College	<ul style="list-style-type: none"> <li>Meeting held with               <ul style="list-style-type: none"> <li>Joan McCombe - Widening Access Co-ordinator</li> <li>Micheal Martin, Senior Tutor Student Affairs</li> </ul> </li> </ul>
Stranmillis University College	<ul style="list-style-type: none"> <li>Meeting held with: Dr Brian Cummins Widening Access Co-ordinator</li> </ul>
Schools	<ul style="list-style-type: none"> <li>Focus group / teachers from 3 schools – Step Up Magee</li> <li>Focus group / teachers from 9 schools – Step Up Belfast</li> <li>Telephone survey x 6 schools – Step Up (Magee and Belfast)</li> <li>Telephone survey x 10 schools – Discovering Queen's</li> </ul>
Students	<ul style="list-style-type: none"> <li>Focus group / QUB / 6 participants</li> <li>Focus group / St Marys / 10 participants</li> </ul>

**Table 2**  
**Stakeholders – Summary of Consultation**

Name	Role	Organisation
Patricia Carey	Head of Policy on Poverty, Social Inclusion and Disability	Equality Directorate, OFMDFM
Shane Brogan	Outgoing President of Students' Union (previous Equality & Diversity Officer )	Queen's Student Union
Gail Ferguson	Director	NUS – USI
Patricia Lewsley	NI Commissioner for C&YP	NICCY
Hessie McMullen	Director	Skills NI - National Bureau for Students with Disabilities
Laura McCartney	Employment and Training Support Manager	Disability Action

**Table 3**  
**Benchmarking – Summary of Consultation**

Comparator	Contact
HEFCE	Sarah Howls
Scottish Funding Council	Jon Gray
Rol	Mary-Liz Trant

## APPENDIX 2 – SUMMARY OF HEI ACCESS AGREEMENTS

**Table 4**

**Summary of HEI Access Agreements – QUB and UU**

	QUB	UU
Bursary Support	<p><b>Access Agreement 2006</b> £1,000 (incl. £300 min bursary) maximum up to £17,500 residual income £500 up to £22,500 residual income £100 up to £32,500 residual income (voucher for use of sports facilities or purchase reading materials) *Residual income based on 2006/07 levels</p> <p><b>Access Agreement Monitoring Report 2008-09</b> £1,155 maximum up to £18,360 residual income £635 up to £23,360 residual income £105 up to £33,360 residual income (voucher for use of sports facilities or purchase reading materials) *Residual income based on 2008/09 levels</p>	<p><b>Access Agreement 2006/7 – 2008/9</b> £1,000 maximum up to £17,500 residual income, sliding scale to £300 minimum up to £37,425 residual income</p> <p><b>Access Agreement 2009/10 – 2011/12</b> Bursary values for 2009/10 £1,070 up to £18,820 residual income £640 up to £21,525 residual income £320 up to £40,238 residual income *bursary values for 2009/10</p>
Bursary beneficiaries	<p><b>Access Agreement 2006</b> Estimate 53% of university students (36% receive between £600 and £1,100)</p> <p><b>Access Agreement Monitoring Report 2008-09</b> Bursary expenditure of £3.2m on 3,876 bursaries: -2,498 x cash bursary up to £1,155 -539 x cash bursary up to £635 -839 x Sports and Books £105 bursary</p>	<p><b>2008/09<sup>Note A</sup></b> 51% (34% received &gt;£1,000) Available to all EU undergraduates</p>
Other Financial Support	<p>DEL provides resources for the Student Support Fund which the university administers assessing applications against DEL criteria.</p>	<p><b>Access Agreement 2006/7 – 2008/9</b> Scholarships (financial support in kind or cash) for achievement in an outreach</p>

**Table 4**  
**Summary of HEI Access Agreements – QUB and UU**

	QUB	UU
	2004-05 fund value £0.985m of which £40k from QUB	<p>programme – up to £1,500 and in addition to any bursary</p> <p><b>Access Agreement 2009/10 – 2011/12</b>  <i>Care Leavers Bursaries</i> – Bursary of £500 per annum, access to year-round accommodation and assistance with the HE application process.  <i>Ulster Excellence Scholarships</i> - financial support, in kind or cash, to meet a specific and identifiable need or to acknowledge excellence/achievement in academic, sporting or outreach endeavours. Targeted at STEM (science, technology, engineering and mathematics) and economically relevant skills shortage subject areas. Normally limited in value to between £500 and £2,000 per annum</p>
WP Coordination	Directorate of Academic and Student Affairs and WP Unit in Student Plus	<p><b>Access Agreement 2006/7 – 2008/9</b>  Access &amp; Distributed Learning &amp; Widening Access &amp; Participation Sub-Committee (WAPSC)</p> <p><b>Access Agreement 2009/10 – 2011/12</b>  New infrastructure to include Access Co-ordinator, Access Development Officers (x2), Administrator</p>
Outreach Activities	Core WP Activities: - Discovering Queens – including extension of DQ schools across NI and inclusion of programmes targeted at Y13 pupils (embedded in DQ since 2000)	<p><b>Access Agreement 2006/7 – 2008/9</b>  Targeted at:</p> <ul style="list-style-type: none"> <li>-Students from low income backgrounds and from lowest socioeconomic groups,</li> <li>-Mature adults and those other groups that are under-represented,</li> <li>-Groups identified as being in the high risk non-completion categories,</li> <li>-Students from sectors where there is a low participation in higher education.</li> </ul> <p>Activities include:</p>



**Table 4**  
**Summary of HEI Access Agreements – QUB and UU**

	QUB	UU
		<ul style="list-style-type: none"> <li>-Education partnerships with primary and post-primary schools</li> <li>-Work with disabled agencies</li> <li>-Schools visits, open days, faculty information days</li> <li>-University for a Day programme in primary schools</li> <li>-Sports Outreach Programme</li> </ul> <p><b>Access Agreement 2009/10 – 2011/12</b></p> <p>Sparkling the Imagination – targeted at primary schools in deprived areas</p> <p>Tutoring in schools –targeted at primary and secondary schools with high proportions of pupils from disadvantaged backgrounds and/or located in socio-economically deprived areas</p> <p>SIESTA – targeted at those traditionally excluded from HE by disability or personal situation</p> <p>Formula Student Programme – targeted at all girl schools with low progression rates in HE Engineering subjects</p> <p>Continue Frank Buttle Trust Quality Mark – targeted at prospective students from a background of care</p> <p>Sports Outreach activities – targeted at a wide range of primary and secondary schools with high proportions of pupils from disadvantaged backgrounds and/or located in socio-economically deprived areas</p> <p>Work with underrepresented groups (representative organisations) e.g. Chinese community, Disability Action, underrepresentation of females in traditional “male” disciplines and of males from lower socio-economic communities in Protestant areas</p>
Further WP activities	Further WP and Outreach Activities:	‘Step-Up’ mentoring programme

**Table 4**  
**Summary of HEI Access Agreements – QUB and UU**

	QUB					UU				
	Support and Outreach Activities -Queen's in the Community including Science Shop Culture and Arts Outreach at Queen's -Disability Services Unit -Student Guidance Centre – Counselling Service, Student Welfare -Facilities for students with disabilities -Research into factors limiting student progression and attainment -Learning Development Service -Work with FE Sector – extension of Foundation Degrees and range of Access Courses for Mature Students Targeted Transition Support					Subject-related summer schools Pre-entry support programme Tutoring in Schools				
Foundation Degrees	Extended number					15% expansion				
Yr 5 fees proportion to WP	26.5%					Annual Fees – Proportion to WP: Maximum of 33.3%				
Targets	Year	Actual	06/07	08/09	10/11	Year	Actuals		Milestones	
							07/08	08/09	09/10	10/11
	SEC 4-7 applications	37%-2002/4	36-38%			SEC (% from 4 lower groups)	46.6	46.6	46.8	47.0
	SEC 4-7 enrolments	36%-2002	35-37%			SEC and religion (% from 4 lower groups who are Protestants)	15.9	16.0	16.2	16.4
	SEC 5-7 enrolments	23%-2002/4	23-24%		23-24.5%	Ethnicity(% non-white)	1.0	1.0	1.1	1.2
	Disabled Students	1.6%-2002	2.3-2.5%	2.4-2.6%	2.5-2.6%	Disability (based on self reported)	10.4	10.6	10.8	11.0
Actuals						Note: targets based on NI domiciled new entrants to FT undergraduate courses				
	Year	04	05	06	07	Access Agreement 2006/7 – 2008/9				
	SEC 4-7 applications	36.8%	36.3%	37.2%	36.3%	Original targets set - to be achieved by 2009/10				
	SEC 4-7 enrolments	34.4%	34.4%	35.2%	34.4%	-Increase participation by lower SEC to 42%				
	SEC 5-7 enrolments	23.3%	23.0%	23.5%	23.0%	-Increase disabled participation to 11%				
	Disabled Students (%DSA from HESA PI)	2.2%	3.0%	3.2%	3.1%	-Increase participation by BME to 2%				

**Table 4**

**Summary of HEI Access Agreements – QUB and UU**

	QUB	UU
HESA 07/08	SEC 4-7 = 34.4% DSA = 3.1%	SEC 4-7 = 46.5% DSA = 4.0%
<p>Note A – UU WPSA 2008/09 Table 10</p> <p>Source: Adapted from Regional Widening Participation Strategy (NI), Review Report (Paul Cavanagh, Regional Coordinator, June 2009), QUB Access Agreement Monitoring Report 2008-09, UU Revised Access Agreement 2009, Updated information from QUB &amp; UU</p>		

**Table 5**

**Summary of HEI Access Agreements – St Mary's and Stranmillis**

	St Mary's				Stranmillis				
Bursary Support	£1,200 to recipients of full maintenance grant £500 to recipients of partial maintenance grant				£1,025 up to £17,910 residual income £515 to £22,910				
Bursary beneficiaries	70% (40-45% receive £1,200)				Unclear				
Other Financial Support	-				Free Halls of residence place for students who receive the full Stranmillis College Bursary and meet the Eligibility Criteria)				
WP Coordination	WP Coordinator				Widening Access Coordinator				
Outreach Activities	Trained students working as mentors in local schools Shadowing by Y10 and Y12 pupils Interview skills sessions for Yr10-Yr14 pupils Taster day experience, post 16 pupils Higher education information seminars Information seminars for Careers teachers and advisers Open Days Liberal Arts Interactive Seminar School visits (by recent graduates) On-campus taster days for students with disabilities On-campus taster days for mature students				School presentations (HE awareness), particularly to 'outreach schools' School visits Open days Taster experiences Easter GCSE Revision Schools Primary School Literacy and STEM Fun Days Community Support (e.g. Homework Clubs, use of College Facilities) Summer school (residential)				
Further WP activities	Revision workshops for GCSE and A Level students Summer school (N&W Belfast) – University orientation School principals invited to attend College Awards ceremonies				Target non-selective post-primary schools / addressing whole of student life cycle Males into teaching: Role modelling project aimed at working class protestant young men Including - study skills, key skills, confidence and self-esteem, Personal Development Plans Dedicated Website for Males into Teaching <a href="http://www.maleteachers.co.uk">www.maleteachers.co.uk</a>				
Foundation Degrees	Not applicable				Not applicable				
Yr 5 fees proportion to WP	43.4%				27.3%				
Targets		Actual 2001/02-2003/04	Target 2008/09	Target 2010/11		2002/03	2003/04	2004/05	Target for 2006-2011
	SEC 4-7 participation	44%	45%	49%	SEC 4-7 participation	40.1%	31.2%	34.5%	Achieve average of 38%

**Table 5**
**Summary of HEI Access Agreements – St Mary's and Stranmillis**

	St Mary's				Stranmillis				
	SEC 5-7 participation	26%	27%	28%	Low participation neighbourhoods	7.7%	14.0%	11.8%	Meet and sustain average of 16.5%
	DSA participation	0.3%	0.7%	1%	SEC 5-7 participation	25.1%			Increase by 10%
	N&W Belfast participation	13%	15%	17%	DSA participation	4%			Increase by 10%
					BME recruitment	0.2%			Enhance recruitment
HESA 07/08	SEC 4-7 = 46.9% DSA = 2.6%				SEC 4-7 = 34.9% DSA = 1.9%				
Source: Adapted from Regional Widening Participation Strategy (NI), Review Report (Paul Cavanagh, Regional Coordinator, June 2009), St Mary's Access Agreement, Stranmillis Access Agreement, Updated information from St Mary's UC, Stranmillis UC									

In Table 6, we present for 2007-08, individual institutions':

- estimated and actual proportions of additional fee income spent on **bursaries and scholarships for lower income students** – plus the actual amount spent;
- amount of additional fee income spent on **additional outreach work**;
- overall expenditure under the Access Agreement;
- unspent funds reallocated and spent on **other widening participation measures** in 2007-08 or carried forward.

Key findings include:

- Institutions in NI spent over £5.4m on bursaries and scholarships for low income or other under-represented groups;
- 86% (of £5.4m) was spent on the students from the lowest income group i.e. those with a household income of less than £17,910;
- Institutions spent just over £1m on additional outreach – an increase of just over £250k compared to 2006-07;
- In total, institutions spent almost 24% of their additional fee income on additional access measures;
- Over 6,500 students from lower income or other under-represented groups have received a bursary or scholarship. Just over two-thirds of these students were from the lowest income group.

**Table 6**  
**Expenditure Under Access Agreements 2007-08**

Institution	Bursaries and Scholarships			Additional Outreach		Overall Expenditure			Reallocated and Carried Forward
	Est'd %	Actual %	Actual £k	Est'd £k	Actual £k	Est'd %	Actual %	Actual £k	
Belfast Metropolitan	19.5	15.2	145	15	0	20.9	15.2	145	0
QUB	20.8	19.3	2,211	744	662	27.5	25.0	2,873	176 <sup>1</sup>
St Mary's UC	28.9	30.3	271	71	66	46.1	37.6	337	0
Stranmillis UC	15.5	12.3	113	179	179	35.0	31.6	292	0
UU	30.0	21.0	2,681	382	113	33.3	21.9	2,793	1,397 <sup>2</sup>
<b>Total</b>	<b>25.4</b>	<b>20.1</b>	<b>5,422</b>	<b>1,391</b>	<b>1,018</b>	<b>30.8</b>	<b>23.9</b>	<b>6,440</b>	<b>1,573</b>

Notes:

1. Expenditure on bursaries and scholarships is only the amount spent on lower income students or other under-represented groups. Lower income is defined as any student with an assessed household income of up to £48,330. This is the Government threshold for state support plus £10,000.
2. Expenditure on additional outreach is not the total amount spent by institutions on outreach or widening participation. It is the additional amount that institutions have spent following the introduction of variable fees. Where an institution has a zero entry, this does not mean they spend nothing on outreach – it means they are either not using additional fee income to invest further in outreach (i.e. on top of what they are already spending), or have chosen not to include such investment in their access agreement.
3. Expenditure is based on all actual expenditure to 31 July 2008.
4. The Student Loans Company provided data for all expenditure paid from the Higher Education Bursaries and Scholarship Scheme (HEBSS) to lower income students in respect of 2007-08 up to 23 August 2008.

Source: Access Agreement Monitoring: Outcomes for 2007-08 – NI

<sup>1</sup> Retrospective bursary payments are available. The total expenditure will be £176 thousand if all are claimed

<sup>2</sup> Underspend is carried forward for various outreach projects lasting between one and three years

## APPENDIX 3 – RESEARCH INTO WIDENING PARTICIPATION

### 1.1 Introduction

In this section we present summaries of research studies of relevance to widening participation in HE:

- HE in NI: A Report on Factors Associated with Participation and Migration (Osborne, B.; Smith, A. & Hayes, A., UU, May 2006);
- Staying the Course: An Econometric Analysis of the Characteristics Most Associated With Student Attrition beyond The First Year of HE - Main Report (Mark Bailey and Vani K Borooah, UU; May 2006);
- Review of Widening Participation Research: Addressing the Barriers to Participation in Higher Education - A Report to HEFCE by the University of York, HEA and Institute for Access Studies (July 2006)
- Widening Participation: A Review (HEFCE, November 2006)
- Embedding Widening Participation and Promoting Student Diversity (HEA, July 2007)
- After School: Attitudes & perceptions of NI school leavers towards higher & further education, training and employment (DEL, June 2008)
- Widening Participation in Higher Education (Economic and Social Research Council, 2008)
- Widening Participation: A Synthesis of Research (Dr Robert Jones, HEA; 2008)
- Demand for Higher Education (HEPI, December 2008)
- Widening Participation in Higher Education (House of Commons, Public Accounts Committee, February 2009)
- Trends in young participation in Higher Education: Core Results for England (HEFCE, January 2010).

### 1.2 HE in NI: A Report on Factors Associated with Participation and Migration (2006)

This 2006 report presents two studies: the first examined the attitudes and perceptions of Year 12 pupils towards progressing towards further and higher education – it represents the view **at that time**. Key findings included:

- **Gender differences between the sexes:** the study highlighted substantial differences between girls and boys in their attitudes to continuing in education and also in their intention to seek entry to further or higher education especially in secondary schools. Girls are significantly more likely to want and to plan to go on to further and higher education.

These gender differences are reflected across the religion divide as reflected in the contrasting attitudes in controlled and maintained schools. In general, girls in both the maintained and controlled sector were more focused on further and higher education than

boys in either sector. However, girls in maintained schools were more likely to have the aim of going to university than girls in controlled schools. Similarly, boys in maintained schools regarded progressing to higher education as a goal to a greater extent than boys in controlled schools. This difference in aspiration is considered to be in part, explained by two structural components: Catholic maintained secondary schools do better for educational outcomes for students from the most disadvantaged backgrounds than controlled secondary schools; and the apparent higher provision of post 16 provision in maintained schools than controlled schools. Having significant post 16 provision may well lead to raising expectations of progressing into further and especially higher education.

- **Fear of debt:** the study reported that all pupils highlighted their wariness of how much debt that participation in HE would entail. Little was known about the funding arrangements especially those coming in from 2006. Many boys from controlled schools just could not see any advantage in investing in education if it meant getting into substantial debt. Getting a trade and 'big' money in a couple of years after getting a trade, especially in the construction industry, seemed to be, for them, a far more rational choice. To some extent these views were also expressed by boys in maintained schools but at noticeably lower levels than for boys in controlled schools.
- **Differences in employment opportunities at aged 16.** All respondents agreed that the job opportunities for girls were fewer at 16 and that this in part underpinned the girls' desire to stay on in education. Many also commented that girls were 'just more serious at studying' at school. A small number of boys in controlled schools claimed they were labelled as 'thick' by teachers who told them they had no chance of progressing to further or higher education.
- **Educational maintenance allowance** – this was well known about and generally welcomed. However, it was felt to be too small to make a difference in the decision to stay on after 16. Many saw the money as helping to offset travel costs or to help out their families while others claimed to earn more than was available from the allowance over one or two nights of their part-time jobs.
- **Low levels of awareness of current widening access activities.** There was little evidence of the universities' widening access activities, funded by DEL, having any impact on the perceptions or aspirations towards higher education in the focus groups which made up this study. The scale of these focus groups are such that they included relatively small numbers of pupils from the relevant backgrounds. It was also noted that widening access schemes which work with post 16 provision in schools would experience difficulties in engaging proportionately with controlled and maintained schools because of the apparent lower levels of post 16 provision in the controlled sector.
- **Geographic immobility.** Geographical mobility emerged as a major issue in two senses in this research. The first related to the narrow, confined areas from which disadvantaged pupils would be prepared to travel. Leaving the immediate area of home and school was regarded as very problematic thereby compounding the inaccessibility of educational resources. The second arose from the general difficulties of operating in a divided and sectarian society and therefore wariness of travelling to facilities near at hand and preferring instead to travel to another FEC some 20 miles away.

The second study reported in this paper deliberately focused on the grammar sector with only a small number of secondary and integrated schools. Specific issues concerning higher education were discussed, a number of particular issues are of interest.



- **Finance:** For a significant number of potential students from the grammar sector, the question of how changes in student finance would impact on them was of major importance. Students from this sector, compared with those from the secondary sector, indicated that while they were confused about what the new system was going to be, and recognised that it would probably lead to much higher levels of debt they, by and large, continued to see participation in higher education as an investment with a guaranteed financial return.

Where the perception of greater personal debt arising from the new arrangements was starting to potentially have an impact was on the decision of whether to stay in NI or to leave to study elsewhere. A minority of students did not see the finance issue of particular relevance to this decision but quite a significant proportion did so. Some of the **determined leavers** may not have seen cost as an issue others, perhaps drawn from the slightly less well-off groups compared to those from the highest income brackets, may well seek to stay as, in effect, **reluctant stayers**. The likely increase in demand for places in NI, unless the number of places is increased, would increase the asking grades sought by the universities.

In these circumstances, it is possible that the intake into the two NI institutions (and other higher education providers) could become more middle class and the proportion of better-off Protestants could increase. Several groups could become losers in this scenario: Catholics from working class backgrounds and working class Protestants, especially males.

It is already the case that those with the lowest qualifications tend to be from the lowest socio-economic groups and it these groups who could be forced to leave NI to study usually at the post-1992 universities. Ironically, therefore, not only is it the least well-off who could become the direct major financial casualties of the policy of shifting the costs of higher education onto individual students and their families but they could also lose out additionally as a result of the changes in migration flows.

- Other issues of importance included **early information on the significance of AS and A level choices for future higher education courses of study, the importance of Open Days for choices concerning especially local institutions and the major need for information on student funding systems – especially the new system coming into effect in 2006**. It was also notable that for some **entry to higher education** was seen as part of the process of growing up, leaving home and **becoming more independent**.

### 1.3 Staying the Course: An Econometric Analysis of the Characteristics Most Associated With Student Attrition beyond The First Year of HE - Main Report (Mark Bailey and Vani K Borooah, UU; May 2006)

This report demonstrates that non-completion of courses by students has implications for themselves, the institutions that they attend, and for the economy and society in general. Through the analysis of non-completion of first year HE courses at the University of Ulster, this paper reports the results of an econometric modelling exercise that shows that non-completion is associated with factors including gender, religion, socio-economic class, and the nature of the course undertaken.

An important reason for being concerned about low rates of retention in HE is the concomitant wastage of resources from the perspective of both funding bodies and HEIs. However, another reason for concern with low retention rates is the implication that they carry for future cohorts of students.

The central issue analysed in this paper was how the probability of a first year student proceeding to the second year of their studies was influenced by their personal characteristics and circumstances ('probability of survival').

The results are presented in terms of the *marginal* probability of survival or the *change* in the probability of survival consequent upon a change in a specific determining variable (i.e. between female and male students or between middle-class and working-class students) when the values of the other variables are left unchanged.

The key findings are as follows:

- **Gender:** the probability of women surviving the first year was 3.7 percentage points higher than that for men.
- **Socio-economic class:** compared to those students coming from an unskilled or semi-skilled social background, the probability of surviving the first year was 4.1 points higher for students from a professional social class; however, there was no significant difference between the survival rates of students from unskilled and skilled backgrounds.
- **Religion:** compared to students from "other" religions, Catholic students were less likely to survive their first year by 4.0 points; however, there was no significant difference between the survival rates of students from "other" religions and Protestant students.
- **Usual domicile:** Compared to students whose domicile was outside Northern Ireland (the residual domicile category), students from Northern Ireland were less likely to survive their first year by 8.4 points.
- **Offer basis:** the probability of survival was not significantly affected by the quality of the student's school leaving grades or by the fact that he/she had been made a "non-traditional" offer based on other than 'A' levels.
- **Course type:** Compared to the probability of surviving the first year of an Accounting course<sup>3</sup>, the probability of surviving:
  - an Art and Design course type was 10.8 points lower;
  - a Business and Management course type was 11.5 points lower;
  - an Engineering course type was 26.2 points lower;
  - a Humanities course type was 16.7 points lower;
  - a Computing and Information Technology course type was 22.4 points lower;
  - a Science course type (excluding Nursing and (non- Nursing) Health related) was 14.0 points lower;

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<sup>3</sup> The paper does not explain why Accounting was chosen as the comparator

- a Social Science course type (excluding Nursing, Social Work and (non-Nursing) Health-related) was 18.4 points lower;
- Nursing courses was not significantly different from the survival rate for Accounting courses;
- Social Work courses was not significantly different from the survival rate for Accounting courses; and
- (non-Nursing) Health-related courses was not significantly different from the survival rate for Accounting courses.

From these results, the report identified the NI domiciled “student type” studying at the University of Ulster with the highest and lowest survival rates:

- **Female**, Protestant students, from a professional background, taking Social Work and (non-nursing) health-related courses had a survival rate of 96.1 percent; while
- **Male**, Catholic students, from an unskilled/semiskilled background, studying Engineering had a survival rate of 65.2 percent.

## 1.4 Review of Widening Participation Research: Addressing the Barriers to Participation in Higher Education - A Report to HEFCE by the University of York, HEA and Institute for Access Studies (July 2006)

This report explores the inequalities in participation in post-compulsory education and training by socio-economic status, gender and ethnicity, among other characteristics. These surface inequalities are largely reproduced in HE according to the report, although there is no clear dataset available to substantiate this. To establish that a particular social group is under-represented in HE it is necessary to define the group unambiguously, know the prevalence of that social group in the relevant population, and in HE, and be able to combine these and other elements – such as changes over time – appropriately. Limitations in the available datasets encourage analysts to focus on new, young and full-time students and to ignore non-participants completely.

The metaphor of ‘barriers’ to participation is suggested as an attractive one that suggests an explanation for differences in patterns of participation between socio-economic groups and contains its own solution – removal of the barriers. Research suggests that there are three types of barriers:

- **Situational** – such as direct and indirect costs, loss or lack of time, and distance from a learning opportunity, created by an individual’s personal circumstances.
- **Institutional barriers** – such as admissions procedures, timing and scale of provision, and general lack of institutional flexibility, created by the structure of available opportunities.

- **Dispositional barriers**, in the form of an individual's motivation and attitudes to learning, which may be caused by a lack of suitable learning opportunities (e.g. for leisure or informally), or poor previous educational experiences.

Following the findings of a large body of research since the 1950s, the report outlines that the determinants of participation, and non-participation, are long-term. There is a clear pattern of typical learning 'trajectories' which are both shaped by, and constrain, learning experiences. Thus, the key social determinants predicating lifelong participation in learning involve time, place, gender, family, and initial schooling. Such findings emphasise the importance of reviewing evidence on participation through the 'life course' of each individual, and compromises the analytic utility of the 'barriers' metaphor.

The review uncovers a number of important gaps in the evidence needed for policy and practice. Corroborating previous commentaries on the quality of research relevant to education, the review identifies a lack of clear knowledge about patterns of participation in HE, their causes, and how to improve them. The review also highlights concerns about the nature and use of large-scale datasets to assess the scale of the widening participation challenge.

Financial barriers to access have received increased attention with the introduction of variable fees. However, the report claims that there is a danger that the widening participation debate is being hijacked by fees and finance issues at the expense of more far reaching institutional change. Much of the research takes the structure of the current HE system for granted, and focuses on minor changes to improve the opportunities and experiences of students from under-represented groups.

The review demonstrates that patterns of participation in HE are highly influenced by family background and early experiences. Disrupting these learning trajectories is, at least to some extent, a broader role than the HE sector is able to undertake. The majority of applicants with two or more A-levels in England progress to HE. This leaves three alternative courses of action to widen participation for most people:

- The first is to increase the number of school pupils achieving two or more A-levels.
- The second is to find and sustain alternative access routes into higher education. At present a much lower proportion of students with suitable vocational qualifications continues to HE. There is some evidence available to suggest that once in HE these students can achieve as much as peers coming through A-level routes.
- The third would be a form of open access. In common with other national systems, an alternative model of allocating HE places to all qualified students could be adopted to help ameliorate patterns of participation— especially those between HEIs. A threshold level, similar to a high school leaving certificate, could be required to gain entry to higher education. This could be two A-levels or equivalent, and places to specific institutions could be allocated by geography, disciplinary specialisation or randomly.

The review raises a key question about the nature and purpose of HE, noting that widening participation has, and will, change the HE sector, including the experience of the students. This calls into question the purported advantages of HE for the individual, society and the economy which are necessarily predicated in past experiences. Reflecting this, the review

highlights current tensions in literature between a perceived economic imperative and an inclusive definition of a learning society.

## 1.5 Widening Participation: A Review (HEFCE, November 2006)

This report has its origins in concerns that progress in WP to HE may have stalled. These concerns followed publication of the provisional HE initial participation rate (HEIPR) for 2004/05 in April 2006, and the HE performance indicators for 2004/05 in July. Its purpose is to survey the field of WP, to provide a work-in-progress report to help inform the discussion about what more needs to be done.

Because this report was primarily intended for information, it did not give extensive recommendations. It was a check on work-in-progress and provided an opportunity to consider how WP could be strengthened. Each of the main themes of the report and how they might be developed can be summarised as follows:

- ***Sustaining the investment in WP, particularly in funding devoted to widening access:***
  - WP is a long-term commitment because the under-representation it addresses is deeply rooted in more general socio-economic disadvantage. The level of funding is important but the way a commitment is sustained over the long term is probably more important still.
- ***Support for 'Aimhigher' programme beyond 2008***
  - The report highlights that decisions on funding beyond 2008 depended on the outcomes of the Comprehensive Spending Review. It notes the importance of stability and certainty for a partnership of the size and complexity of Aimhigher and its value to institutions.
- ***The commitment of institutions to WP, and the embedding of WP in the culture, mission and management of institutions is a high priority objective. Ways to develop and nurture the commitment that has begun to take root need to be found:***
  - This report underlines the progress made over the past five years or so in winning the consent and then the support of HEIs to WP. Cultural change and the organisational, management, and leadership changes that go with it are critical.
- ***An objective is to develop WP practice for Aimhigher and HEIs as a move away from discrete interventions to sustained, planned, predictable and integrated contributions to work with the wider learning community:***
  - There was evidence that this was already under way. HEFCE and the DfES might consider how the work undertaken with institutions could encourage this further.
- ***Acknowledge the weakness in the evidence base for the impact of WP and take steps to rectify it:***
  - Research projects can be used to explore some aspects of this and the relationship between discrete interventions at the level of institutions and Aimhigher partnerships and outcomes at the level of the sector and society as a whole. Support could be offered to engage partnerships and institutions in a more

- Structured evaluation of the immediate impact of the main forms of WP activity undertaken. Advice on targeting and associated issues could be part of this project which would aim to improve practice as well as better understand its impact.
- ***Work with the NAO in its forthcoming study on retention, and follow through by working with the sector to identify good practice for which the sector itself takes responsibility:***
  - Conversations with the NAO indicated an interest in the idea that the best way to develop good practice was to involve the sector in identifying it and bringing it to the attention of others.
- ***Continue support for initiatives to broaden WP opportunities, particularly for vocational learners through LLNs, HE-FE partnerships and involvement of HE in the developing 14-19 curriculum:***
  - Recent work-in-progress could be strengthened in the next year or so, particularly in engaging the HE sector with the 14-19 curriculum.

## 1.6 Embedding Widening Participation and Promoting Student Diversity (HEA, July 2007)

This report provides the findings from a Higher Education Academy commissioned research project into the drivers, benefits and costs of embedding WP and student diversity that might be used as elements of a business case approach. The funding councils and the Academy, had been working with HEIs to establish WP as a key theme in strategic and corporate policies and to embed WP and student diversity in organisational practices. This focus on embedding WP and student diversity was, however, taking place in the context of fewer external funding policy levers to stimulate and promote change.

The study encompassed both an exploration and analysis of the existant literature and new research evidence in order to provide examples of how WP and diversity policy and practice was constructed, understood and implemented by different internal HEI stakeholders.

The concept of a business case for diversity is built on recognising a distinction between an externally driven 'equal opportunities paradigm' and a 'diversity paradigm' that recognises business benefits as well as moral and ethical arguments. However much of the literature is concerned with diversity among staff within an organisation rather than customers, thus there was no opportunity for a simple transfer of practice from other sectors to HE. Many HEIs do use the language of 'diversity' in their employee policies, some linking this to a business case for change.

However, the focus of this research – the business benefits to be derived from learner (customer) diversity – is not well developed either in discourse or practice.

A number of potential benefits to HEIs of widening participation and increasing the diversity of the student body were identified from the literature review and are summarised in Table 7:



**Table 7**

**Summary of drivers for and benefit of WP and student diversity drawn from literature review**

Driver	Potential benefits
Increasing student numbers	Financial viability of individual courses or whole institution
Tapping the pool of talent	Attracting a larger pool of highly qualified/talented applicants – enhancement to reputation and maintenance of high academic standards
Improving teaching and learning	Improved learning outcomes for all students Improved social experience for all students
Providing access to funding streams	Additional support for institutional strategic aims or to ensure financial viability
Generating new roles and markets	Reduced reliance on Funding Council grants
Complying with anti-discrimination and equality legislation	Avoidance of litigation
Corporate social responsibility	Demonstrated commitment to institutional mission and value statements
Source: Embedding Widening Participation and Promoting Student Diversity (HEA, July 2007)	

However, it was clear that these were not experienced as equally important by HEIs. Drawing on some of the WP literature and considering this alongside literature on diversity, three different WP paradigms emerged:

- **Academic:** which represents a model of assimilation – finding the ‘brightest and best’, and supporting potential entrants to acquire the characteristics (especially academic preparedness and entry qualifications) of the existing student body.
- **Differential provision:** which is broadly based on putting on alternative types or modes of provision for under-represented groups, sometimes in different locations. This may increase the overall diversity of the student body, but some parts of the institution will remain unaffected.
- **Transformative:** in which mainstream provision and services is examined and changed where necessary in order to support the success of a diverse range of students. Diversity and difference are viewed positively as assets.

The three paradigms are loosely linked to market position, but an HEI may encompass more than one. The dominant paradigm, along with market position and other contextual factors, significantly affect the importance attached to different drivers for and benefits of WP and student diversity. This is important in attempting to articulate a business case, as a business case can be made from within each paradigm, though the results are likely to differ.

The primary research underlined the importance of contextual factors such as location, mission, history, market position and institutional self-identity in how WP and diversity were approached at organisational level. As in most areas of social and educational practice, ‘recipe knowledge’ cannot be assumed and practice cannot simply be transferred from one context to another uncritically.

There is no agreed definition of WP and this was apparent from the primary research. The definitions of WP held by research participants differed in two ways:

- between a focus on pre-admissions and admissions and a focus on the whole of the student lifecycle

- between a definition that rested on specific targeted groups and one that did not target but sought to be inclusive more generally.

WP can be understood simultaneously as an outcome, a process, or a type of student. There was also variation in how the term 'diversity' was understood, and it was often linked to issues of ethnicity.

Institutional structures were found to have a bearing on the ability to embed WP and to embrace student diversity. The way in which WP was managed had the potential to cause structural barriers to embedding. The extent to which WP and diversity was championed at the most senior level had an impact on how they were perceived and valued within the institution, and therefore how embedded they were in the minds of the staff. However 'embedding' was found to be a problematic term as definitions of embedding varied in the extent to which WP and student diversity were seen to be relevant to all or just some parts of the institution's operations. For example, some research participants appeared to view embedding of WP only in terms of the recruitment and admissions processes.

As anticipated, the rationales put forward for engaging with WP and student diversity differed between institutions, as did the benefits that were thought to result. However some broad categories emerged and can be summarised as per Table 8. This builds on the drivers and benefits derived from the literature review.

**Table 8**

**Summary of drivers for and benefit of WP and student diversity drawn from primary research**

Driver	Potential benefits
Social justice – 'doing the right thing'	Providing equal opportunities Better 'social mix'; breaks down barriers.
Corporate responsibility	Contributing to social and economic development Enhanced reputation with stakeholders Become identified as leader in WP and diversity (enhanced reputation)
Response to government policy and legislation	Meet Office for Fair Access (OFFA) Access Agreement targets Compliance with requirements of antidiscrimination and equality legislation
Belief that a diverse student population enriches learning experience	Enriched social, learning and teaching experience for students and staff Add to knowledge base
Opportunity for recruiting students: recruitment	Sustain/expand student numbers Meet professional body targets for WP and diversity
Opportunity for recruiting students: tapping the pool of talent	Maximise opportunities; maintain high academic standards Survival of departments Alignment with professional bodies
Opportunities for business development	New products and diversification of business; new income streams Diversification of income New student markets New partnerships
Source: Embedding Widening Participation and Promoting Student Diversity (HEA, July 2007)	

Participants across all the case study HEIs recognised the barriers and issues of cost faced in trying to embed WP and diversity throughout an institution. At all case study HEIs, costs expressed as 'risk' emerged strongly as a theme, highlighting incidences in which extending



or embedding WP had had a negative impact on the institution. Participants tended to refer to costs in very broad terms rather than using the language of a cost-benefit analysis, and there was a feeling that costs, along with the funding to support these costs, are not easily identified within an institution.

Cost was identified as a potential barrier in respect to providing appropriate student support in terms of learning and teaching. Further, low retention was experienced by two of the case study HEIs which regarded themselves as 'WP institutions', and the financial impacts were seen as substantial. Costs were also identified in relation to the development of new provision, or modification of existing provision, better to serve a 'WP market'.

Concern about a threat to academic standards emerged as a potential risk associated with embedding WP and student diversity. Concerns were also expressed that engagement in WP activity makes specific demands on resources that could adversely affect other elements of core business such as research, or that there would be an adverse effect on the existing student body.

## 1.7 After School: Attitudes & perceptions of NI school leavers towards higher & further education, training and employment (DEL, June 2008)

This research report assesses school pupils' attitudes and intentions towards further and higher education, training and employment. A particular focus of the research included an examination of the factors which are important to pupils when they make up their minds about applying to Higher Education (HE). The report indicates that student choices are most heavily influenced by their desire to go to the best place for their chosen course, rather than a strong desire to leave Northern Ireland. The report also examines how the availability of financial support influences pupils' decisions about entering HE and also examines the key factors that influence pupils' choices about HE including the role of peers, parents and careers guidance.

This report is concerned with factors associated with the decisions associated with seeking entry to HE. Three surveys are reported on: (a) Year 14 pupils; (b) Students in FE Colleges; and (c) Year 12 pupils.

- a) Sample survey of Year 14 pupils (Upper Sixth form) drawn from pupils in post-primary schools across NI.**
- b) Students in FE colleges undertaking 'A' level or other qualifications at a similar level.**
- c) Year 12 pupils across a sample of schools.**

### Policy Issues

The main policy areas identified in this report are:

- The provision of higher education places in Northern Ireland;
- Migration of Northern Ireland students;

- The arrangements for the financing of students in higher education;
- The existence of the educational maintenance allowance to assist those from less well-off backgrounds stay in full-time education beyond 16; and,
- The widening access policies operating in the Northern Ireland context.

### **The provision of higher education places and the migration of students**

This report notes that the migration of students from NI to take up HE places elsewhere has been a characteristic of HE participation in NI for over 40 years. The evidence in this report is that the contemporary (2008) situation suggests that the “*determined leavers*” are a more significant group than the “*reluctant leavers*”. The expansion of places at undergraduate level (by about one fifth since the year 2000) helped reduce the flow of those who feel forced to leave; however the “reluctant leaver” groups still exists. Students in this group have to leave because their grades are inadequate for their preferred course or the course they want to study is not available in NI. The report, suggest that the evidence points towards the bulk of those who leave NI are those who want to leave (i.e.: “determined leavers”).

The report considers what this means in terms of the case for increasing HE places in NI. It suggests that the case could rest on matching places with student locational preferences but could also be a function of other parts of the policy debate. For example, some discipline/subject areas may be regarded as important regarding social or economic progress; or there may be a wish to increase the flow of particular health occupations into the NHS. In these cases increasing HE places could be discipline specific rather than a general increase in places. A further reason for increasing places could be to progress the widening access agenda – to open up HE to under-represented groups. Addressing this issue requires some consideration in terms of where places are located - both in terms of geography and in terms of FE and HE. Hence, the report suggests that the policy question of whether more HE places should be considered beyond the single issue of meeting student locational preferences.

Finally, the evidence of this survey is that the differential migration of Protestants for HE than Catholics continues and is a long-standing (three decades) trend. In this survey, three-quarters of those with UCAS choices only for institutions in Britain are Protestant. It is the case, however, that the proportion of all entrants who migrate has decreased, with the increase in HE places in NI, from over a third to around a quarter. Hence, while the Protestant:Catholic differential in migration remains, overall levels of migration are at a lower level than a decade or more ago. The evidence considered in this report goes on to suggest that a high proportion of those who now leave, whether Protestant or Catholic, do so because they wish to leave.

The provision of places and the issue of migration also interact with the next issue – that of student finance.

### **Student finance**

The debate over student finance has been a substantial issue since the Conservative government decided to phase out grants in favour of student loans at the end of the 1980s and when the Labour government decided to introduce a fees policy for HE courses after

1997. The advent of devolution to Northern Ireland, Scotland and Wales has allowed policy initiation and variation to be introduced across the devolved regions: there is no longer a UK wide policy on student finance. In NI, the English model of charging up-front fees but with the reintroduction of a means-tested grant was followed. Subsequently, under Direct Rule, the variable fees model was introduced with repayments of the annual fee of c£3000 (£3070 in the academic year 2007/08) charged but repayments deferred until graduate incomes reaches £15k. This new system came into operation in 2006/07.

The report considers the impact of the new system (if any) on participation. It notes that knowledge of the new funding system was patchy. There was some evidence of the fear of debt having a detrimental effect on higher education participation. The timing of the survey work, however, could lead to an underestimate of the possible role of cost and debt to the deterrent impact of the new funding system.

Some students, but only a relatively small proportion in this survey, indicated that they had reconsidered where they would like to study because of financial concerns. This could be an issue that could become more important as a wider understanding of the system develops.

### Widening Access Policies

All of the existing policy issues impinge on the issue of the extent to which access to HE is increasing for those from socio-economic backgrounds: a widening access policy is designed to increase participation in HE from the target groups – not just to hold it steady. The report notes that participation in HE shows a particularly successful profile at the two universities in NI as revealed by official data. This success is considered to be, in part, a function of the differential migration of students from better-off backgrounds as this removes some of the competition for places.

The scale of the widening access activities has, to date, been relatively limited at the two universities when considered in terms of actual numbers progressing from specific schemes into HE although this could increase with the extension of Step-Up to the Greater Belfast area.

It is likely that the macro issues of the **provision of places** and the **perceived benefits of undertaking a HE course in relation to potential accumulated debts and earnings** will play the more dominant role in determining the participation of those from less well-off backgrounds. It is also the case that there is evidence from the results of this research that the proportions of those not considering entering HE are higher in Protestant secondary schools than in Catholic secondary schools and that the widening access agenda may still have to recognize this situation.

The report concludes with two issues for the HEIs in NI:

- **Importance of visits and open days:** when potential students are considering whether to go into HE and where to study having visits to schools and holding open days remains a vital part of the processes of making decisions. Other information sources are significant including parents, teachers, and the internet but it appears that decisions still need the personal dimension.

- **perceived accessibility of the institutions from an equality perspective.** The research recorded few negative perceptions of the HEIs in NI. However, the overwhelming view was that respondents did not know if institutions were welcoming to different sections of the community. While the institutions might point to the fact that students from many equality groups do enrol for their courses, the evidence suggests that there is still room for the universities to demonstrate that they welcome those with disabilities, from different ethnic backgrounds, from all socio-economic circumstances and from both ethno-religious traditions, across all their locations/campuses.

## 1.8 Widening Participation in Higher Education (Economic and Social Research Council, 2008)

In 2005, HEFCE committed £2 million to the Economic and Social Research Council for TLRP research on the UK government's policies to widen access to, and participation in, HE. The call for applications offered a broad set of meanings and purposes for policies on widening participation. Seven projects were commissioned during 2005 to conduct this research. The projects were all based in England.

Taken together, these seven unique projects demonstrated that recent British government policies on widening participation had indeed led to increasing opportunities for learners from diverse families and disadvantaged socio-economic backgrounds. However, these policies had not led to fair or equal access to equal types of HE that may lead to equal benefits in the graduate or professional labour markets.

The key findings of the projects, related to HEFCE's Strategic Plan for 2006/11 and the need of further research, were as follows:

- Gender access to HE was no longer seen an issue for women, but centres more on young men with vocational qualifications. Unaddressed questions remain about the benefits of HE for women in graduate and professional labour markets.
- The findings centre on the backgrounds of students defined in terms of being poor, disadvantaged, or working class, and to a limited extent on ethnicity.
- There was also evidence of a key issue in relation to the age of students.
- Some of the research evidence suggested that intervention to improve participation rates needed to occur well before the traditional point of entry into HE at 18 or 19 years old if the attainment of children from poorer, disadvantaged or working-class backgrounds was to be improved. Key Stage 4 in state schools emerged as an appropriate point.
- A focus was needed on subject mixes and choices, especially with mathematics education and with Vocational Education and Training before university entry. Different types of mathematics and vocational education may lead to almost diametrically opposed types of access to HE.
- Evidence shows that students' identities with respect to mathematics depended upon the quality of the teaching they had received and their prior experiences of learning within compulsory education.

- Post-compulsory educational offerings were diverse. They were structured according to prior socio-cultural contexts and learning experiences and socio-economic contexts and backgrounds.
- Policies and practices developed to promote and provide the opportunity to participate successfully in HE needed to be more sensitive to the diversity of students and to the different structures of institutions and subject offerings.
- Policy interventions should either encourage high-achieving ethnic minority students to apply to research-intensive pre-1992 universities, or alter the differential funding of universities so that universities were not defined solely by their research ratings in an ever more complex system of metrics.
- There was also a question of the range of subjects studied at different types of university. Universities which were regarded as academically prestigious provided more science, technology, engineering and mathematics (STEM) than other institutions, so that applicants to them needed more mathematics education.
- The question of student retention versus drop-out could be seen in a new way if it was appreciated that diverse students acquire some qualifications that provide them with useful skills and knowledge for lifelong learning.
- The existing policy of withdrawing funding for students with equivalent or lower qualifications damaged lifelong learning.
- University teachers should develop pedagogies that engage socially, culturally and educationally diverse students more effectively, in both traditional and new subjects.

## 1.9 Widening Participation: A Synthesis of Research (Dr Robert Jones, HEA; 2008)

While 'widening participation' was set against the practice of increasing participation in FE, by the turn of the millennium, this concept had moved into the context of HE and became more sharply focused on under-representation - specifically, on the rates at which those from lower socio-economic groups, and later with disabilities, were progressing to HE.

This report highlights that, although the origins of widening participation policies clearly lie in liberal ideas of equality of opportunity, it is less clear to see how existing patterns of under-representation in HE are to be resolved. In order to have a better understanding of the level of participation and under-representation of young people in HE in the UK, the research studied England, Scotland, Wales and Northern Ireland more in-depth.

### Overview of Northern Ireland

Since the overall participation rate in HE was already much higher in Northern Ireland at the moment of the research, the 50% target for increased participation in HE in England had less significance and had not been adopted. But, encouraging increased access, supporting lifelong learning and maximising achievement for all who could benefit from HE were seen as key strategic priorities.

Widening access to HE is mainly delivered through projects and institutional premiums, plus the Aimhigher Roadshow. Each of the two universities in Northern Ireland runs an access project focusing on outreach. 'Discovering Queen's' at Queen's University and 'Step-Up to

Science' at the University of Ulster are projects aimed at widening participation in HE. The projects target students from under-represented groups and involve working in partnership with schools with low levels of progression to HE. These projects form a major strand of the Universities' widening participation strategies and sit alongside Access courses for mature students, Foundation Degrees and part-time degree provision. The main aims of the projects are to stimulate demand for HE from underrepresented groups, raise expectations, improve attainment and progression rates and effectively tackle the marginalisation and exclusion of students from disadvantaged backgrounds.

There is project funding aimed at assisting disabled students, including a project to establish a register of support workers for students with specific learning difficulties, e.g. dyslexia support workers, readers, note takers. The HEIs receive a widening access premium to support the retention and success of students from low income families. Unlike the rest of the UK this is not delivered through the post-code premium but on the basis of the number of students who do not have to pay fees as a result of means testing. The disability premium is based on the number of full-time undergraduate students in receipt of Disabled Students Allowance. Universities are required to produce widening participation strategies which detail activities, targets and performance indicators regarding the recruitment, retention and progression of students from underrepresented groups.

Institutions charging fees must have an Access Agreement, which includes the provision of student bursaries. Access Agreements sit within the Widening Participation Strategies. These strategies link into the Regional Strategy for Widening Participation.

The Aimhigher Roadshow is a communications campaign that aims to provide clear information and better marketing of the routes to HE for young people in Northern Ireland. The Roadshow, housed in a high tech trailer, visits schools and colleges across the province to promote the benefits and dispel the myths about HE. The Aimhigher Roadshow is a partnership between the DELNI, the Department of Education and the Ulster Bank.

## 1.10 Demand for Higher Education (HEPI, December 2008)

This is the fifth report on demand for HE that the Higher Education Policy Institute (HEPI) has published since 2003. It draws on the previous years findings and updates the future projections on the demand for HE.

HEPI highlights that among 'A' level students, it is **the proportion of young people taking GCE (as distinct from VCE) 'A' levels that is the major factor in influencing the numbers that go on to HE**. DIUS estimated that 84 per cent of those with 5 GCSEs grades A-C who take GCE A levels go on to study in HE. A far smaller number of A level students take vocational A levels (VCE A levels, previously known as Advanced GNVQ), of whom about 51 percent are estimated to enter HE.

The report outlines that for there to be a substantial increase in HE participation there **would need to be an increase in the proportion of young people taking 'A' levels**, and such an increase is not occurring in England. The proportion of 17-year olds achieving 2 'A' levels increased rapidly from 1994 to 2002, when the increase levelled out. There was no evidence



for HEPI that achievement at the key point in the supply chain was changing in a way that suggests that HE participation would increase in the future.

This report also highlights the gap between male and female entry to HE, which itself simply reflects the much higher achievement of girls at 'A' level. The underperformance of boys in this respect shows no sign of abating according to the report.

Progression to Level 3 is considered the most important factor in increasing participation by young people, whether by males or females: 52 per cent of pupils with 7 GCSEs, grades A\*-C have not achieved a Level 3 qualification by 18, 39 per cent of those with 8 GCSEs have not done so, 21 per cent of those with 9 GCSEs and as many as 14 per cent of pupils – 19,000 – with 10 or more GCSEs grades A\*-C fail to progress to Level 3. If they had, then the number of young entrants to HE might have been 58,000 or greater than the 322,000 who entered in 2006/07. These were pupils in the top 50 per cent of achievers at GCSE. There is no good reason why the majority of them should not continue their education to a higher level. Indeed, it is one of the least satisfactory aspects of the education system that such a high proportion of young people do not go on to achieve Level 3 qualifications, and it is this that the Government is tackling with its new requirements for young people to continue to receive education and training to 17 and then 18 plus. This is likely in due course to impact significantly on demand for HE.

## 1.11 Widening Participation in Higher Education (House of Commons, Public Accounts Committee, February 2009)

This report explored the issues and factors associated with the under-representation of particular groups in HE, despite the overall participation in HE having increased since 1999/2000. Overall, socio-economic background, gender, ethnicity and place of residence were highlighted as factors with an impact on the likelihood of an individual attending HE, primarily because of their effect on attainment at school; and GCSE performance as a strong predictor of HE participation.

The key findings of the report were as follows:

**1. Although the gap was narrowing, more than twice the proportion of people from upper socio-economic backgrounds went into HE than those from lower socio-economic groups.** The participation of young full-time students from lower socio-economic backgrounds had improved slightly, by 2% over the last four years. Nevertheless, although this group made up around a half of the population of England, they still only represented just 29% of young full-time first entrants to HE.

**2. DIUS and the HEFCE knew too little about how universities had used the £392 million allocated to them over the last five years to WP.** The requirement for universities to report annually on their widening participation activities was being reintroduced. The report highlighted how important it would be that the information provided was sufficiently detailed and comprehensive so that universities' progress in WP was clear and transparent. The Funding Council and Office for Fair Access should use such

information to help spread good practice and hold universities to account if they do not meet their commitments.

**3. Guidance for young people on how to progress into HE was often of variable quality and not provided face-to-face.** Poor advice and guidance can lead to potential students making the wrong choices about which subjects to study, making unrealistic applications or not applying at all. DIUS and DCSF should jointly provide teachers, particularly those offering careers advice, with up-to-date guidance on the financial support available for students and the academic requirements for chosen career paths.

**4. In 2006/07, some 12,000 students did not apply for a bursary, although many were likely to have met the necessary criteria.** While information on financial assistance was available from a range of sources, it was not easily accessible or understood. The Department should develop a single source of information to enable potential students to identify easily the bursaries and grants for which they may be eligible.

**5. Although performance at school is a strong predictor of entry to HE and is influenced by a number of factors, early contact with universities can help overcome some young people's reservations about HE.** While more young people living in deprived areas were going to university, they were, as a group, still less likely to obtain good GCSEs and progress to HE than those not living in deprived areas. University mentoring of secondary school pupils living in deprived areas, primary school networks and pre-entry programmes could help raise the ambitions of young people.

**6. Despite the potential benefits for their pupils, some schools in England did not have links to a university and did not access WP activities.** The Funding Council had issued guidance for universities on the targeting of activities, but there was limited regional or national oversight to ensure that all schools were targeted adequately. DIUS and the Funding Council should, jointly with the DCSF, review the coverage of WP activities and encourage every school to establish regular contact with at least one university.

**7. Many universities, particularly those in the Russell Group, performed poorly in admitting students from under-represented groups.** The existing funding formula was not designed to provide incentives for universities to WP. The Funding Council should agree specific improvement plans for those universities performing consistently poorly, and should encourage better performing universities to share good practice with those that are less successful.

**8. Data collected by universities and UCAS on the characteristics of the student population was incomplete.** Although data was collected nationally, it was considered incomplete, particularly for part-time students and in relation to the socio-economic background of full-time students. In addition, little was known about the extent to which disabled students and people from care participate in HE. The Funding Council should research the participation of such groups, and develop and promote the use of measures which best capture participation rates, such as pupil data linked with HE records.



## 1.12 Trends in young participation in Higher Education: Core Results for England (HEFCE, January 2010)

This publication reports on the trends in young participation in HE from the mid-1990s to December 2009. The core results presented cover young people from England and describes trends in young participation for England as a whole, for each sex, and for area-based groups differentiated by educational, occupational and financial advantage. The key findings of the report are as follows:

- **Young participation has increased for England**
  - There are large differences in participation rates by where young people live: fewer than one in five young people from the most disadvantaged areas enter HE compared to more than one in two for the most advantaged areas.
- **Young people from disadvantaged areas substantially more likely to enter HE since the mid-2000s**
  - In the most disadvantaged areas there have been substantial and sustained increases in the proportion of young people entering HE since the mid-2000s.
  - The proportion of young people living in the most disadvantaged areas who enter HE has increased by around +30 per cent over the past five years, and by +50 per cent over the past 15 years.
  - The increases in the proportion of young people living in the most disadvantaged neighbourhoods who enter HE are consistent with other statistics including recent trends in GCSE attainment.
- **Young people from advantaged areas are also more likely to enter HE**
  - The proportion of young people from the most advantaged areas who enter HE has also increased, typically by +5 per cent over the past five years and +15 per cent over the past 15 years.
- **Differences in participation rates between advantaged and disadvantaged neighbourhoods have reduced since the mid-2000s**
  - The increases in the young participation rate for those living in the most disadvantaged areas have been greater in proportional terms and, since the mid-2000s, percentage point terms, than the rises for those living in advantaged areas.
  - Since the mid-2000s the majority of additional entrants to HE have come from more disadvantaged areas.
  - Most ways of measuring the differences between the participation rates of advantaged and disadvantaged neighbourhoods have shown a reduction since the mid-2000s.
- **Participation rates higher for women, but recent substantial increases for men**

- 
- Young women have been more likely to enter higher education than young men for every cohort in this analysis. Currently 40 per cent of young women enter higher education compared to 32 per cent of young men.
  - The participation rate of young men now trails that of young women by a decade and over the past 15 years around 270,000 fewer young men than young women have entered higher education as a result of their lower participation rate.
  - In the mid-2000s young women were +25 per cent more likely to enter higher education than young men, rising to +44 per cent more likely in disadvantaged areas.

In summary, this report highlights an overall increase in the participation rates of young people in HE in England since the mid-1990s. Although socio-economic variables such as educational, financial and occupational background still have a significant impact on the participation of young people in HE (e.g. less than 20% of young people from the most disadvantaged areas enter HE compared to more than 50% for the most advantaged areas).

## APPENDIX 4 – STUDENT ENROLMENTS 2008/09

### 1.1 Enrolments at NI HEIs by Domicile and Mode of Study

Table 9 shows first year undergraduate enrolments at NI HEIs by domicile and mode of study in 2008/09. The majority of enrolments for both full time and part time study are students domiciled in NI (91% overall); the next largest group is RoI (4% overall).

**Table 9**

First year undergraduate enrolments at NI HEIs by domicile and mode of study, 2008/09

Domicile	Full-time		Part-time		Total	
	N	%	N	%	N	%
NI	9,430	92%	4,950	89%	14,385	91%
GB	200	2%	165	3%	365	2%
ROI	305	3%	330	6%	635	4%
Other EU	45	0%	35	1%	80	1%
Other Overseas	265	3%	70	1%	330	2%
<b>Total</b>	<b>10,245</b>	<b>100%</b>	<b>5,550</b>	<b>100%</b>	<b>15,795</b>	<b>100%</b>

Source: HESA

Table 10 shows all undergraduate enrolments at NI HEIs by domicile and mode of study in 2008/09. The majority of enrolments for both full time and part time study are students domiciled in NI (92% overall); the next largest group is RoI (4% overall).

**Table 10**

Total undergraduate enrolments at NI HEIs by domicile and mode of study, 2008/09

Domicile	Full-time		Part-time		Total	
	N	%	N	%	N	%
NI	27,735	93%	7,240	89%	34,975	92%
GB	450	2%	195	2%	645	2%
ROI	1,060	4%	590	7%	1,650	4%
Other EU	90	0%	40	0%	130	0%
Other Overseas	470	2%	95	1%	565	1%
<b>Total</b>	<b>29,800</b>	<b>100%</b>	<b>8,160</b>	<b>100%</b>	<b>37,960</b>	<b>100%</b>

Source: HESA

#### Summary

In 2008/09, there were 15,795 first year undergraduate enrolments and 37,960 total undergraduate enrolments to NI HEIs. Most undergraduate enrolments (92% of all, 91% of first years) at NI HEIs in 2008/09 are students domiciled in NI. The next largest group is students domiciled in RoI.

## 1.2 Student Enrolments: by region of study (NI Domiciled)

Table 11 shows that in 2008/09 there were 21,365 first year undergraduate enrolments in UK HEIs from students domiciled in NI. Of these, 67% enrolled in a NI HEI with the other 33% choosing to go to a GB HEI.

**Table 11**

NI Domiciled first year undergraduate enrolments at UK HEI's by region of study, 2008/09

	Number	Percentage
NI Institution	14,385	67%
GB Institution	6,985	33%
UK Institution	21,365	100%
<i>Source: HESA</i>		

Table 12 shows that in 2008/09 there were 52,955 NI domiciled undergraduates enrolled in UK HEIs. 66% of the enrolments were within NI HEIs with the other 34% enrolled in GB HEIs.

**Table 12**

NI Domiciled undergraduate enrolments at UK HEIs by region of study, 2008/09

	Number	Percentage
NI Institution	34,975	66%
GB Institution	17,980	34%
UK Institution	52,955	100%
<i>Source: HESA</i>		

### Summary

In 2008/09, there were 21,365 NI domiciled first year undergraduate enrolments and 52,955 NI domiciled total undergraduate enrolments to UK HEIs. The majority, approximately two-thirds, of NI domiciled undergraduates were enrolled in NI HE institutions with the remaining one third enrolled in GB HEIs. A similar pattern is evident for first year undergraduates.

## 1.3 Students Enrolments: by institution of study and mode of study

Table 13 provides a profile of NI domiciled first year undergraduate enrolments at NI HEI's by institution and mode of study in 2008/09. QUB accounts for 50% of all enrolments with UU accounting for 46%. The majority of the enrolments (about two thirds) are for full-time study. The majority of enrolments for full-time study are at UU (54%) whereas the majority of enrolments for part-time study are at QUB (67%).

**Table 13**

NI domiciled, first year undergraduate enrolments at NI HEIs by institution of study, 2008/09

**Table 13**

NI domiciled, first year undergraduate enrolments at NI HEIs by institution of study, 2008/09

Institution	Full-time		Part-time		Total	
	N	%	N	%	N	%
The Queen's University of Belfast	3,850	41%	3,310	67%	7,165	50%
University of Ulster	5,125	54%	1,545	31%	6,675	46%
Stranmillis University College	230	2%	90	2%	320	2%
St Mary's University College	225	2%	0	0%	225	2%
<b>Total</b>	<b>9,430</b>	<b>100%</b>	<b>4,950</b>	<b>100%</b>	<b>14,385</b>	<b>100%</b>

Source: HESA

Table 14 provides a profile of NI domiciled undergraduate enrolments at NI HEIs by institution and mode of study in 2008/09. QUB and UU account for a similar proportion of enrolments (47% and 48% respectively). The majority of the enrolments (about 80%) are for full-time study. The majority of enrolments for full-time study are at UU (50%) whereas the majority of enrolments for part-time study are at QUB (58%).

**Table 14**

NI domiciled undergraduate enrolments at NI HEIs by institution of study, 2008/09

Institution	Full-time		Part-time		Total	
	N	%	N	%	N	%
The Queen's University of Belfast	12,140	44%	4,205	58%	16,345	47%
University of Ulster	13,840	50%	2,815	39%	16,650	48%
Stranmillis University College	915	3%	215	3%	1,130	3%
St Mary's University College	835	3%	10	0%	850	2%
<b>Total</b>	<b>27,735</b>	<b>100%</b>	<b>7,240</b>	<b>100%</b>	<b>34,975</b>	<b>100%</b>

Source: HESA

Table 15 provides a profile of first year undergraduate enrolments at NI HEIs by institution and mode of study in 2008/09. QUB and UU account for a similar proportion of enrolments (48% respectively). The majority of the enrolments (about two thirds) are for full-time study. The majority of enrolments for full-time study are at UU (55%) whereas the majority of enrolments for part-time study are at QUB (62%).

**Table 15**

First year undergraduate enrolments at NI HEIs by institution of study and mode of study, 2008/09

Institution	Full-time		Part-time		Total	
	N	%	N	%	N	%
The Queen's University of Belfast	4,190	41%	3,455	62%	7,645	48%
University of Ulster	5,595	55%	1,990	36%	7,585	48%
Stranmillis University College	235	2%	105	2%	335	2%
St Mary's University College	225	2%	0	0%	225	1%
<b>Total</b>	<b>10,245</b>	<b>100%</b>	<b>5,550</b>	<b>100%</b>	<b>15,795</b>	<b>100%</b>

**Table 15**

First year undergraduate enrolments at NI HEIs by institution of study and mode of study, 2008/09

Source: HESA

Table 16 provides a profile of undergraduate enrolments at NI HEIs by institution and mode of study in 2008/09. UU accounts for 49% of all enrolments with QUB accounting for 46%. The majority of the enrolments (about 80%) are for full-time study. The majority of enrolments for full-time study are at UU (50%) whereas the majority of enrolments for part-time study are at QUB (54%).

**Table 16**

Total undergraduate enrolments at NI HEIs by institution of study and mode of study, 2008/09

Institution	Full-time		Part-time		Total	
	N	%	N	%	N	%
The Queen's University of Belfast	13,080	44%	4,430	54%	17,510	46%
University of Ulster	14,925	50%	3,490	43%	18,415	49%
Stranmillis University College	935	3%	230	3%	1,165	3%
St Mary's University College	860	3%	10	0%	870	2%
<b>Total</b>	<b>29,800</b>	<b>100%</b>	<b>8,160</b>	<b>100%</b>	<b>37,960</b>	<b>100%</b>

Source: HESA

## Summary

In 2008/09, there were 14,385 NI domiciled first year undergraduates and 34,975 NI domiciled undergraduates enrolled at NI HEIs. The total number of undergraduate enrolments at NI HEIs in 2008/09 was 15,795 first year and 37,960 in total.

The majority of enrolments (about two thirds of first years, about 80% of all undergraduates) are for full-time study – regardless of domicile.

The majority of enrolments for full-time study are at UU (54% of NI domiciled first years, 55% of all first years, 50% of all NI domiciled undergraduates and 50% of all undergraduates);

The majority of enrolments for part-time study are at QUB (67% of NI domiciled first years, 62% of first years overall, 58% of all NI domiciled undergraduates and 54% of all undergraduates).

The majority of enrolments are at QUB and UU with Stranmillis and St Marys accounting for no more than 5% of enrolments.

## 1.4 Student Enrolments: by SEC group and region of study

Table 17 compares the profile of NI domiciled full-time first year undergraduates in NI institutions with similar undergraduates in GB institutions by SEC group. Compared to those

enrolled at GB institutions, the proportions of students enrolled at NI institutions in SEC 1 & 2 are lower (40% vs 51%); there are similar proportions of SEC 3 (18%) and the proportions of SEC 4-7 are higher (42% vs 32%). This implies that those from lower SECs tend to enrol at NI institutions whereas those from higher SEC categories tend to enrol at GB institutions. The largest gap is in SEC 1 with 12% of those enrolled at NI institutions from this category compared with 20% enrolled at GB institutions.

**Table 17**

NI domiciled, full-time, first year undergraduate enrolments at UK HEIs by SEC group and region of study 2008/09

SEC Group	NI institution		GB Institution		UK institution	
	N	%	N	%	N	%
1.Higher managerial & professional occupation	805	12%	650	20%	1,455	14%
2.Lower managerial & professional occupation	1,900	28%	1,010	31%	2,910	29%
3.Intermediate occupation	1,230	18%	605	18%	1,835	18%
4.Small employers & own account workers	920	13%	335	10%	1,250	12%
5.Lower supervisory & technical occupation	415	6%	125	4%	540	5%
6.Semi-routine occupation	1,050	15%	395	12%	1,445	14%
7.Routine occupation	545	8%	185	6%	730	7%
Unknown/Not classified	2,565	-	885	-	3,455	-
<b>Total</b>	<b>9,430</b>	<b>100%</b>	<b>4,190</b>	<b>100%</b>	<b>13,620</b>	<b>100%</b>
<i>Source: HESA</i>						

Table 18 compares shows the profile of NI domiciled full-time undergraduates in NI institutions with similar undergraduates in GB institutions by SEC group. The pattern here is similar to that for full-time first year undergraduates (Table 17) with lower proportions of SEC 1& 2, similar proportions of SEC 3 and higher proportions of SEC 4-7 enrolled at NI

**Table 18**

NI domiciled, full-time, undergraduate enrolments at UK HEIs by SEC group and region of study 2008/09

SEC Group	NI institution		GB Institution		UK institution	
	N	%	N	%	N	%
1.Higher managerial & professional occupation	2,485	12%	2,120	21%	4,605	15%
2.Lower managerial & professional occupation	5,955	29%	3,220	32%	9,175	30%
3.Intermediate occupation	3,725	18%	1,835	18%	5,560	18%
4.Small employers & own account workers	3,020	15%	1,050	10%	4,070	13%
5.Lower supervisory & technical occupation	1,350	6%	405	4%	1,755	6%

**Table 18**

NI domiciled, full-time, undergraduate enrolments at UK HEIs by SEC group and region of study 2008/09

6.Semi-routine occupation	2,705	13%	1,065	10%	3,770	12%
7.Routine occupation	1,560	8%	530	5%	2,090	7%
Unknown/Not classified	6,930	-	2,385	-	9,315	-
<b>TOTAL</b>	<b>27,735</b>	<b>100%</b>	<b>12,610</b>	<b>100%</b>	<b>40,345</b>	<b>100%</b>

Source: HESA

Table 19 presents a profile of full time first year undergraduates and undergraduates overall by SEC group to NI HEIs. For both groups, around 40% are from SEC 1&2, 18% from SEC 3 and around 40% from SEC 4- 7.

**Table 19**

Full-time, first year undergraduate and all undergraduate enrolments at NI HEIs by SEC group, 2008/09

SEC Group	First year undergraduates		Undergraduates	
	N	%	N	%
1.Higher managerial & professional occupation	860	12%	2,610	12%
2.Lower managerial & professional occupation	1,960	28%	6,125	29%
3.Intermediate occupation	1,255	18%	3,800	18%
4.Small employers & own account workers	930	13%	3,075	14%
5.Lower supervisory & technical occupation	420	6%	1,370	6%
6.Semi-routine occupation	1,060	15%	2,745	13%
7.Routine occupation	550	8%	1,585	7%
Not classified/Unknown	3,215	-	8,495	-
<b>Total</b>	<b>10,245</b>	<b>100%</b>	<b>29,800</b>	<b>100%</b>

Source: HESA

## Summary

In 2008/09, there were 13,620 NI domiciled full-time first year undergraduates and 40,345 NI domiciled full-time undergraduates enrolled at UK HEIs. These included: 10,245 first year full-time undergraduates and a total of 29,800 full time undergraduates at NI HEIs.

Comparing NI domiciled full-time first year undergraduates enrolled at NI institutions with NI domiciled full-time undergraduates enrolled at GB institutions, there is a lower proportion in SEC 1 & 2 (40% vs 51%); there are similar proportions of SEC 3 (18%) and the proportions of SEC 4-7 are higher (42% vs 32%). There is a similar pattern for full-time undergraduates overall. This illustrates that those from higher SEC groups are more likely to enrol in a GB HEI than in a NI HEI.

Within NI HEIs, the profile of full-time first year undergraduate enrolments is similar to the profile of NI domiciled full-time first year undergraduates with around 40% are from SEC 1&2,



18% from SEC 3 and around 40% from SEC 4-7. There is a similar pattern for full time undergraduate enrolments.

## 1.5 Student Enrolments: by Multiple Deprivation Measures (NI Domiciled)

Table 20 presents a profile of NI domiciled first year undergraduate enrolments at NI HEIs by MDM decile and by mode of study in 2008/09. The majority of enrolments (70%) are for full-time study.

Students from MDM deciles 1-3 are under-represented in full-time study (less than 10% of full-time enrolments from each of these groups and only 24% overall) whereas students from MDM deciles 5-10 are slightly over-represented (11% of full-time enrolments from each of these groups or 66% overall). For part-time study, the difference is evident in that MDM deciles 1-5 are under-represented (35% from these 5 groups) and MDM deciles 6, 8, 9 and 10 over-represented; 44% of enrolments are from the highest 3 deciles (8,9 and 10).

**Table 20**

NI domiciled first year undergraduate enrolments at NI HEIs by MDM and mode of study, 2008/09

MDM Decile (1= most deprived)	Full-time		Part-time		Total	
	N	%	N	%	N	%
1	595	7%	230	6%	825	7%
2	685	8%	250	7%	940	7%
3	805	9%	240	6%	1,045	8%
4	875	10%	280	7%	1,160	9%
5	960	11%	330	9%	1,290	10%
6	995	11%	400	11%	1,395	11%
7	1,000	11%	380	10%	1,380	11%
8	995	11%	440	12%	1,440	11%
9	1,000	11%	495	13%	1,495	12%
10	1,015	11%	700	19%	1,715	14%
<b>Total</b>	<b>8,925</b>	<b>100%</b>	<b>3,750</b>	<b>100%</b>	<b>12,680</b>	<b>100%</b>
<i>Note postcode information (and hence MDM) not available for 1705 NI domiciled first year undergraduates</i>						
<i>Source: HESA</i>						

Table 21 presents a profile of NI domiciled undergraduate enrolments at NI HEIs by MDM decile and by mode of study in 2008/09. The majority of enrolments (over 80%) are for full-time study.

Students from MDM deciles 1-3 are under-represented in full-time study (less than 10% of full-time enrolments from each of these groups and only 24% overall) whereas students from MDM deciles 5-10 are slightly over-represented (11% of full-time enrolments from each of

these groups or 66% overall). For part-time study, the difference is evident in MDM deciles 1-4 which are under-represented (30% from these 4 groups) and MDM deciles 6, 8, 9 and 10 over-represented; 39% of enrolments are from the highest 3 deciles (8,9 and 10).

**Table 21**

NI domiciled undergraduate enrolments at NI HEIs by MDM and mode of study, 2008/09

MDM Decile (1= most deprived)	Full-time		Part-time		Total	
	N	%	N	%	N	%
1	1,750	6%	420	7%	2,170	7%
2	2,060	8%	425	7%	2,485	8%
3	2,380	9%	395	7%	2,775	8%
4	2,770	10%	530	9%	3,295	10%
5	2,965	11%	590	10%	3,555	11%
6	3,040	11%	665	11%	3,710	11%
7	3,010	11%	580	10%	3,595	11%
8	3,090	11%	685	11%	3,775	11%
9	2,960	11%	740	12%	3,705	11%
10	3,095	11%	950	16%	4,040	12%
<b>Total</b>	<b>27,125</b>	<b>100%</b>	<b>5,980</b>	<b>100%</b>	<b>33,105</b>	<b>100%</b>
<i>Note postcode information (and hence MDM) not available for 1870 NI domiciled undergraduates</i>						
<i>Source: HESA</i>						

Table 22 presents a profile of NI domiciled undergraduate enrolments at UK HEIs by MDM decile in 2006/07 and 2008/09. Whilst the total number of enrolments has fallen by about 2,000 over this period, the profile by MDM decile is virtually unchanged with greater proportions from the higher deciles (less deprived).

**Table 22**

NI domiciled undergraduate enrolments at UK HEIs by MDM decile, 2006/07 & 2008/2009

MDM Decile (1= most deprived)	2006/07		2008/09	
	N	%	N	%
1	3,135	6%	3,080	6%
2	3,925	7%	3,660	7%
3	4,390	8%	4,155	8%
4	5,125	10%	4,885	10%
5	5,495	10%	5,240	10%
6	5,720	11%	5,615	11%
7	5,970	11%	5,410	11%
8	6,045	11%	5,925	12%
9	5,890	11%	5,940	12%
10	7,105	13%	6,905	14%
<b>Total</b>	<b>52,795</b>	<b>100%</b>	<b>50,815</b>	<b>100%</b>

**Table 22**

NI domiciled undergraduate enrolments at UK HEIs by MDM decile, 2006/07 & 2008/2009

MDM Decile (1= most deprived)	2006/07		2008/09	
	N	%	N	%
Note postcode information (and hence MDM) not available for 1,245 NI domiciled undergraduates at UK HEIs in 2006/07 and 2,140 NI domiciled undergraduates at UK HEIs in 2008/09				
Source: HESA				

### Summary

In 2008/09, the majority of enrolments at NI HEIs amongst NI domiciled undergraduates are for full-time study (70% of first year undergraduates, over 80% of all undergraduates). Students from lower MDM deciles (i.e. higher levels of deprivation) are under-represented in both full and part-time modes of study, with an over-representation of students from higher MDM deciles evident.

Amongst NI domiciled first year undergraduates enrolled at NI HEIs, students from MDM deciles 1-3 are under-represented in full-time study (only 24% overall) whereas students from MDM deciles 5-10 are slightly over-represented (66% overall). For part-time study, the difference is also evident with MDM deciles 1-5 under-represented (35% from these 5 groups) and 44% of enrolments from the highest 3 deciles (8,9 and 10).

Amongst NI domiciled undergraduates enrolled at NI HEIs, students from MDM deciles 1-3 are under-represented in full-time study (only 24% overall) whereas students from MDM deciles 5-10 are slightly over-represented (66% overall). For part-time study, the difference is also evident with MDM deciles 1-4 under-represented (30% from these 4 groups) and 39% of enrolments are from the highest 3 deciles (8,9 and 10).

Between 2006/07 and 2008/09, the profile of NI domiciled undergraduate enrolments at UK HEIs by MDM decile is virtually unchanged with greater proportions from the higher deciles (less deprived) and under-representation of those from lower deciles.

## 1.6 Enrolments by Disability Classification

Table 23 shows NI domiciled first year undergraduate enrolments at NI HEIs by disability and mode of study in 2008/09. The majority of undergraduate enrolments are characterised by students who had no known disability (95%).

**Table 23**

NI domiciled first year undergraduate enrolments at NI HEIs by disability and mode of study, 2008/09

Disability	Full-time		Part-time		Total	
	N	%	N	%	N	%
No known disability	8,845	94%	4,170	97%	13,015	95%
Blind/partially sighted	15	0%	5	0%	20	0%
Deaf/hearing impairment	25	0%	10	0%	35	0%
Wheelchair user/mobility difficulties	10	0%	10	0%	20	0%

**Table 23**

NI domiciled first year undergraduate enrolments at NI HEIs by disability and mode of study, 2008/09

Personal care support	0	0%	0	0%	0	0%
Mental health difficulties	40	0%	20	0%	55	0%
An unseen disability, e.g. diabetes, epilepsy, asthma	120	1%	30	1%	150	1%
Multiple disabilities	25	0%	10	0%	35	0%
Autistic Spectrum Disorder	10	0%	0	0%	10	0%
A specific learning difficulty e.g. dyslexia	230	2%	40	1%	270	2%
A disability not listed above	50	1%	5	0%	55	0%
Not known/information not sought	60		655		715	
<b>Total</b>	<b>9,430</b>	<b>100%</b>	<b>4,950</b>	<b>100%</b>	<b>14,385</b>	<b>100%</b>

Source: HESA

Table 24 shows NI domiciled first year undergraduate enrolments at GB HEIs by disability and mode of study in 2008/09. The majority of undergraduate enrolments are students who had no known disability (92%).

**Table 24**

NI domiciled first year undergraduate enrolments at GB HEIs by disability and mode of study, 2008/09

Disability	Full-time		Part-time		Total	
	N	%	N	%	N	%
No known disability	3,930	94%	965	84%	4,895	92%
Blind/partially sighted	10	0%	5	0%	15	0%
Deaf/hearing impairment	5	0%	5	0%	10	0%
Wheelchair user/mobility difficulties	10	0%	0	0%	10	0%
Personal care support	0	0%	0	0%	0	0%
Mental health difficulties	5	0%	20	2%	25	0%
An unseen disability, e.g. diabetes, epilepsy, asthma	40	1%	5	1%	45	1%
Multiple disabilities	10	0%	85	7%	95	2%
Autistic Spectrum Disorder	0	0%	0	0%	0	0%
A specific learning difficulty e.g. dyslexia	145	3%	20	2%	165	3%
A disability not listed above	20	1%	45	4%	65	1%
Not known/information not sought	10		1,645		1,655	
<b>Total</b>	<b>4,190</b>	<b>100%</b>	<b>2,795</b>	<b>100%</b>	<b>6,985</b>	<b>100%</b>

Source: HESA

Table 25 shows NI domiciled first year undergraduate enrolments at UK HEIs by disability and mode of study in 2008/09. The majority of undergraduate enrolments are students who had no known disability (94%).

**Table 25**

NI domiciled first year undergraduate enrolments at UK HEIs by disability and mode of study, 2008/09

**Table 25**

NI domiciled first year undergraduate enrolments at UK HEIs by disability and mode of study, 2008/09

Disability	Full-time		Part-time		Total	
	N	%	N	%	N	%
No known disability	12,775	94%	5,135	94%	17,910	94%
Blind/partially sighted	25	0%	10	0%	35	0%
Deaf/hearing impairment	35	0%	15	0%	45	0%
Wheelchair user/mobility difficulties	25	0%	10	0%	35	0%
Personal care support	0	0%	0	0%	0	0%
Mental health difficulties	45	0%	35	1%	80	0%
An unseen disability, e.g. diabetes, epilepsy, asthma	160	1%	35	1%	195	1%
Multiple disabilities	35	0%	95	2%	125	1%
Autistic Spectrum Disorder	10	0%	0	0%	15	0%
A specific learning difficulty e.g. dyslexia	375	3%	60	1%	435	2%
A disability not listed above	75	1%	45	1%	120	1%
Not known/information not sought	70		2,300		2,370	
<b>Total</b>	<b>13,620</b>	<b>100%</b>	<b>7,745</b>	<b>100%</b>	<b>21,365</b>	<b>100%</b>

Source: HESA

Table 26 shows NI domiciled undergraduate enrolments at NI HEIs by disability and mode of study in 2008/09. The majority of undergraduate enrolments are students who had no known disability (94%).

**Table 26**

NI domiciled undergraduate enrolments at NI HEIs by disability and mode of study, 2008/09

Disability	Full-time		Part-time		Total	
	N	%	N	%	N	%
No known disability	25,710	93%	6,235	95%	31,945	94%
Blind/partially sighted	70	0%	15	0%	85	0%
Deaf/hearing impairment	100	0%	15	0%	115	0%
Wheelchair user/mobility difficulties	55	0%	20	0%	75	0%
Personal care support	5	0%	0	0%	5	0%
Mental health difficulties	130	0%	45	1%	175	1%
An unseen disability, e.g. diabetes, epilepsy, asthma	425	2%	80	1%	500	1%
Multiple disabilities	90	0%	30	0%	120	0%
Autistic Spectrum Disorder	20	0%	5	0%	20	0%
A specific learning difficulty e.g. dyslexia	755	3%	80	1%	840	2%
A disability not listed above	140	1%	25	0%	165	0%
Not known/information not sought	225		695		920	
<b>Total</b>	<b>27,735</b>	<b>100%</b>	<b>7,240</b>	<b>100%</b>	<b>34,975</b>	<b>100%</b>

Source: HESA

Table 27 shows NI domiciled undergraduate enrolments at GB HEIs by disability and mode of study in 2008/09. The majority of undergraduate enrolments are students who had no known disability (91%).

**Table 27**

NI domiciled undergraduate enrolments at GB HEIs by disability and mode of study, 2008/09

Disability	Full-time		Part-time		Total	
	N	%	N	%	N	%
No known disability	11,590	93%	1,860	80%	13,450	91%
Blind/partially sighted	25	0%	15	1%	40	0%
Deaf/hearing impairment	35	0%	10	1%	45	0%
Wheelchair user/mobility difficulties	25	0%	5	0%	30	0%
Personal care support	0	0%	0	0%	0	0%
Mental health difficulties	35	0%	45	2%	80	1%
An unseen disability, e.g. diabetes, epilepsy, asthma	190	2%	20	1%	210	1%
Multiple disabilities	30	0%	215	9%	240	2%
Autistic Spectrum Disorder	5	0%	0	0%	5	0%
A specific learning difficulty e.g. dyslexia	500	4%	60	3%	560	4%
A disability not listed above	95	1%	80	4%	175	1%
Not known/information not sought	90		3,060		3,145	
<b>Total</b>	<b>12,610</b>	<b>100%</b>	<b>5,370</b>	<b>100%</b>	<b>17,980</b>	<b>100%</b>

Source: HESA

Table 28 shows NI domiciled undergraduate enrolments at UK HEI's by disability and mode of study in 2008/09. The majority of undergraduate enrolments are students who had no known disability (93%).

**Table 28**

NI domiciled undergraduate enrolments at UK HEIs by disability and mode of study, 2008/09

Disability	Full-time		Part-time		Total	
	N	%	N	%	N	%
No known disability	37,300	93%	8,095	91%	45,395	93%
Blind/partially sighted	100	0%	25	0%	125	0%
Deaf/hearing impairment	135	0%	25	0%	160	0%
Wheelchair user/mobility difficulties	80	0%	25	0%	105	0%
Personal care support	5	0%	5	0%	10	0%
Mental health difficulties	165	0%	85	1%	255	1%
An unseen disability, e.g. diabetes, epilepsy, asthma	615	2%	100	1%	715	1%
Multiple disabilities	120	0%	245	3%	365	1%
Autistic Spectrum Disorder	20	0%	5	0%	25	0%
A specific learning difficulty e.g. dyslexia	1,255	3%	140	2%	1,395	3%
A disability not listed above	235	1%	105	1%	340	1%
Not known/information not sought	315		3,755		4,065	
<b>Total</b>	<b>40,345</b>	<b>100%</b>	<b>12,610</b>	<b>100%</b>	<b>52,955</b>	<b>100%</b>

**Table 28**

NI domiciled undergraduate enrolments at UK HEIs by disability and mode of study, 2008/09

Source: HESA

Table 29 shows the number of NI domiciled undergraduate enrolments at UK HEI's in 2006/07 by disability. Of the total 54,540 undergraduate enrolments in 2006/07 only 7% were categorised as disabled.

**Table 29**

NI domiciled, undergraduate enrolments at UK HEIs by disability, 2006/07

	Number	%
Disabled	3,740	7%
Not disabled/known/sought	50,300	93%
<b>Total</b>	<b>54,040</b>	<b>100%</b>

Source: HESA

Table 30 shows first year undergraduate enrolments at NI HEI's by disability and mode of study in 2008/09. The majority of undergraduate enrolments were by students who had no known disability (95%).

**Table 30**

First year undergraduate enrolments at NI HEIs by disability and mode of study, 2008/09

Disability	Full-time		Part-time		Total	
	N	%	N	%	N	%
No known disability	9,585	94%	4,740	97%	14,325	95%
Blind/partially sighted	15	0%	5	0%	20	0%
Deaf/hearing impairment	25	0%	10	0%	35	0%
Wheelchair user/mobility difficulties	10	0%	10	0%	25	0%
Personal care support	0	0	0	0%	0	0%
Mental health difficulties	40	0%	20	0%	60	0%
An unseen disability, e.g. diabetes, epilepsy, asthma	125	1%	35	1%	160	1%
Multiple disabilities	25	0%	10	0%	35	0%
Autistic Spectrum Disorder	10	0%	0	0%	10	0%
A specific learning difficulty e.g. dyslexia	255	2%	45	1%	295	2%
A disability not listed above	55	1%	5	0%	60	0%
Not known / Information not sought	100	0	670	0	770	
<b>Total</b>	<b>10,245</b>	<b>100%</b>	<b>5,550</b>	<b>100%</b>	<b>15,795</b>	<b>100%</b>

Source: HESA

Table 31 shows all undergraduate enrolments at NI HEI's by disability and mode of study in 2008/09. The majority of undergraduate enrolments were by students who had no known disability (94%).

**Table 31**

Total undergraduate enrolments at NI HEIs by disability and mode of study, 2008/09

Disability	Full-time		Part-time		Total	
	No.	%	No.	%	No.	%
No known disability	27,580	93%	7,095	95%	34,680	94%
Blind/partially sighted	75	0%	15	0%	90	0%
Deaf/hearing impairment	105	0%	20	0%	120	0%
Wheelchair user/mobility difficulties	55	0%	25	0%	80	0%
Personal care support	5	0%	0	0%	10	0%
Mental health difficulties	135	0%	50	1%	185	1%
An unseen disability, e.g. diabetes, epilepsy, asthma	450	2%	90	1%	540	1%
Multiple disabilities	95	0%	30	0%	130	0%
Autistic Spectrum Disorder	20	0%	5	0%	20	0%
A specific learning difficulty e.g. dyslexia	830	3%	95	1%	925	2%
A disability not listed above	150	1%	25	0%	175	0%
Not known / Information not sought	295		715		1010	
<b>Total</b>	<b>29,800</b>	<b>100%</b>	<b>8,160</b>	<b>100%</b>	<b>37,960</b>	<b>100%</b>

Source: HESA

## Summary

In 2008/09, considering NI domiciled first year undergraduates, there were 14,385 enrolled at NI HEIs, 6,985 enrolled at GB HEIs and 21,365 enrolled at UK HEIs overall. The majority of these NI domiciled first year undergraduate enrolments are characterised by students who had no known disability (95%, 92% and 94% respectively).

In 2008/09, considering NI domiciled undergraduates, there were 34,975 enrolled at NI HEIs, 17,980 enrolled at GB HEIs and 52,955 enrolled at UK HEIs overall. The majority of these NI domiciled undergraduate enrolments are characterised by students who had no known disability (94%, 91% and 93% respectively).

The number of NI domiciled undergraduate enrolments at UK HEI's in 2006/07 was 54,540; of these only 7% were categorised as disabled.

In 2008/09, considering first year undergraduate enrolments at NI HEI's, there were 15,795 enrolments, the majority of whom had no known disability (95%). Similarly of the total undergraduate enrolments at NI HEI's (37,960), the majority had no known disability (94%).



Overall therefore, from 2006/07 to 2008/09, the proportion of NI domiciled undergraduate enrolments at UK HEIs categorised as disabled has remained the same at 7%. The proportion of NI domiciled enrolments at GB HEIs which are categorised as disabled are slightly higher than the proportion enrolled at NI HEIs (for example 92% of NI domiciled first year undergraduates non-disabled enrolled at GB HEIs vs 95% enrolled at NI HEIs and similarly 91% vs 94% for all NI domiciled undergraduates).

## 1.7 Enrolments by Disability Allowance

Table 32 shows first year undergraduate enrolments to NI HEIs by mode of study and whether they claimed disabled student allowance. The majority of enrolments had not sought disabled student allowance. Full-time first year undergraduate students are more likely to be in receipt of DSA than part-time first year undergraduate students (3.0% uptake vs 1.7% non-uptake for full-time compared to 0.4% vs 0.9% for part-time).

**Table 32**

First year undergraduate enrolments at NI HEIs by disabled student allowance and mode of study, 2008/09

Disabled Student Allowance (DSA)	Full-time		Part-time		Total	
	N	%	N	%	N	%
In receipt of DSA	305	3.0%	20	0.4%	325	2.1%
Not in receipt of DSA	175	1.7%	50	0.9%	225	1.4%
Unknown/not sought	9,760	95.3%	5,485	98.8%	15,245	96.5%
<b>Total</b>	<b>10,245</b>	<b>100%</b>	<b>5,550</b>	<b>100%</b>	<b>15,795</b>	<b>100%</b>
<i>Source: HESA</i>						

Table 33 shows undergraduate enrolments at NI HEIs by mode of study and whether they claimed disabled student allowance. The majority of enrolments had not sought disabled student allowance. Full-time undergraduate students are more likely to be in receipt of DSA than part-time undergraduate students (3.5% uptake vs 1.1% non-uptake for full-time compared to 1.3% vs 1.0% for part-time).

**Table 33**

Total undergraduate enrolments at NI HEIs by disabled student allowance and mode of study, 2008/09

Disabled Student Allowance (DSA)	Full-time		Part-time		Total	
	N	%	N	%	N	%
In receipt of DSA	1,045	3.5%	110	1.3%	1,155	3.0%
Not in receipt of DSA	320	1.1%	85	1.0%	405	1.1%
Unknown/not sought	28,435	95.4%	7,970	97.7%	36,405	95.9%
<b>Total</b>	<b>29,800</b>	<b>100%</b>	<b>8,160</b>	<b>100%</b>	<b>37,960</b>	<b>100%</b>
<i>Source: HESA</i>						

## Summary

Amongst 15,795 first year undergraduate enrolments at NI HEIs, 3% of full-time students are in receipt of DSA and only 0.4% of part-time students. Across all 37,960 undergraduate enrolments at NI HEIs, 3.5% of full-time students are in receipt of DSA and only 1.3% of part-time students.

## 1.8 Enrolments by Gender

Table 34 shows first year undergraduate enrolments at NI HEIs by gender and mode of study in 2008/09. Females are in the majority amongst both full-time (59%) and part-time (69%) students.

**Table 34**

First year undergraduate enrolments at NI HEIs by gender and mode of study, 2008/09

Gender	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	4,245	41%	1,730	31%	5,975	38%
Female	6,000	59%	3,820	69%	9,815	62%
Indeterminate	0	0%	0	0%	0	0%
<b>Total</b>	<b>10,245</b>	<b>100%</b>	<b>5,550</b>	<b>100%</b>	<b>15,795</b>	<b>100%</b>

Source: HESA

Table 35 shows total undergraduate enrolments at NI HEIs by gender and mode of study in 2008/09. Females are in the majority amongst both full-time (59%) and part-time (65%) students.

**Table 35**

Total undergraduate enrolments at NI HEIs by gender and mode of study, 2008/09

Gender	Full-time		Part-time		Total	
	N	%	N	%	N	%
Male	12,240	41%	2,830	35%	15,065	40%
Female	17,565	59%	5,330	65%	22,895	60%
Indeterminate	0	0%	0	0%	0	0%
<b>Total</b>	<b>29,800</b>	<b>100%</b>	<b>8,160</b>	<b>100%</b>	<b>37,960</b>	<b>100%</b>

Source: HESA

Table 36 shows NI domiciled undergraduate enrolments at UK HEI's in 2006/07. The majority of students are female (59%) compared to 41% male.

**Table 36**

NI domiciled undergraduate enrolments at UK HEI's by gender, 2006/07

Gender	Number	%
Male	22,165	41%

**Table 36**

NI domiciled undergraduate enrolments at UK HEI's by gender, 2006/07

Female	31,875	59%
<b>Total</b>	<b>54,040</b>	<b>100%</b>

Source: HESA

### Summary

Amongst both first year and total undergraduate enrolments at NI HEIs in 2008/09, females are in the majority (59% of full-time first years and 69% of part-time first years, 59% of all full-time undergraduates and 65% of all part-time undergraduates).

The position appears to have changed little since 2006/07 when the majority (59%) of NI domiciled undergraduate enrolments at UK HEI's were female.

## 1.9 Enrolments by Community Background

Table 37 shows NI domiciled first year undergraduate enrolments at NI HEIs by religion and mode of study in 2008/09. Roman Catholics are in the majority amongst both full-time (58%) and part-time (52%) first year undergraduate students.

**Table 37**

NI domiciled first year undergraduate enrolments at Northern Ireland HEIs by religion and mode of study, 2008/09

Religion	Full-time		Part-time		Total	
	N	%	N	%	N	%
Protestant	3,260	39%	860	41%	4,120	39%
Roman Catholic	4,940	58%	1,095	52%	6,035	57%
Other	270	3%	140	7%	410	4%
Missing data/Unknown	960		2,860		3,820	
<b>Total</b>	<b>9,430</b>	<b>100%</b>	<b>4,950</b>	<b>100%</b>	<b>14,385</b>	<b>100%</b>

Source: HESA

Table 38 shows NI domiciled undergraduate enrolments at NI HEIs by religion and mode of study in 2008/09. Roman Catholics are in the majority amongst both full-time (58%) and part-time (54%) undergraduate students.

**Table 38**

Total NI domiciled undergraduate enrolments at Northern Ireland HEIs by religion and mode of study, 2008/09

Religion	Full-time		Part-time		Total	
	N	%	N	%	N	%
Protestant	9,965	39%	1,555	41%	11,520	39%
Roman Catholic	14,690	58%	2,060	54%	16,750	57%

**Table 38**

Total NI domiciled undergraduate enrolments at Northern Ireland HEIs by religion and mode of study, 2008/09

Other	825	3%	220	6%	1,045	4%
Missing data/Unknown	2,255		3,405		5,660	
<b>Total</b>	<b>27,735</b>	<b>100%</b>	<b>7,240</b>	<b>100%</b>	<b>34,975</b>	<b>100%</b>
<i>Source: HESA</i>						

Table 39 shows NI domiciled undergraduate enrolments at NI HEIs by religion in 2006/07. The majority of enrolments were by Roman Catholics representing 57% of all enrolments.

**Table 39**

Total NI domiciled undergraduate enrolments at NI HEIs by religion, 2006/07

Religion	Number	%
Protestant	12,360	40%
Roman Catholic	17,510	57%
Other	790	3%
Missing Data	6,290	
<b>Total</b>	<b>36,955</b>	<b>100%</b>
<i>Source: HESA</i>		

### Summary

Amongst both first year and total undergraduate enrolment in NI HEIs in 2008/09, Roman Catholics are in the majority (58% of full-time first years and 52% of part-time first years, 58% of all full time undergraduates and 54% of all part-time undergraduates).

The position appears to have changed little since 2006/07 when the majority (57%) of NI domiciled undergraduate enrolments at NI HEIs were Roman Catholic.

## 1.10 Profile of Enrolments vs Profile of Population (Census)

Table 40 compares the profile of the NI population (from the 2001 census) with the profile of professional / technical enrolments and HE in FE enrolments.

**Table 40**

Profile of NI Population (2001 Census), Professional / Technical Enrolments (2006/07 – 2008/09) and HE in FE Enrolments<sup>9</sup>(2006/07 – 2008/09)

	Northern Ireland Census 2001 (N)	Northern Ireland Census 2001 (%)	Professional/Technical Enrolments			HE in FE Enrolments		
			2006/07	2007/08	2008/09	2006/07	2007/08	2008/09
<b>Total (N)</b>	<b>1,685,267</b>	<b>1,685,267</b>	<b>151,286</b>	<b>142,100</b>	<b>142,486</b>	<b>11,625</b>	<b>10,243</b>	<b>10,281</b>
<b>Rank of Deprivation</b>								
Group 1 most deprived			21%	21%	22%	19%	18%	19%
Group 2			20%	21%	21%	18%	18%	18%
Group 3			20%	21%	20%	20%	20%	21%
Group 4			18%	19%	18%	19%	20%	19%
Group 5 least deprived			16%	15%	16%	17%	17%	18%
Unknown Postcode			4%	4%	3%	7%	6%	6%
<b>Disability Status</b>								
Disabled	343,107	20%	4%	4%	6%	2%	2%	3%
Not Disabled	1,342,160	80%	96%	96%	94%	98%	98%	97%
<b>Gender</b>								
Female	863,818	51%	55%	52%	51%	57%	55%	54%
Male	821,449	49%	45%	48%	49%	43%	45%	46%
<b>Community Background</b>								
Roman Catholic	678,462	40%	38%	37%	37%	43%	40%	42%
Protestant	665,703	40%	32%	30%	31%	30%	29%	30%
Other Christian	102,221	6%	2%	2%	2%	2%	1%	2%
Non-Christian	5,028	0%	0%	0%	0%	0%	0%	0%
No Religion	-	-	4%	4%	4%	4%	4%	4%
Not Stated	233,853	14%	11%	13%	11%	10%	9%	8%
Not Known	-	-	12%	14%	14%	11%	15%	14%
<b>Age Group</b>								
19 & under	500,153	30%	45%	49%	50%	22%	25%	23%
20 to 24	109,385	6%	13%	12%	12%	28%	29%	30%
25 to 59	778,817	46%	38%	35%	34%	49%	46%	47%
60 to 64	73,587	4%	2%	2%	2%	0%	0%	0%

**Table 40**

Profile of NI Population (2001 Census), Professional / Technical Enrolments (2006/07 – 2008/09) and HE in FE Enrolments<sup>9</sup>(2006/07 – 2008/09)

	Northern Ireland Census 2001 (N)	Northern Ireland Census 2001 (%)	Professional/Technical Enrolments			HE in FE Enrolments		
			2006/07	2007/08	2008/09	2006/07	2007/08	2008/09
65 & over	223,325	13%	2%	2%	2%	0%	0%	0%
Unknown	-	-	0%	0%	0%	0%	0%	0%
<b>Ethnicity</b>								
White	1,670,988	99%	98%	98%	98%	99%	98%	98%
Black	1,136	0%	0%	0%	1%	1%	1%	1%
Indian	1,567	0%	0%	0%	0%	0%	0%	0%
Pakistani	666	0%	0%	0%	0%	0%	0%	0%
Bangladeshi	252	0%	0%	0%	0%	0%	0%	0%
Chinese	4,145	0%	1%	0%	0%	0%	0%	0%
Irish Traveller/Other	6,513	0%	1%	1%	0%	0%	0%	0%
<b>Marital Status – Over 16 Only</b>								
Single	426,214	33%	62%	63%	64%	58%	61%	62%
Married/Co-habiting	658,083	51%	20%	18%	17%	22%	22%	21%
Separated/Divorced	102,423	8%	3%	3%	3%	4%	3%	3%
Widowed	100,491	8%	1%	1%	1%	0%	0%	0%
Not Known	-	-	14%	16%	15%	15%	13%	13%
<b>Total (over 16)</b>	<b>1,287,211</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Dependant Adults</b>								
No		0%	98%	99%	98%	98%	98%	98%
Yes		0%	2%	1%	2%	2%	2%	2%
<b>Dependant Children</b>								
No	614,576	36%	90%	91%	91%	86%	88%	87%
Yes	1,070,691	64%	10%	9%	9%	14%	12%	13%
<b>Benefits</b>								
No		0%	96%	96%	97%	96%	97%	98%
Yes		0%	4%	4%	3%	4%	3%	2%

## APPENDIX 5 – HESA PIS 2002/03 – 2008/09

**Table 41**

Participation of under-represented groups in higher education: Young full-time first degree entrants 2008/09 – **From Age-Adjusted NS-SEC classes 4-7**

	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark
Total UK	28.4		28.6		28.2		29.3		29.8		29.5		32.3	
Total England	27.9		28.2		27.9		29.1		29.8		29.4		32.4	
Total Wales	29.8		29.5		28.4		29.0		30.1		30.4		32.5	
Total Scotland	28.0		26.9		26.7		27.3		25.9		26.3		28.2	
<b>Total NI</b>	41.3		42.4		41.2		41.0		41.7		40.6		41.7	
The Queen's University of Belfast	36.0	26.1	36.0	26.7	34.4	25.9	34.4	26.9	35.2	26.8	34.4	26.8	32.9	25.8
St Mary's UC	x	X	46.6	35.4	47.6	34.7	43.9	34.7	52.4	33.6	46.9	34.7	46.8	36.1
Stranmillis UC	40.1	33.8	31.2	34.7	34.5	34.6	32.9	34.6	33.5	35.2	34.9	35.2	27.9	37.4
University of Ulster	45.9	34.5	48.0	35.3	47.0	34.6	46.8	36.2	47.6	35.7	46.5	33.9	49.4	35.6
Note: -Based on young full-time entrants to first degree programmes of study only (i.e. does not include students on foundation degree, HND, HNC and similar courses) - X – data suppressed where populations < 20  Source: HESA Performance Indicators (Table T1a)														

**Table 42**

Participation of students in higher education who are in receipt of Disabled Students' Allowance (DSA): **Full time first degree undergraduates** - % in receipt of DSA

	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark
Total UK	2.6		3.1		3.6		4.1		4.4		4.5		4.7	
Total England	2.6		3.1		3.7		4.1		4.4		4.6		4.8	
Total Wales	4.0		4.4		4.7		5.2		5.4		5.8		5.8	
Total Scotland	2.2		2.5		3.1		3.4		3.6		3.7		3.6	
<b>Total NI</b>	<b>1.7</b>		<b>2.4</b>		<b>2.7</b>		<b>3.4</b>		<b>3.3</b>		<b>3.5</b>		<b>3.7</b>	
The Queen's University of Belfast	1.6	2.0	2.3	2.5	2.2	3.2	3.0	3.6	3.2	3.9	3.1	4.1	3.4	4.2
St Mary's UC	0.2	2.1	0.5	2.2	0.8	3.0	1.4	3.5	2.0	3.6	2.6	3.7	2.5	4.1
Stranmillis UC	0.3	1.9	0.9	2.2	1.3	2.8	2.2	3.2	2.3	3.5	1.9	3.4	2.5	4.0
University of Ulster	2.0	2.7	2.8	3.3	3.4	3.8	4.0	4.3	3.5	4.5	4.0	4.7	4.1	4.8

Source: HESA Performance Indicators (Table T7)



**Table 43**

Non-continuation following year of entry: **ALL Full-time first degree entrants** - % no longer in HE

	2001/02		2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark	%	Bench mark
Total UK	9.0		9.5		9.5		8.8		8.6		9.0		8.6		n/a	n/a
Total England	8.7		9.1		9.1		8.4		8.3		8.7		8.4		n/a	n/a
Total Wales	9.5		10.2		10.7		10.3		9.5		10.9		9.2		n/a	n/a
Total Scotland	10.8		12.1		11.6		10.7		10.1		10.6		9.9		n/a	n/a
<b>Total NI</b>	<b>9.4</b>		<b>10.0</b>		<b>11.4</b>		<b>10.3</b>		<b>11.3</b>		<b>9.2</b>		<b>10.2</b>		<b>n/a</b>	<b>n/a</b>
The Queen's University of Belfast	6.6	5.6	6.9	6.9	8.1	8.1	6.5	7.1	7.5	6.8	6.3	7.0	7.1	6.1	n/a	n/a
St Mary's UC	4.0	6.1	6.8	9.2	6.4	7.4	4.6	7.9	5.2	7.0	7.0	6.2	7.7	6.9	n/a	n/a
Stranmillis UC	2.4	6.2	1.9	7.6	3.9	7.5	2.1	7.3	2.2	7.0	4.2	6.5	4.2	6.3	n/a	n/a
University of Ulster	12.6	9.8	12.8	11.0	14.7	10.9	14.2	10.8	15.2	10.0	12.4	10.5	13.2	9.7	n/a	n/a

Source: HESA Performance Indicators (Table T3a)

## APPENDIX 6 – ENROLMENTS BY SEC GROUP AND INSTITUTION 2002/03-2008/09

**Table 44**

Young, full-time, first year, first degree enrolments at Northern Ireland Higher Education institutions by SEC group and institution 2002/03 - 2008/09

		The Queen's University of Belfast		University of Ulster		Stranmillis University College		St Mary's University College		Total	
		N	%	N	%	N	%	N	%	N	%
2002/03	1. Higher managerial and professional occupations	370	14%	360	11%	35	16%	0	0%	765	13%
	2. Lower managerial and professional occupations	825	31%	855	27%	50	22%	0	0%	1,730	28%
	3. Intermediate occupations	485	18%	515	16%	50	22%	0	0%	1,050	17%
	4. Small employers and own account workers	390	15%	595	18%	40	18%	5	50%	1,030	17%
	5. Lower supervisory and technical occupations	145	6%	215	7%	15	7%	0	0%	370	6%
	6. Semi-routine occupations	235	9%	355	11%	30	13%	0	0%	620	10%
	7. Routine occupations	180	7%	320	10%	15	7%	0	0%	515	8%
	Unknown/Not classified	545		1,190		35		260		2,030	
	<b>Total</b>	<b>3,170</b>	<b>100%</b>	<b>4,410</b>	<b>100%</b>	<b>260</b>	<b>100%</b>	<b>270</b>	<b>100%</b>	<b>8,110</b>	<b>100%</b>
2003/04	1. Higher managerial and professional occupations	405	16%	300	9%	30	13%	20	9%	755	12%
	2. Lower managerial and professional occupations	765	30%	905	27%	80	35%	75	32%	1,825	29%
	3. Intermediate occupations	455	18%	535	16%	50	22%	30	13%	1,070	17%
	4. Small employers and own account workers	355	14%	620	18%	35	15%	45	19%	1,050	16%
	5. Lower supervisory and technical occupations	155	6%	260	8%	10	4%	15	6%	440	7%
	6. Semi-routine occupations	245	10%	415	12%	25	11%	25	11%	705	11%
	7. Routine occupations	165	6%	345	10%	10	4%	25	11%	545	9%
	Unknown/Not classified	770		1,085		35		55		1,950	
	<b>Total</b>	<b>3,315</b>	<b>100%</b>	<b>4,470</b>	<b>100%</b>	<b>265</b>	<b>100%</b>	<b>290</b>	<b>100%</b>	<b>8,340</b>	<b>100%</b>
2004/05	1. Higher managerial and professional occupations	430	16%	320	10%	35	15%	10	6%	795	12%
	2. Lower managerial and professional occupations	865	31%	870	26%	65	28%	60	33%	1,860	28%
	3. Intermediate occupations	510	18%	570	17%	50	21%	25	14%	1,155	18%

**Table 44**

Young, full-time, first year, first degree enrolments at Northern Ireland Higher Education institutions by SEC group and institution 2002/03 - 2008/09

	4. Small employers and own account workers	360	13%	590	18%	30	13%	45	25%	1,025	16%
	5. Lower supervisory and technical occupations	190	7%	245	7%	20	9%	15	8%	470	7%
	6. Semi-routine occupations	235	9%	430	13%	25	11%	15	8%	710	11%
	7. Routine occupations	165	6%	340	10%	10	4%	10	6%	525	8%
	Unknown/Not classified	885		1,065		40		55		2,045	
	<b>Total</b>	<b>3,645</b>	<b>100%</b>	<b>4,425</b>	<b>100%</b>	<b>275</b>	<b>100%</b>	<b>235</b>	<b>100%</b>	<b>8,580</b>	<b>100%</b>
2005/06	1. Higher managerial and professional occupations	440	16%	315	9%	30	13%	15	7%	800	12%
	2. Lower managerial and professional occupations	870	31%	960	28%	75	33%	70	34%	1,980	29%
	3. Intermediate occupations	515	18%	565	16%	45	20%	30	15%	1,155	17%
	4. Small employers and own account workers	355	13%	595	17%	20	9%	40	20%	1,010	15%
	5. Lower supervisory and technical occupations	180	6%	260	7%	15	7%	15	7%	475	7%
	6. Semi-routine occupations	255	9%	455	13%	30	13%	20	10%	760	11%
	7. Routine occupations	175	6%	330	9%	10	4%	15	7%	535	8%
	Unknown/Not classified	855		1,170		30		45		2,100	
	<b>Total</b>	<b>3,650</b>	<b>100%</b>	<b>4,660</b>	<b>100%</b>	<b>255</b>	<b>100%</b>	<b>250</b>	<b>100%</b>	<b>8,815</b>	<b>100%</b>
2006/07	1. Higher managerial and professional occupations	390	15%	245	9%	35	17%	15	6%	685	12%
	2. Lower managerial and professional occupations	810	31%	770	27%	60	29%	65	28%	1,705	29%
	3. Intermediate occupations	480	18%	470	17%	40	19%	35	15%	1,025	17%
	4. Small employers and own account workers	340	13%	505	18%	20	10%	50	21%	915	16%
	5. Lower supervisory and technical occupations	145	6%	205	7%	15	7%	20	9%	390	7%
	6. Semi-routine occupations	260	10%	370	13%	25	12%	30	13%	685	12%
	7. Routine occupations	175	7%	265	9%	5	2%	25	11%	475	8%
	Unknown/Not classified	840		1,035		40		60		1,975	
	<b>Total</b>	<b>3,445</b>	<b>100%</b>	<b>3,870</b>	<b>100%</b>	<b>250</b>	<b>100%</b>	<b>295</b>	<b>100%</b>	<b>7,860</b>	<b>100%</b>
2007/08	1. Higher managerial and professional occupations	465	16%	285	9%	30	15%	10	5%	790	12%
	2. Lower managerial and professional occupations	900	31%	860	27%	60	31%	65	34%	1,885	29%

**Table 44**

Young, full-time, first year, first degree enrolments at Northern Ireland Higher Education institutions by SEC group and institution 2002/03 - 2008/09

	3. Intermediate occupations	540	18%	535	17%	40	21%	20	11%	1,135	18%
	4. Small employers and own account workers	360	12%	525	17%	25	13%	40	21%	950	15%
	5. Lower supervisory and technical occupations	180	6%	255	8%	15	8%	15	8%	465	7%
	6. Semi-routine occupations	310	11%	380	12%	20	10%	25	13%	735	11%
	7. Routine occupations	165	6%	305	10%	10	5%	15	8%	495	8%
	Unknown/Not classified	670		1,140		35		30		1,870	
	<b>Total</b>	<b>3,595</b>	<b>100%</b>	<b>4,280</b>	<b>100%</b>	<b>230</b>	<b>100%</b>	<b>220</b>	<b>100%</b>	<b>8,330</b>	<b>100%</b>
2008/09 (see note 5)	1. Higher managerial and professional occupations	470	17%	320	10%	25	17%	10	5%	825	13%
	2. Lower managerial and professional occupations	820	30%	850	25%	40	28%	55	30%	1,765	28%
	3. Intermediate occupations	525	19%	520	15%	40	28%	25	14%	1,105	17%
	4. Small employers and own account workers	295	11%	555	17%	10	7%	35	19%	895	14%
	5. Lower supervisory and technical occupations	145	5%	235	7%	10	7%	15	8%	405	6%
	6. Semi-routine occupations	300	11%	555	17%	15	10%	25	14%	895	14%
	7. Routine occupations	155	6%	325	10%	10	7%	15	8%	505	8%
	Unknown/Not classified	895		1,210		60		25		2,190	
	<b>Total</b>	<b>3,605</b>	<b>100%</b>	<b>4,565</b>	<b>100%</b>	<b>205</b>	<b>100%</b>	<b>210</b>	<b>100%</b>	<b>8,585</b>	<b>100%</b>

**Notes**

1. 'Young' relates to 18-21 year olds
2. Age is at 31st August within the relevant academic year
3. Figures in the attached table are rounded to the nearest five. Due to rounding the sum of numbers may not match the total shown.
4. Percentages are based on rounded figures.
5. UCAS changed the question that informs the SEC data for the majority of applicants for the 2008-09 academic year. Therefore, the 2008/09 figures are not directly comparable with previous years. Note A

Source: DEL

**Table 45**

Young, full-time, first year, first degree enrolments at Northern Ireland Higher Education institutions by SEC group and institution 2002/03 - 2008/09

Year	SEC Group	The Queen's University of Belfast		University of Ulster		Stranmillis University College		St Mary's University College		Total	
		N	%	N	%	N	%	N	%	N	%
2002/03	4-7	950	36.2%	1,485	46.1%	90	40.0%	5	50.0%	2,535	41.7%
	5-7	560	21.3%	890	27.6%	55	24.4%	5	50.0%	1,505	24.8%
2003/04	4-7	915	36.0%	1,640	48.4%	75	32.6%	110	46.8%	2,740	42.9%
	5-7	560	22.0%	1,020	30.1%	45	19.6%	65	27.7%	1,690	26.4%
2004/05	4-7	950	34.4%	1,605	47.8%	85	36.2%	85	47.2%	2,730	41.8%
	5-7	595	21.6%	1,015	30.2%	55	23.4%	40	22.2%	1,705	26.1%
2005/06	4-7	965	34.5%	1,645	47.1%	75	33.3%	90	43.9%	2,780	41.4%
	5-7	615	22.0%	1,050	30.1%	55	24.4%	50	24.4%	1,770	26.4%
2006/07	4-7	920	35.3%	1,350	47.6%	70	33.3%	125	53.2%	2,465	41.9%
	5-7	585	22.5%	845	29.8%	50	23.8%	75	31.9%	1,550	26.3%
2007/08	4-7	1,015	34.7%	1,465	46.7%	70	35.9%	90	47.4%	2,645	40.9%
	5-7	655	22.4%	940	29.9%	45	23.1%	55	28.9%	1,695	26.2%
2008/09 (see note 5)	4-7	900	33.2%	1,670	49.8%	40	27.6%	90	48.6%	2,700	42.2%
	5-7	600	22.1%	1,115	33.2%	30	20.7%	55	29.7%	1,805	28.2%

**NOTES:**

1. 'Young' relates to 18-21 year olds
  2. Age is at 31st August within the relevant academic year
  3. Figures in the attached table are rounded to the nearest five. 4. Percentages are based on rounded figures.
  5. UCAS changed the question that informs the SEC data for the majority of applicants for the 2008-09 academic year. Therefore, the 2008/09 figures are not directly comparable with previous years.
- Source: HESA

## APPENDIX 7 – QUB – WP POLICY IMPLEMENTATION PLAN

**Table 46**

QUB – Widening Participation Policy Implementation Plan as at 1 December 2009

AIMS	TASKS	STATUS
1. The increase in the number of applicants from disadvantaged backgrounds in the pool of applicants to the University via outreach, raising awareness and aspirations and facilitating entry.	(i) Embed performance on WP in academic planning process.	From 2007-08, WP performance part of academic plans. Reviewed by UOB at each meeting. DASA objectives for 2009-10 established. WP objectives embedded within these. University-wide Welfare and WP activities being co-ordinated across the student lifecycle, in collaboration with Schools, all three Directorates and the Students' Union. Transition and retention recommendations made by Head of Student Affairs agreed by WPPIG and cross-University Sub-Group to be set up.
	(ii) Identify selected Schools for earmarked WP projects.	WP Unit, in collaboration with the CED, developing evidence base to support Sub-Group prioritisation of target groups and activities. School-based retention proposals approved by WPPIG on 21 April 2009. Reports from approved projects received by mid-August. Outcomes are presented in WPPIG/P/09/25 along with proposals for 2009-10. WPU working with School of Languages, Literatures and Performing Arts (LLPA) on pilot transition programme. LDS to update WPU on relevant peer support projects that have a potential WPU context. WPU completed evaluation of pilot peer mentoring scheme in School of English. Will conduct evaluation again in 2009-10.
	(iii) Articulate a more detailed outreach policy reflecting institutional-wide initiatives.	Will be undertaken within WP Strategic Assessment by December 2009. Review of funding sources, internal and external, being considered by DASA. Ongoing. Delivery of activities with National Primary Network, W5, FG Wilson, Association of Science Education, Education & Library Board ongoing. Development and delivery of a replicable, sustainable model for community outreach engagement. Pilot programme being initiated with the Conway Mill Community Education Project. Report to come to WPPIG on 20 May 2010.
	(iv) Review Discovering Queen's activities in light of projected funding.	DQ Annual Report, including Plans for 2009-10 at WPPIG/P/09/26. WPU engaging with Student Support providers on potential areas for collaboration, i.e. student financial literacy, mature student support. Pilot transition programmes delivered by WPU for Part-time and New to NI students. Evaluation included in Welcome Week Report to UOB on 16 November 2009. External Corporate and Trust funding possibilities ongoing in collaboration with the Development Office. Collaborative Schools liaison activities being developed with MR&C via Recruitment Group.
	(v) Develop more outreach interfaces regionally and nationally.	Awaiting Regional Strategy for WP in NI from DEL. Expected in 2010. DEL Regional WP Co-ordinator appointed and meeting proposed for mid-December. Delivery of regional WP strategy delayed until 2010. CPD opportunities with STEM teachers to be piloted in 2009-10. Proposal to host Association of Science Education conference and festival at Queen's in June 2010 being considered by Professors E. Douglas-Cowie and T. Millar.

**Table 46**

QUB – Widening Participation Policy Implementation Plan as at 1 December 2009

AIMS	TASKS	STATUS
		<p>Links with STEM employers being developed from pilot First Lego League activity.</p> <p>The feasibility of WPU delivering Primary ConneXions (currently with Research and Regional Services) is being considered for early 2010.</p> <p>Measures to coordinate student support and WP activities across the student lifecycle being considered by Student Affairs. Ongoing.</p> <p>National Primary Network (NPN) pilot delivered. Following positive evaluation of NPN pilot in 2008-09, the delivery licence is to be extended for 2 years.</p> <p>Feasibility of National Children's University model completed and not being progressed. Possibilities through European Children's University being explored.</p>
	(vii) Evaluate potential for development of part-time/work-based/alternative modes of delivery.	School of Education currently exploring potential as part of its academic plan. Access Sub-Group of WPPIG to identify and prioritise activities. Watching brief being kept on outcomes of potential Part-time and Distance Learning considerations by the University.
	(viii) Explore potential for new part-time programmes at different levels in STEM subjects.	NI STEM Review just published and a corporate response by the University will follow UMB on 9 November.
	(ix) Develop opportunities for expansion of Foundation Degree programmes with the FE sector.	Developments in Foundation Degree in Early Childhood Studies through FE Consortium underway. School of Music and Sonic Arts in discussion with Belfast Metropolitan College on developing a Foundation Degree in Music Technology. University meeting with Foundation Degree Forward in December/January 2010.
	(x) In collaboration with the SU, design and deliver a 'Back to School' volunteer student ambassador programme.	Interested students recruited via Students' Union. Meeting in late November to progress alongside new Student Ambassadors Group with the Head of Educational and Skills Development.
	(xi) Ensure embedding of WP good practice within Admissions Policy.	WP Coordinator now member of Admissions Policy Review Group. Consideration of implications of textual data and holistic assessment to be undertaken in early 2010.
2. The further development of tailored, transition support systems to facilitate attainment, retention and progression of WP cohorts and students at risk.	(i) Develop tailored Welcome Week and first semester activities, aligned with wider University activities.	<p>2009 Head Start Preparation programme delivered.</p> <p>Design and delivery of tailored transition programmes for Mature, New to NI, Part-time and PGT/PGR students completed. Evaluation of all activities to be included in Welcome Week Report to UOB on 16 November 2009. LDS to update WPU on ongoing and new developments relating to academic support being delivered to part-time and mature students that are of relevance to the WP Policy.</p>
	(ii) Support Schools via the provision of a transition toolkit and WP Information Resource.	<p>Key transition points being mapped and interventions designed and included as part of Development Plans for 2009-10.</p> <p>WP toolkit under development for distribution to Schools post agreement of WPSA.</p>
	(iii) Structured action plans to be put in place with Schools and other key stakeholders.	Retention pilot projects funded from Access Agreement in 2008-09. Outcomes to date and recommendations for 2009-10 in WPPIG/P/09/25.

**Table 46**
**QUB – Widening Participation Policy Implementation Plan as at 1 December 2009**

AIMS	TASKS	STATUS
	(iv) Achievement of Frank Buttle Charter Mark for Care Leavers entering higher education.	Being taken forward by WP Co-ordinator and Head of Student Welfare. To be completed by June 2010.
	(v) Review of frameworks for part-time student experience.	DASA objective for 2009-10.
	(vi) An intensified focus on providing Schools and other stakeholders with WP information.	WPU, in collaboration with Disability Services, to develop and deliver programme to Schools and Colleges regarding Disability Support in 2009-10. Intensified Communications strategy, including WPU website, to be developed for delivery in January 2010.
3. The provision of information, advice and guidance to ensure successful progression to employment or postgraduate study.	(i) Assess feasibility of programme to encourage progression of under-represented groups to postgraduate study.	Data analysis of current PG cohort to be undertaken in collaboration with CED. WPU Researcher analysing DLHE data.
	(ii) Develop stronger links with employers and agencies.	Ongoing within plans for WP activity in 2009-10. Includes relationships with Northern Ireland Space Office, FG Wilson, Association of Science Education, and potentially BT and Discover Science and Engineering (RoI).
	(iii) Develop progression/retention statistics against key WP constituencies, particularly through the enhanced reporting functionality of Qsis.	WPU's Statement of User Requirements for student tracking via Qsis submitted to WPPIG in June 2009. To be taken forward with new Head of Student Services and Systems.
	(iv) Review WP funding to enhance support and retention and attainment.	Bid for DEL earmarked funding of £253k for 2009-10 is outlined in Appendix 3 of WPPIG/P/09/26. To be included in block grant from 2010-11 and factored into Access Agreement expenditure planning accordingly.
	(v) Ensure that students from widening participation backgrounds engage successfully with their academic programmes and the wider Queen's experience.	Report on trends in mature student engagement being prepared. To be submitted to WP Policy Implementation Group on 11 February 2010.
	(vi) Review planned activities in Degree Plus to take account of the needs of WP backgrounds.	Four DQ Student Guides were awarded Employability and Skills Awards in May 2009. To be monitored as part of implementation of the Student Employability and Skills Policy (SESP).
	(vii) The delivery of an enhanced financial literacy programme for students from WP	DQ working with Students' Union staff on entrepreneurship, community engagement and financial literacy programmes. Five DQ schools involved.



**Table 46**

QUB – Widening Participation Policy Implementation Plan as at 1 December 2009

AIMS	TASKS	STATUS
	cohorts.	
4. Develop communication strategy to ensure greater externalization of widening participation.	(i) Develop and implement strategy.	Communications Strategy to be refined and aligned with WP Strategic Assessment. Proposals to come to WPPIG on 11 February 2010 (post submission of WPSA in December 2009).
5. Strong co-operation and management of cross-University initiatives that contribute directly or indirectly to WP.	(i) Embedding of consideration of WP implications within strategy and policy review processes.	Ongoing via Director of Academic and Student Affairs, supported by Widening Participation Co-ordinator.
	(ii) Cross referencing and alignment of WP activities within DASA Service Development Plans.	Undertaken in 2009-10 planning process and to be reviewed for 2010-11 planning.
Source: QUB WP Strategic Assessment (December 2009) – Annex B Widening Participation Policy Implementation Plan as at 1 December 2009		

## APPENDIX 8 – QUB – WP VOLUME AND ACTIVITY REPORT

### Core Commitment 1

**Table 47**

WP Core Commitment 1 – 2008-09 Volume and Activity Report (School Based Activity)

Nature of WP Activity	School / Service / Directorate	Age-Group / Target Audience	Activity	Quantity
School Based Activity	School of Biological Sciences	Primary/Secondary	STEM knowledge transfer day	200
		Years 8-10	Genetics workshops for school children and teachers (Wellcome Trust outreach project)	100
		Post-16	Biochemistry workshop for AS/A2 students & teachers	100
			Nuffield Bursaries — short summer projects	5
			Work experience opportunities	1 (6 weeks)
		All ages	Curriculum linked lectures and presentations and careers evenings – outreach	375
		Teachers	Basic Microbiology Course for secondary school teachers	35 teachers/technicians
	School of Chemistry and Chemical Engineering	Primary	Demonstration lectures and career advice	2
		Years 12-13	Career talks	800
		Post-16	Schools Introduction Day	1,000
			Demonstration Lectures and Careers advice	2
			Work experience	3 students
	School of Education	Wider Community	Open Learning programme (shortlisted for the Times Higher Education award for Contribution to the Community).	6,000
			A series of courses with the Intercomm Centre in North Belfast, which was set up to assist the integration of former paramilitaries from both sides of the community.	45
			An ongoing engagement with the Armagh-based pan-disability project, Out and About.	16
			Digital media courses with the Nerve Centre which works in community media in the North West.	
	School of Electronics, Electrical Engineering and Computer Science	Primary	School Presentation and information stand at 8 regional Engineering Taster events	3,500
			Schools competition (School offer judges)	200 schools
		Primary / Secondary	Schools talks and conventions	
			Seagate Young Innovators' Event	200+
		Years 11-12	'BringITOn' — regional IT Awareness events	4 events per year
			ICT Taster day — local secondary school outreach	1 event
		Post-16	Two interactive A Level lectures at W5	250
			2 'GETSET' Insight to Engineering events (Taster day plus two days placement in either a local engineering company or School)	130
			Engineering projects with local engineering companies	

**Table 47**

**WP Core Commitment 1 – 2008-09 Volume and Activity Report (School Based Activity)**

Nature of WP Activity	School / Service / Directorate	Age-Group / Target Audience	Activity	Quantity
			e-skills website — promoting IT as a career	
			Gaming event — the science behind games design	100
			Work experience (one week)	35
			'Engineers Make it Happen' — promotional campaign with visits to FE colleges	
	School of Geography, Archaeology and Palaeoecology	Wider Community	Public Robots demo show at W5	1,400
		Primary / Secondary	Young Archaeology Club (YAC)	50
		Post-16	Attending province wide Careers Conventions	10
			Delivering Lectures to Schools	9
			Offering subject related Work Experience to school pupils	48
			Arranging one to one meetings with Prospective Students (NI & GB)	10
			Hosting the Belfast and province wide meetings of the Geographical Association (GA)	600+
			Offering Taster Days in Schools (NI & Rol)	2 schools
		Post-16	Visits to Schools and Colleges	12 schools
			Broadening Visions Days (X4)	100
			1968 Schools' Day	4 schools
	School of History and Anthropology	Post-16	AS level Days	
			UCAS Invitation Day	
	School of Languages, Literatures and Performing Arts	Post-16	AS level events, Taster sessions, mini lectures and workshops	9 schools
			Attendance of Career Fairs	
			Presentations in schools	
			Integrated business event, with students and local businesses	200+
	Queen's University Management School	Post-16	AS level events, Taster sessions, mini lectures and workshops	9 schools
			Attendance of Career Fairs	
			Presentations in schools	
			Integrated business event, with students and local businesses	200+
	School of Mathematics and Physics	Years 11-12	Curriculum-linked lectures	10-15 per year
			National Science Week Lecture (2)	2 x 200
			Physics@Home Schools competition	82 pupils; 14 teachers
			Horizons in Physics lectures	82 pupils; 14 teachers
			Work experience invitation for students	3 days per year
			Maths Summer School	39
			Maths Careers Afternoon	25
		Post-16	UCAS Days	384
	School of Mechanical and Aerospace Engineering	Wider Community	Physics Teachers' Conference (Lecture Programme and Demonstration workshops)	94
		Post-16	Talks to schools across NI each year	40 talks
			Careers events	5 events
			SENTINUS scheme school project	20 students
			Prospective student and parents evening	700
	School of	Post-16	UKCAT (United Kingdom Clinical Aptitude Test).	All

**Table 47**

**WP Core Commitment 1 – 2008-09 Volume and Activity Report (School Based Activity)**

Nature of WP Activity	School / Service / Directorate	Age-Group / Target Audience	Activity	Quantity
	Medicine, Dentistry and Biomedical Science		Students with slightly weaker GCSEs but who can demonstrate an aptitude for medicine or dentistry to gain up to four additional points.	applicants
			Multi-mini interviews	100
			Medical Careers Symposium	600
	School of Music and Sonic Arts	Primary	Pilot Summer School — 'Junior Academy of Music' (JAM)	28
	School of Pharmacy	Primary	Outreach initiative — 'The Science Spot'	50-60
		Years 8-10	Schools outreach — 'Pharmacists in Schools'	200
		Post-16	Special Open Day	20

*Note: The volume and activity report from which this information is sourced does not include any reference to any DQ activities which are reported separately in Annual Reports (otherwise there would be double counting).*

*Source: QUB Widening Participation Strategic Assessment Annex C 2008-09 Volume and Activity Report – page 1- 7*

**Table 48**

**WP Core Commitment 1 – 2008-09 Volume and Activity Report (Embedded (Central) Activity)**

Nature of WP Activity	School / Service / Directorate	Age-Group / Target Audience	Activity	Quantity
Embedded (central activity)	Marketing, Recruitment and Communications	Post -16	Presentations to schools	121
			Careers and UCAS Conventions	68
			Culture and Art at Queen's -specialist education and outreach staff deliver a range of activities year-round to diverse users	10,000
			Queen's Film Theatre – embedded outreach activity	70 schools and community groups; 3,500 participants
			Queen's Film Theatre - educational screening events	5,000
			Outreach activities at the Naughton Gallery at Queen's	1,000
	Research and Regional Services	Primary	Primary ConneXions	468
	Student Plus	Primary	Queen's Sport - partnerships with schools, communities and organisations offering coaching and volunteering in community sport programmes and initiatives	130 partnerships
	Students' union	Post -16	Money+ financial Literacy Programme	15 workshops to 780 pupils
		Teachers	Money + Enterprise and Employability Workshop	250

*Note: The volume and activity report from which this information is sourced does not include any reference to any DQ activities which are reported separately in Annual Reports (otherwise there would be double counting).*

*Source: QUB Widening Participation Strategic Assessment Annex C 2008-09 Volume and Activity Report – page 8 &9*

**Table 49**

**WP Core Commitment 1 – 2008-09 Volume and Activity Report (Bespoke Activity Only)**

Nature of WP Activity	School / Service / Directorate	Age-Group / Target Audience	Activity	Quantity
Bespoke Activity	WP Unit (Discovering Queen's)	Primary	Raising Aspirations Programmes – National Primary Network	435
		Years 8 – 10	Academic Enrichment	220
	Raising Aspiration Programmes		164	
	Personal Effectiveness Workshops		30	
	Employability Workshops		94	
	Academic Enrichment – STEM		520	
	Academic Enrichment – Creative Industries		38	
	Full details of Discovering Queen's activity are available in Section 8.			

*Note: The volume and activity report from which this information is sourced does not include any reference to any DQ activities which are reported separately in Annual Reports (otherwise there would be double counting).*

*Source: QUB Widening Participation Strategic Assessment Annex C 2008-09 Volume and Activity Report – page 10*

## Core Commitment 2

**Table 50**

WP Core Commitment 2 – 2008-09 Volume and Activity Report (School-based activity)

Nature of WP Activity	School / Service / Directorate	Activity	Quantity
School-based activity	School of English	Peer mentoring scheme successfully piloted in 2008-09	4 mentors; 120 mentees
		Mature students' representative on Staff Student consultative Committee	1 student
		Mature Students' annual reception in the School	
	School of Languages, Literatures and Performing Arts	Social event for WP cohorts, as part of Welcome Week	40
	School of Geography, Archaeology and Palaeoecology	The First Year Experience - retention activities: enhanced Staff-Student Tutoring in Geography (incorporated in 'GeoSkills' module)	
	School of Psychology	Buddying scheme for students	150
	Marketing Recruitment and Communications	Tailored Campus tours	187

*Note: The volume and activity report from which this information is sourced does not include any reference to any DQ activities which are reported separately in Annual Reports (otherwise there would be double counting).*

*Source: QUB Widening Participation Strategic Assessment Annex C 2008-09 Volume and Activity Report Page 19*

**Table 51**

WP Core Commitment 2 – 2008-09 Volume and Activity Report (Embedded activity)

Nature of WP Activity	School / Service / Directorate	Activity	Quantity
Embedded [central] activity	Learning Development Service	Workshops	153 workshops; 4,222 students
		Students participating in one-to-ones	204 students
	Counselling Service	1611 Appointments delivered	537 clients
	Disability Services	Support to students	1,125 registered students
	Students' Union	Student advice Centre	4,646 client contacts
	Queen's Sport	Coach Education Programme and Coaching in the Community	250
	Staff Training and Development Unit Equal Opportunities and Diversity Courses	Assistive Technology for Disabled Students	25
		Supporting Students in Distress	28
		Deaf Awareness	14
		Start to sign	14
		Selection Interviewing and Refresher Training	117
		Disability Awareness	40
		Understanding SENDO	50

	Student Guidance Centre	Football of students entering building to access Services	12,280
<p><i>Note: The volume and activity report from which this information is sourced does not include any reference to any DQ activities which are reported separately in Annual Reports (otherwise there would be double counting).</i>  <i>Source: QUB Widening Participation Strategic Assessment Annex C 2008-09 Volume and Activity Report Page20</i></p>			

**Table 52**

WP Core Commitment 2 – 2008-09 Volume and Activity Report (Bespoke Activity Only)

Nature of WP Activity	School / Service / Directorate	Activity	Quantity
Bespoke Activity	WP Unit (Discovering Queen's)  Full details of Discovering Queen's activity are available in Section 8.	Raising Aspiration Programmes	943
		Personal Effectiveness Workshops	501
		Academic Enrichment – STEM	43
		Academic Enrichment – Creative Industries	82
		Applying to University workshops	116
		Transition Support Workshops	76
		Year 13 Programme	38
		Mature students workshops	131
		Learning Development workshops	35
<i>Note: The volume and activity report from which this information is sourced does not include any reference to any DQ activities which are reported separately in Annual Reports (otherwise there would be double counting).</i> <i>Source: QUB Widening Participation Strategic Assessment Annex C 2008-09 Volume and Activity Report Page21</i>			

### Core Commitment 3

**Table 53**

WP Core Commitment 3 – 2008-09 Volume and Activity Report (School-based Activity)

Nature of WP Activity	School / Service / Directorate	Activity	Quantity
School-based activity	School of Politics, International Studies and Philosophy	Aim of enhancing information, advice and guidance, with designated Careers Liaison Officers in the School working closely with Queen's Careers Service	--
	School of Geography, Archaeology and Palaeoecology	Literature and web-based information provided to students on jobs and employability	
		'Geography at Work' Level 3 module	
	School of Management	Certificate in Entrepreneurship Studies	2,500
<p><i>Note: The volume and activity report from which this information is sourced does not include any reference to any DQ activities which are reported separately in Annual Reports (otherwise there would be double counting).</i>  <i>Source: QUB Widening Participation Strategic Assessment Annex C 2008-09 Volume and Activity Report Page23</i></p>			

**Table 54**

WP Core Commitment 3 – 2008-09 Volume and Activity Report (Embedded [central] activity)

Nature of WP Activity	School / Service / Directorate	Activity	Quantity
Embedded [central] activity	Marketing Recruitment and Communications	Postgraduate Fairs	21
	Careers, Employability and Skills	Presentations [54] to students	1,318
		Vacancy advertisements [including Student Jobshop]	1,977
		Accredited programmes for students	323
		Central workshops [15] for students	285
		Career resource facilities users	13,352
		1:1 Career advice and guidance sessions to students	2,371
		Email guidance requests from students [5 day turnaround period]	12,023
		Career Fairs and events	10
		Student attendees of Recruitment Fairs	6,494
		Half or full day Career Development workshops [34] for postgraduate students	657
		Two study visits to London city firms	50
		Degree Plus	700+
	Students' Union- Entrepreneurship and Enterprise for Life	Programmes, workshops and Student Business Clinic	500
		Certificate in Entrepreneurship Studies in collaboration with Queen's School of Management	4,000+, including 2,500 recipients

*Note: The volume and activity report from which this information is sourced does not include any reference to any DQ activities which are reported separately in Annual Reports (otherwise there would be double counting).*

*Source: QUB Widening Participation Strategic Assessment Annex C 2008-09 Volume and Activity Report Pages 24 and 25*



## APPENDIX 9 – UU VOLUME AND ACTIVITY DATA

Table 60 summarises UU's WP activity for the period 2008/09.

**Table 55**

UU's WP Activity – Volume Measure

Activity	Number/ reach of activities
<b>Sport Outreach Programmes</b>	
Sports Outreach Placement Officers (14 Officer based in schools for 12 months)	14 secondary schools + 100 primary schools 8,000 pupil participants in schools 400 pupil participants visited Ulster
School Sport Support (weekly for 6 months)	22 primary schools 1,500 pupil participants aged 7-11
NI Basketball Outreach Primary School League	42 primary schools 18 Regional festivals + 2 finals day at Ulster 300 pupils participated in finals days at Ulster
Dance Scholarships	50 participants from non-selective secondary schools
Raising Aspirations Day	45 pupil participants
Wildcats High School Musical (weekly for 20 weeks)	28 girls aged 5-11
Association of Physical Education (AFPE) NI Launch	60 primary schools & 15 secondary schools took part in a display
<b>Ulster Events</b>	
Step-Up Summer School	190 Year 13 pupil participants
Computing & Engineering Summer School	50 secondary school participants
Science in Society Christmas Lecture	170 secondary school pupils attended Ulster
Bring-IT-On Careers Attractiveness Events	538 Year 14-16 secondary school pupils attended 3 events
The Big University Dig	223 primary schools pupils involved in archaeological project at Coleraine
<b>Mentoring</b>	
Tutoring in Schools	64 mentors in 28 primary and 19 secondary schools (reaching a total of 185 classrooms)
Sports Ambassadors	motivational assemblies by international basketball scholars delivered in 15 primary schools
Step-Up	25 mentors provided academic and pastoral support to 120 undergraduate students
<b>School Interactions/Visits</b>	
Sparkling the Imagination	8 classes of primary school children, parents and early year teachers involved in facilitating creative learning activities
Step-Up Engagement Activities	8,500 Year 8-12 pupils in STEM related areas (6 lectures and 4 competitions for Step-Up schools)
Step-Up Curriculum Intervention	370 Year 13-14 pupils (weekly lectures and practical sessions at Step-Up schools)
uni4u Project	600 Year 13-14 pupils from 6 secondary schools involved in an awareness campaign
Forward Thinking NI	21 sessions in secondary schools involving 57 pupil participants
ConnectED Initiative	100 Regional College student participants attended a Science in Society lecture
Nobody Lives Forever Roadshow	2,400 secondary school pupils attended 16 performances and discussion groups
Formula Student Project	4,000+ secondary school age pupils involved in a range of activities including careers presentations, Sentinus and UCAS Events, Insight for Girls and information evenings
<i>Source: UU WP Strategic Assessment (2009)</i>	

## APPENDIX 10 – STRANMILLIS WP ACTION PLAN / STUDENT LIFE CYCLE

**Table 56**

Stranmillis WP Action Plan 2006/09 – Working through Student Life Cycle – Activities

A – ACCESS			B - MONITORING	C - RETENTION / EMPLOYABILITY		
	Aspiration raising at a younger age	Pre-Entry	Entry, Induction And term/semester 1	<i>Moving through the programme</i>		Moving On
1	Visits to Schools/use of facilities	Pre-entry guidance on website and hard copy	Induction week	Academic counselling	Personal Tutoring (acad. and welfare)	Career planning tools
2	Lectures/tasters/master classes/subject events	Open Days/Afternoons	Guidance on planning learning	Support for study skills	Peer Mentoring	Advice to part-time students
3	Summer Schools e.g.	Role of Admiss. Tutors /Office/external mods.	Introduction to range of personal support	Extra help when needed	Addressing student needs	Alumni society
4	Developing School-specific links	Clearer progression routes from FE	Improved joining instructions	Learner feedback/module questionnaires	Dedicated year tutors	Mentors identified
5	Shadowing existing students	Financial Advice/promotion of funds	Diagnostic testing skill levels/special needs	Placements	Improved timetabling	Post-graduation advice for careers
6	Profile raising of University	Bridging course for GCSE English/Maths	Look carefully at individual needs	Open learning workshops	Buddy system	
7	Student mentoring scheme	Readily available employment statistics	University induction into assessment	Buddy system	Belief in success, regular affirmation	
8	Emphasis on career prospects/employability	Appoint marketing managers	Early contact with named person	Personal Development Portfolios	Improved statistics on progression	
9	Students with disabilities	<b>Collaborating with the Disability Officer</b>				

Sources: Stranmillis University College Strategic Assessment for WP (December 2009)

## APPENDIX 11 – DISCOVERING QUEEN’S – PARTICIPATING SCHOOLS

**Table 57**

At a Glance Schools List - Participating in DQ

School Name	Town	Involved in Step-Up?
Post Primary (x 35, 19 Belfast)		
Ashfield Boys' High School	Belfast	Yes
Ashfield Girls' High School	Belfast	Yes
Belfast Boys' Model	Belfast	Yes
Belfast Model School for Girls	Belfast	Yes
Christian Brothers Secondary School	Belfast	Yes
Corpus Christi	Belfast	Yes
Dunclug College	Ballymena	
Dundonald High School	Belfast	
Glengormley High School	Newtownabbey	
Hazelwood Integrated College	Newtownabbey	
Holy Trinity College	Cookstown	
Integrated College Dungannon	Dungannon	
Kilkeel High School	Kilkeel	
De La Salle College	Belfast	
Limavady High School	Limavady	
Little Flower Girls' School	Belfast	
Meanscoil Feirste	Belfast	
Newry High School	Newry	
Omagh High School	Omagh	
Orangefield High School	Belfast	Yes
Our Lady of Mercy	Belfast	
St Cecilia's College	Londonderry	Yes
St Colm's High School	Belfast	
St Gemma's High School	Belfast	
St Genevieve's High School	Belfast	
St Joseph's College	Enniskillen	
St Joseph's College	Belfast	Yes
St Louise's Comprehensive College	Belfast	
St Malachy's High School	Castlewellan	
St Mary's College	Londonderry	Yes
St Mary's High School	Lurgan	
St Patrick's College	Belfast	Yes
St Paul's High School	Newry	
St Rose's High School	Belfast	Yes
Ulidia Integrated College	Carrickfergus	
Colleges (x6)		
Belfast Metropolitan College	Belfast	n/a
Northern Regional College	Antrim	n/a
North West Regional College	Derry	n/a

**Table 57**

At a Glance Schools List - Participating in DQ

School Name	Town	Involved in Step-Up?
South Eastern Regional College	Bangor	n/a
South West College	Enniskillen	n/a
Southern Regional College	Armagh	n/a
Primary (x9, 6 Belfast)		
Antrim P.S.	Antrim	n/a
Botanic P.S.	Belfast	n/a
Holy Family	Belfast	n/a
Holy Rosary	Belfast	n/a
Ligoniel P.S.	Belfast	n/a
Linn P.S.	Larne	n/a
St.Kevin's P.S.	Belfast	n/a
St MacNiccis P.S.	Larne	n/a
St Therese of Liseux	Belfast	n/a
National Primary Network (NPN) Primary Schools (x10, all Belfast)		
Belvoir P.S.	Belfast	n/a
Cregagh P.S.	Belfast	n/a
Edenbrook P.S.	Belfast	n/a
Glengormley P.S.	Belfast	n/a
Loughview I.P.S.	Belfast	n/a
Seaview P.S.	Belfast	n/a
St.Ita's P.S.	Belfast	n/a
St.Luke's P.S.	Belfast	n/a
St.Paul's P.S.	Belfast	n/a
Wheatfield P.S.	Belfast	n/a
Source: School's list from QUB		

## APPENDIX 12 – DISCOVERING QUEEN’S – EVENTS AND ACTIVITIES 2008/09

<b>Table 58</b>			
DQ Event Schedule 2008/09			
Event	Date	No. of Schools & Colleges represented	No. of Participants
Head Start Programme	15-26 Sep 08	12	18
Physics Lecture	24 Sep 08	3	350
Mature Students Welcome	24 Sep 08	1	38
Space Week	6-10 Oct 08	4	164
Head Start Reunion	8 Oct 08	1	20
Music Technology Taster Day	22 Oct 08	1	74
Mature Student Learning Development	23 Oct 08	1	29
Spooky Science	28 Oct 08	3	139
Mature Student Learning Development	30 Oct 08	1	6
Meet the Parents @ BMC	5 Nov 08	1	50
UCAS Event	17 Nov 08	1	100
Lego League Final	18 Nov 08	7	180
Insight to Higher Education	20 Nov 08	2	61
A Level English Master Class	21 Nov 08	1	30
A Level English Master Class	24 Nov 08	2	25
Raising Aspirations	25 Nov 08	1	10
Access Event Mature Students	26 Nov 08	Various	131
UCAS Application Workshop	28 Nov 08	6	11
Taster Event	2 Dec 08	5	161
Magical Christmas	15 Dec 08	Various	76
Space Odyssey	20, 22 & 23 Jan 09	2	65
Engineered Week of Wonder Event	9 Feb 09	1	15
National Primary Network	20 Feb 09	1	55
National Primary Network	27 Feb 09	1	30
Pathways to the Professions	2 Mar 09	4	94
National Primary Network	19 Mar 09	1	20
National Primary Network	20 Mar 09	1	20
Science Week	23, 25 & 26 Mar 09	3	111
Learning for Life	26 Mar 09	1	70
National Primary Network	30 Mar 09	1	18
GSCE Music	2 Apr 09	2	25
Learning for life	2 Apr 09	1	25
National Primary Network	3 Apr 09	1	25
History Master Class	27 Apr 09	1	38
Engineering Event	27 Apr 09	2	43
A Level Drama	27 Apr 09	3	27
National Primary Network	28 Apr 09	1	50
National Primary Network	30 Apr 09	1	54

Money Plus Programme	Feb-Apr 09	6	211
National Primary Network	6 May 09	1	60
A Level Transition	7 May 09	1	220
Community Learning Conway Mill	8 May 09	1	43
Raising Aspirations	15 May 09	1	34
Primary Connexions	21 & 22 May 09	Various	220
Magical Maths	21 & 22 May 09	5	184
National Primary Network	9 Jun 09	1	27
Robotics	11-13 Jun 09	2	81
Community Learning Conway Mill	12 Jun 09	Various	20
Learning for Life	17 Jun 09	1	30
Mature Student Access	24 Jun 09	Various	5
Year 13 Programme	27-31 Jul 09	13	30
<b>Total 2008/09</b>	<b>51 events</b>	<b>-</b>	<b>3,623</b>
<i>Sources: DQ Annual Monitoring Report 2008/09 and Plans for 2009/10.</i>			

## APPENDIX 13 – DISCOVERING QUEEN’S – ANNUAL REPORTS 2006/07 – 2008/09

**Table 59**

Discovering Queen’s Annual Report – Activities in 2006/07

Tasks 2006/07	Planned Outcomes 2006/07	Outcomes 2006/07
<b>Activity 1: To raise awareness and aspiration by promoting engagement with potential students from under represented groups via enhanced outreach programme</b>		
(i) To further develop the Widening Participation Unit by reaching an agreement with DEL on the longer term future of DQ. WPS Task 1	(i) WP Unit established and relocated with Learning Development Unit by Sep 2006.	WP Unit established within Student Support Services.
(ii) To embed programmes aimed at raising aspirations in - the core business of University schools. WPS Task 2 (v)	(ii) The delivery of specific programmes in partnership with colleagues in the LDU, the establishment of collaborative links between the WPU with University schools	Completed via three forum events with University Schools.
(iii) To deliver aspiration raising programmes for pupils from Year 8 to Year 14. WPS Task 2	(iii) Pilot University of the First Age for 50 Year 8 Pupils, Easter 2007. WPS Task 2 (iv)i (iii) Series of aspiration raising programmes delivered to 1200 DQ school pupils from Year 8 to Year 14, based around arts, science and engineering.	No information available
(iv) To develop existing and establish new relationships with DQ schools and pupils.	(iv) Delivery of a series of schools visits and presentations to staff, pupils and parents at 15 schools.	All NI Secondary schools invited to register with Discovering Queen’s – additional 15 schools recruited.
(v) To develop intervention programme to aid transition.	(v) Delivery of two-week, Year 13 Summer School to 50 pupils from 37 DQ schools across NI in Aug 2007.	42 pupils attended summer school.
(vi) To further develop relations with FE College partners, by means of aspiration-raising programmes and the promotion of Access programmes. WPS Task 4	(vi) Delivery of aspiration raising and, familiarisation events to: • FE College Students • Mature students in FE Colleges. WPS Task 40ii) Delivery of a campus based Access Student Information event, with 8 follow up visits to University Schools.	Three events delivered to 76 students in BIFHE, Castlereagh and Bangor FE Colleges. Two mature student information days (i) general subjects and (ii) nursing delivered to 114 mature students on campus
<b>Activity 2. To raise aspirations, facilitate entry and lay the foundations to ensure retention and progression.</b>		
(i) To develop and pilot subject and skills based workshops which contribute to knowledge transfer and subject success for DQ school pupils.	(i) Delivery of tailored Welcome and Orientation programme for mature students in September 2006. WPS Task 9 (i) & (ii) (i) Delivery of Head Start preparatory programme for 30 entrants to Queen’s from DQ schools and mature students in September 2006. (i) Delivery of skills based workshops with the themes citizenship and employability for 150 Year 12 and 13 pupils. WPS Task 2 (v).	Focus group held, pilot programme designed and delivered to 73 mature students on 17, 18, 19 and 21 September 2006. 24 entrants from DQ schools attended two week Head Start programme 131 Year 12 pupils attended two workshops March 2007

**Table 59**

**Discovering Queen's Annual Report – Activities in 2006/07**

Tasks 2006/07	Planned Outcomes 2006/07	Outcomes 2006/07
(ii) To inform prospective students and aid autonomous decision making about University choices and life.	(ii) Delivery of three subject based workshops aimed at supporting subject success for 100 DQ school pupils. WPS Task 2 (v). (ii) Pilot Personal Development & Citizenship programme for 100 Year 12/13 pupils. (ii) Pilot student shadowing for 50 Year 13/14 pupils. October to December 2006.	57 year 11,13 and 14 pupils attended Festival workshops 325 attended three Insight to HE events November 2006, March 2007 and April 2007 173 year 13 pupils attended UCAS Taster Days October 2006 Not delivered, due to POCVA concerns.
(iii) To work with identified partners from outside the University to seek to develop an integrated approach to working with young people.	(iii) The production of a report on the issues and influencers impacting on youth culture, which identifies key barriers to progression.	Report delivered to WP Task Group March 2007
<b>Activity 3: To tackle the problem of educational underachievement and by means of appropriate support, improve progression and retention</b>		
(i) In collaboration with secondary schools to develop the tracking mechanisms for participants in WP programmes. WPS Task 7	(i) Development of integrated tracking system from pre-entry to post qualification for students from WP backgrounds. WPS 7 (iii). In collaboration with secondary schools, the identification of students' progress post A level.	Database and tracking system developed for DQ participants by Research Assistant
(ii) To identify and develop the skills necessary for undergraduate success.	(ii) Skills assessment test developed and delivered to students participating in Year 13 Summer School and Head Start in August and September 2006. Through desk research identification of skills. (ii) Delivery of selected skills based workshops to facilitate personal and professional development to students from WP backgrounds October 2006 to March 2007. WPS Task 13	Delivered as part of summer school programme. Two mature student on-course support workshops delivered 3 November 2006. Space Odyssey – 4 events in Dec 2006 delivered to 260 Year 8 & 9 pupils. Make a Day of It delivered to 85 year 11 pupils 195 year 13 and 14 students attended four taster days in February and March 2007
(iii) To deliver staff development programmes which inform academic staff issues relating to WP students and enhance their personal tutor skills.	(iii) In collaboration with STDU and CED, the delivery of three workshops: • Dealing with Diversity • Supporting Student Success • Identification and Support of Students at Risk WPS Task 14 & 21	Incorporated into a one-day dissemination event delivered in April 2007 – <i>Dealing with Diversity</i> .
<b>Activity 4: To evaluate the student experience, thereby informing future delivery of programmes to widen participation students from widening participation backgrounds</b>		
(i) To further develop the evaluation tools for measuring the impact of DQ activities and WPS Task 11 interventions.	(i) Evaluation report on 06/07 DQ activities delivered by June 2007.	No information available
(ii) To evaluate the student experience for particular groups of students from WP groups.	(ii) Report on student experience of mature students delivered by June 2007.	Report delivered to WP Task Group May 2007
<b>Activity 5: To extend the range of target groups in order to engage with the key influencers impacting on pupil progression.</b>		
(i) To further develop working relationships with Heads and other staff in secondary schools.	(i) Delivery of interactive workshops in mid October, early January and late April supported by subsequent subject specific seminars with appropriate University staff.	Two workshops/focus groups delivered in November 2006 and June 2007. 26 school staff participated.



**Table 59**

Discovering Queen's Annual Report – Activities in 2006/07

Tasks 2006/07	Planned Outcomes 2006/07	Outcomes 2006/07
(ii) To inform parents of the benefits of Higher Education.	(ii) Delivery of information events for 100 parents of Year 12, 13 and 14 pupils in Oct/ Nov 2006.	Insight event for parents delivered 6 December 2006 and March 2007.
(iii) To inform primary school pupils of the role of a University.	(iii) Delivery of multi disciplinary conference for 150 Primary 7 pupils May 2007.	Delivered by Research and Regional Services i.e. Primary ConneXions, 138 pupils from 9 Primary Schools participated in schools based science competition and campus 'conference' to present results.
<i>Source: Discovering Queen's Proposals for 2006/07. QUB</i>		

**Table 60**

**Discovering Queen's Annual Report – Activities in 2007/08**

Tasks 2007/08	Planned Performance 2007/08	Outcomes 2007/08
<b>Activity 1: To raise awareness and aspiration by promoting engagement with potential students from under represented groups via enhanced outreach programme</b>		
To organise and deliver aspiration raising events for pupils from Year 8-14.	400 Year 8 & 9 pupils will have attended 'Space Odyssey' — a week of space/ science related workshops	470 pupils attended over 3 weeks in Oct 2007 and Jan and March 2008
	200 Year 11 & 12 pupils will have attended the Insight to HE programme	440 attended 2 Insight events (20 Nov 2007, 31 Jan 2008). Repeated due to demand from schools.
To build on the 2006-07 pilot by organising and delivering subject and skills based workshops which contribute to knowledge transfer and subject success.	200 Year 11 & 12 pupils will have attended a series of workshops in support of the GCSE curriculum, specifically Drama, Music and Learning for Life and Work.	Total of 285 (Music — 83 in Oct 2007, Drama — 58 in Oct 2007, 144 attended Tailors' Daughter Opera)
	150 Year 10 pupils will have attended workshops in the series 'Pathway to the Professions — I want to be a...'	225 Pupils on 29 Feb 2008
To organise and deliver a workshop series on Professional Development	150 Year 11 & 12 pupils will have attended a series of workshops on Employability and Planning your Career.	Refocused on Year 10 — 120 attended Too Cool for School June 2008.
To continue to cement relations with DQ schools and pupils.	3 Q Schools will have been visited by WPU staff.	3 schools talks to 120 pupils since April 2008. Impact of late appointment of Outreach Assistants.
<b>Activity 2. To raise aspirations, facilitate entry and lay the foundations to ensure retention and progression.</b>		
To deliver a University School based series of Taster Days entitled Why Queen's?	300 Year 13 pupils will have attended Taster Days on: <ul style="list-style-type: none"> <li>• Arts, Humanities and Social Sciences</li> <li>• Medicine, Health and Life Sciences (including Nursing)</li> <li>• Engineering and Physical Sciences</li> <li>• Teaching</li> </ul>	273 attended 2 amalgamated. Taster Days
To deliver a series of subject related workshops to support A level specifications.	300 Year 13/14 pupils will have attended workshops for <ul style="list-style-type: none"> <li>• 'A' level Art &amp; Design/Technical Computer Aided Design</li> <li>• 'A' level Biology (&amp; Applied Science)</li> <li>• 'A' level English</li> <li>• 'A' level Drama</li> <li>• Entrepreneurship</li> <li>• Personal effectiveness/ citizenship</li> </ul>	188 attended workshops in English, Drama, Management, Personal Effectiveness and Entrepreneurship. Impact of not having structure to secure support of University Schools.
To cement the engagement with Year 13 prospective student	20 parents and pupils will have attended a follow-up event to the Year 13 Summer School	16 attended Nov 2007
	40 Year 13 pupils will have attended a 2 week personal effectiveness based Summer	24 attended August 2007

**Table 60**

**Discovering Queen's Annual Report – Activities in 2007/08**

Tasks 2007/08	Planned Performance 2007/08	Outcomes 2007/08
	School in the July/ August before their 'A' level year.	
To deliver a 2 week preparatory programme for prospective students	40 prospective students from DQ Schools will have attended the head Start Programme in the 2 weeks prior to commencement of their 1st year.	15 attended in Sept 2007 'plus reunion focus group and emerging workshops
<b>Activity 3: To tackle the problem of educational underachievement and by means of appropriate support, improve progression and retention</b>		
To extend the range of target groups to include Primary Schools.	100 primary 7 pupils will have attended a multidisciplinary event in May 2008 80 number of primary school pupils will have taken part in 'Engineering Challenge' An interactive science show will have been delivered to 80 primary schools.	153 attended Primary ConneXions 166 attended Robotics Challenge 57 attended history through drama
	The delivery of 2 x1 day staff development workshops for staff from DQ Schools	65 attended launch and training on NI Resources for Key Stage 3
To inform parents of the benefits of HE	Delivery of information events for 100 parents at Family Learning Centres.	Impact of late appointment of Outreach Assistants.
To build on the success of previous Access Student Information Days	The delivery of an information event including al degree subjects.	192 Mature Students attended 2 information events
	The delivery of follow-up visits for Access students to specific University Schools	Offer not taken up by students
To collaborate with the FECs to encourage more FE students to consider HE	A series of workshops will have been delivered: • Inspiration and guidance event for post-GSCS students • Roadshows in FECs • Creative industry master classes • Benefits of HE and how to apply embedded in 8813	Not appropriate as DAS not approved for 2008 entry Talk to 30 students June 2008 SERC @ SARC 24 on 6 Feb 08 Mature Student information event 24/06/08 (10 attended)
Outreach to the wider community including local community and minority ethnic group students	The delivery of events targeting adult returners.	Delivered at BMC 19 June 2008
	Delivery of the Magical Christmas Science Show — December 2007	165 attended Magical Christmas (8 Dec); further 79 attended Summer Science Show (May 2008)
	Delivery of an event aimed specifically at minority ethnic group students in DQ Schools and the FECs	Building of relationship with BMC commenced. Late appointment of Outreach Assistants.
<b>Activity 4: To evaluate the student experience, thereby informing future delivery of programmes to widen participation students from widening participation backgrounds</b>		
Design, deliver and respond on evaluation of all DQ events.	Production of evaluation reports for each event	Completed throughout 2007/08
<i>Source: Discovering Queen's Annual Monitoring Report 2007/08 and Plans for 2008/09.</i>		

**Table 61**  
Discovering Queen's Annual Report – Activities in 2008/09

Tasks 2008/09	Planned Outcomes 2008/09	Actual Delivery 2008/09
<b>Activity 1: To raise awareness and aspiration by promoting engagement with potential students from under represented groups via enhanced outreach programme</b>		
<b>To design and deliver raising aspirations programmes for the following:</b>		
(i) Primary Schools	A programme of engagement to 300 pupils in 10 Primary School pupils, involving school visits, ambassadors / role models, web based resources and campus workshops.	Delivery Completed June 2009 388 Upper Primary School Pupils completed the National Primary Network Pilot.
	Pilot of STEM Challenge in Engineering / Robotics / Rockets	Delivery Completed June 2009 81 Upper Primary Pupils took part in 2 days of robotic workshops on 11- 13 June.
(ii) Secondary Pupils	Year 8 & 9 - Space Odyssey workshop - 150 pupils	Delivery Completed October 2008 164 Year 8 & 9 pupils attended Space Week events 6 - 10 October
	Year 11&12 - Insight to HE Workshop - 100 pupils	Delivery Completed November 2008 <sup>4</sup> 61 Year 11 Pupils attended Insight to HE 20 Nov 08 10 Year 11 female Secondary School pupils attended tailored visit 25 Nov 08 to address low-level of engagement and aspiration.
	Year 13 & 14 - Taster events & School talks - 200 pupils	Delivery Completed Dec 2008 <sup>5</sup> 161 A Level Students attended Taster Day on 2 Dec 08
(iii) FE College Students	Insight to HE for GCSE students from BMC - 50 pupils	Delivery Completed 2 April 2009 <sup>6</sup> 25 Students from BMC attended Insight to HE workshop event 2 Apr 09
	BMC Students Taster Day - 50 pupils	Delivery Completed October 2008 74 HND students from BMC attended Music Technology Taster on 22 Oct 08
(iv) Adult Returners / Work based Learning	Insight to HE events in 3 colleges for adult learners undertaking part-time / work based courses.	Delivery Completed June 2009 <sup>7</sup> Info event at BMC 2 Apr 09 Access event at BMC 18 Jun 09

<sup>4</sup> School withdrew (30 participants) due to staff shortages

<sup>5</sup> Adverse weather conditions affected participant numbers attending from rural schools

<sup>6</sup> Low uptake from FE College students despite pre event booking for 60 participants

**Table 61**

Discovering Queen's Annual Report – Activities in 2008/09

Tasks 2008/09	Planned Outcomes 2008/09	Actual Delivery 2008/09
		Access event at Queen's 24 Jun 09
(v) Wider Community	Teachers - CPD and Information for DQ school staff	Planning undertaken for pilot events October 2009 <sup>8</sup>
	Parents - Talks at 5 appropriate family learning centres.	Delivery completed June 2009 BMC Parent Information Night held on 5 Nov 08 BMC Parent Information Session held on 7 May 09 Outreach Event at Conway Mill 8 May 09 Information Session Conway Mill 12 Jun 09
	Community Science Event hosted in DQ School - 250 people	Delivery Completed September 2008 350 attended Community & Schools Engagement Physics Lecture 24 Sept 08
	Other Key Influencers - two events at Queen's University to engage with youth workers and community educators.	Delivery Completed March 2009 Consultation Session with Elms Community workers 27 Jan 09 re: outreach initiatives Meeting with CCEA 11 Feb 09 re: CPD, aspiration building and curriculum enrichment, teacher training potential. Pilot initiative. Queen's in the Community Network Event 5 March 09
	Spooky Science, Magical Christmas & Summer Science Show	Delivery Completed May 2009 <sup>9</sup> 214 attended Community Science Events (Spooky Science 28/10/08, Magical Christmas 15/12/08)
(vi) Employer engagement to facilitate career ambassador and role models.	Recruitment of 10 career ambassadors to contribute to range of raising aspiration programmes.	Career representatives facilitating professional development and career awareness sessions. Staff members from Lisburn City Council, NI Water Service, NIE, Randox, FG Wilson, Bombardier, FIRST Hand Technology, Seagate, Invest NI, ESB International and SAP and Public Prosecution Service acted as mentors and contributors to employment focused events.
To develop the personal effectiveness and autonomous decision making skills associated with progressing to higher education		

<sup>7</sup> In response to requests event hosted on campus

<sup>8</sup> The planned partnership with NEELB did not proceed as differences in financial years prevented the identification of a naturally beneficial time for programme delivery

<sup>9</sup> Scheduled Show 16th May 2009 cancelled due to inadequate community centre staffing/participant ratio

**Table 61**

Discovering Queen's Annual Report – Activities in 2008/09

Tasks 2008/09	Planned Outcomes 2008/09	Actual Delivery 2008/09
(i) Personal Effectiveness	Year 10 - Your Role in Your Success Workshops - 120 pupils	Delivery Completed June 2009 <sup>10</sup> 30 Year 10 Students attended Too Cool for School Workshop 17 Jun 09 34 Year 12 Pupils (Girls Secondary) attended tailored aspiration building campus visit 15 May 09
	Year 13 & 14 - Personal Effectiveness workshop - 50 pupils	Delivery Completed March 2009 70 A Level students attended Learning for Life workshop 26 Mar 09 220 participants attended information event at BMC on 7 May 09. Event outlining benefits of higher education and opportunities to engage with Queen's and experiences life at the university through Summer School, Taster sessions and career specific sessions.
(ii) Employability	Year 10 - Pathways to the Professions - 120 pupils	Delivery Completed 2nd March 2009 94 Year 10 Students Attended Pathway's Event on 2nd Mar 09
<b>To contribute to knowledge transfer and student attainment.</b>		
(i) Academic enrichment programmes to support STEM subject areas.	STEM Enrichment Biological Sciences - Science of Sustainability - 50 pupils Physical Sciences - 50 pupils Engineering - 50 pupils	Delivery Completed April 2009 111 Year 8 & 9 pupils attended Science Week events delivered 23, 25, 26, Mar 09 65 Year 8 - 10 pupils attended Space Odyssey events delivered 20, 22, 23 Jan 09 15 participants attended DQ Engineered Week of Wonder Event 9 Feb 09 3 teams received WPU support and sponsorship in First Lego League held on 18 Nov 08 43 Year 13 Pupils attended an Engineering Challenge Event delivered 27 Apr 09 164 Participants attended Maths Workshops on 21 & 22 May 09
(i) Academic enrichment programmes to support the creative industries curricula areas.	Academic Enrichment Programmes	Delivery Completed April 2009 <sup>11</sup>
	Year 8 & 9 - History - 50 pupils	38 Pupils attended Year 8 History Master class delivered 27 Apr 09
	GCSE Drama - 30 pupils	25 GCSE Drama students attended Master class delivered 28 Apr 09

<sup>10</sup> A number of planned WPU workshops and events were disrupted due to industrial action taken by teaching staff in February and March 2009. This action resulted in 'out-of-school' support being withdrawn. The planned programme of events was adapted as required, resulting in some events continuing with reduced numbers of participants and some events being postponed to enable maximum participation

<sup>11</sup> See footnote 7

**Table 61**

Discovering Queen's Annual Report – Activities in 2008/09

Tasks 2008/09	Planned Outcomes 2008/09	Actual Delivery 2008/09
	GCSE Music - 30 pupils	25 GCSE Students attended music workshop delivered 2 Apr 09
	A Level Drama - 60 pupils	27 A Level Students attended Drama workshop delivered 27 Apr 09
	A Level English - 60 pupils	55 A Level Students attended A Level English Workshops delivered 21 & 24 Nov 08
<b>To facilitate entry and lay the foundations to ensure retention and progression.</b>		
(i) Applying to University	UCAS Application Workshop - 80 pupils	Delivery Completed November 2009 100 BMC students attended UCAS workshop 17 Nov 08 5 BMC Access students attended drop in information session on 24 Jun 09
(ii) Transition Support	Mature student Welcome and Orientation Programme - 40 students	Delivery Completed 38 adult returners attended event 24 Sept
	Head Start delivered to 30 Year 14 student in September 2008	Delivery completed Sept 2008 <sup>12</sup> 18 students completed the 2 week programme 15 -26 Sept 2008. Additional support events co-ordinated to support retention and inspire attainment focusing on Learning Development Support within the University.
(iii) Year 13 Programme	Programme of events with a targeted cohort of 40 pupils that culminates in a one week summer project	Delivery Completed June 2009 <sup>13</sup> 11 Summer Programme Participants attended UCAS workshop 28 Nov 08 30 participants completed a 1 week Summer Programme 27 - 31 Jul 09
(iv) Mature Students	Information events for 120 Access students	Delivery Completed November 2008 131 Adult returners attended a campus based information event including practical workshops sessions 26 Nov 08. Focus on educational attainment, study skills, examination prep.
<b>To tackle the problem of educational under-achievement and, by means of appropriate support, improve progression and retention.</b>		
(i) Dedicated learning development programme for WP students	Series of four mature student workshops in Semester 1	Delivery Completed October 2008 Mature Student focus group planning session 16 Oct 08 29 Mature Students participated in learning support workshop 23 Oct 08

<sup>12</sup> A further 15 programme applicants failed to meet Queen's University entry requirements

<sup>13</sup> 39 applications received, 30 participants completed the programme

**Table 61**

Discovering Queen's Annual Report – Activities in 2008/09

Tasks 2008/09	Planned Outcomes 2008/09	Actual Delivery 2008/09
		6 participated in essay writing skills workshop 30 Oct 08
To undertake on-going evaluation of the participant experience and provide evidence base for practice development at all stages of the WP student lifecycle.		
(i) Evaluation of activities against targets and best practice	A wider university initiative in this area has commenced in 08-09 and will be implemented further in 09-10	The Russell Group Association for WP Spring meeting was hosted by WPU in May 08
Tracking and retention of WP cohorts and the identification of students at risk to support on-course support delivery	HEFCE's good practice guide, along with best practice among the Russell Group Association for WP and Aimhigher partnerships, were used to inform the development of programmes	Evaluation reports produced for new and sample events
(ii) Development of framework to build widening participation evaluation capacity.	Production of baseline key performance indicators and framework for target setting and building evaluation capacity using RUFDATA Framework	'Building Evaluation Capacity' report for Action on Access completed and presented to WPPIG (Widening Participation Policy Implementation Group) on 11 Jun 09. Continued development of key performance indicators to be undertaken in 09-10
Source: Discovering Queen's Annual Monitoring Report 2008-09 and Plans 2009-10		



## APPENDIX 14 – STEP UP DATA

**Table 62**

Activities by Cohort by Year (Belfast Step-Up)

Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4
2006/07	Tutoring Y1	Engagement		
	Summer School			
2007/08	Tutoring Y2	Tutoring Y1	Engagement	
		Summer School		
2008/09	University Induction	Tutoring Y2	Tutoring Y1	Engagement
	Mentoring		Summer School	
2009/10	Mentoring	University Induction	Tutoring Y2	Tutoring Y1
		Mentoring		Summer School
2010/11		Mentoring	University Induction	Tutoring Y2
			Mentoring	
2011/12			Mentoring	University Induction
				Mentoring
2012/13				Mentoring
<i>Sources: Step-Up Belfast Economic Appraisal (March 2006)</i>				

**Table 63**  
**Step-Up Magee – Scale and Progression**

Cohort	Engagement / Student Recruitment	Tutoring Programme	Summer School	Progression to Y2	University Induction	Mentoring
1 – 6	<p><i>Recruited 354 since 2000 in 6 cohorts – profile of these:</i></p> <ul style="list-style-type: none"> <li>78% of parents long-term unemployed;</li> <li>98% of parents in employment are un/semi-skilled;</li> <li>1% of parents have had experience of HE;</li> <li>98% of pupils on entry expressed no desire to participate in HE</li> <li>12 of the participants are single parent teenage mothers</li> </ul>					<p>Cohort 6: 89% of new entrants to UU availed of the Mentoring programme (2007/08)</p>
7		2007/8-Tutoring (Y2): 68 (from original 70) Y13 pupils			44 of the 51 students who progressed to UU completed the 3-day residential programme in Sep 2007	All students who progressed to university in Oct 2008 completed the first semester successfully 87% of new entrants to UU availed of the Mentoring programme (2008/09)
8	<p><i>328 applications; 70 most disadvantaged funded – profile:</i></p> <ul style="list-style-type: none"> <li>83% of parents long-term unemployed;</li> <li>92% live in rented accommodation;</li> <li>32% from single parent families;</li> <li>98% of parents in employment are un/semi-skilled;</li> <li>&lt;1% of parents have had experience of HE;</li> <li>95% of pupils on entry expressed no desire to participate in HE</li> </ul>	<p>2007/8-Tutoring (Y1): 70 Y13 pupils</p> <p>2008/9-Tutoring (Y2) 68 from original cohort of 70 Y13 pupils</p>	70 x Y13 pupils	2007/8: 69 out of 70 successfully progressed to Y2	49 of the 53 students who progressed to UU completed the 3-day residential programme in Sep 2008.	All students who progressed to university in Oct 2009 completed the first semester successfully
9	<p><i>412 applications; 70 most disadvantaged funded-profile:</i></p> <ul style="list-style-type: none"> <li>84% of parents long-term unemployed;</li> <li>91% live in rented accommodation;</li> <li>31% from single parent families;</li> <li>98% of parents in employment are un/semi-skilled;</li> <li>&lt;1% of parents have had experience of HE;</li> <li>96% of pupils on entry expressed no desire to participate in HE</li> </ul>	2008/9-Tutoring (Y1): 70 Y13 pupils	70 x Y13 pupils	2008/9: 68 out of 70 successfully progressed to Y2		

Sources: WP Audit 2007; Economic Appraisal of Step-Up Belfast (March 2006), Step-up Programme Derry Annual Progress Reports 1<sup>st</sup> Sep 2007 – 31<sup>st</sup> Aug 2008 & 1<sup>st</sup> Sep 2008 – 31<sup>st</sup> Aug 2009.

## APPENDIX 15 – SCHOOL SURVEY – SUMMARY OF RESPONSES

CONSULTEES		
Name	Role/ Post	School
<b>Discovering Queen's</b>		
Karen Belton	Head of Careers	Hazelwood Integrated College
Adaline McDermott	Head of 6 <sup>th</sup> Form	St Patricks College, Bearnageeha
Brenda Davidson	Head of 6 <sup>th</sup> Form	St Genevieve's High School
Brian Kelly	P7 Teacher	Holy Family Primary School
Franky Burns	P7 Teacher	Holy Rosary Primary School
Siobhan Mulholland	Head of Careers	Little Flower Girls' School
Angela Wallace	Head of Careers	St Rose's High School
Fiona Donnelly	P7 Teacher	Loughview Integrated Primary School
Aisling Conaty	Head of Careers	St Cecilia's College
Dawn Farquhar	Head of Senior School	Belfast Boys' Model
<b>Step Up</b>		
Tom Armstrong	Principal	Christian Brothers Secondary
Andy McMoran	Principal	Ashfield Boys High School
Kathleen Gormley	Principal	St Cecilia's College (Derry)
Karen Burrell	Principal	Orangefield High School (Belfast)
Mark Logue	Head of Science	St Marys College (Derry)
Damien Harkin	Principal	St Josephs Boys School (Derry)

Profile of Schools											
<b>Discovering Queen's Schools</b>											
a) Primary / Post Primary	Post	Post	Post	Primary	Primary	Post	Post	Primary	Post	Post	
b) Enrolment	800	786	1000	420	264	700	480	430	864	950	
c) Single sex / Mixed	Mixed	Single	Single	Mixed	Mixed	Single	Single	Mixed	Single	Single	
d) Geographic area served	Newtownabbey	North Belfast	West Belfast	North Belfast	Ormeau Road	North Belfast	West Belfast	East Belfast	Derry City	North / West Belfast	
e) Free School Meals	-	-	42%	45%	23%	-	60%	-	45%	-	
f) SEN	-	-	25%	40%	14%	-	33%	-	-	-	
g) No. in 6 <sup>th</sup> form	-	100	210	-	-	150	100	-	-	150	
<b>Step Up Schools</b>											
a) Primary / Post Primary	Post	Post	Post	Post	Post	Post					
b) Enrolment	-	657	858	300	840	872					
c) Single sex / Mixed	Single	Single	Single	Mixed	Single	Single					
d) Geographic area served	West Belfast	East Belfast	City Side (Derry)	East Belfast	Derry	City Side (Derry)					
e) Free School Meals	50%	22%	49%	50.6%	50%	44%					
f) SEN	33%	28%	13%	-	-	40%					
g) No. in 6 <sup>th</sup> form	240	-	200+		140	-					

Pupil's behaviours and attitudes to Higher Education prior to involvement in DQ / Step Up	
a) Aspirations?	<p><b>Discovering Queen's</b></p> <ul style="list-style-type: none"> <li>The teacher was not in post at the time so they cannot fully comment</li> <li>Due to backgrounds of many of the pupils aspirations were low. However there were still a small cohort that wanted to continue to HE</li> <li>Of those who went on to complete their A-Levels only just over half would apply to HE</li> <li>Prior to the programme the school had very little interaction with HE's, so due to the pupils age they would rarely have thought of HE at this stage</li> <li>The school had some interaction with HEs but attendance was never a thought. The only interaction would have been to use the HE facilities</li> <li>The majority of the girls who go on to 6<sup>th</sup> Form have some aspirations for HE, however this has increased from mid aspirations to high aspirations</li> <li>Not much aspiration mainly due to a lack of family history meaning they have very little to reference when it comes to HE</li> <li>No thoughts about HE at all, this is because it is a primary school</li> <li>N/A</li> <li>She was not in the post, so she cannot fully comment</li> </ul> <p><b>Step Up</b></p> <ul style="list-style-type: none"> <li>No 6<sup>th</sup> Form so the school showed very little aspirations</li> <li>Due to the reputation and work ethic of the school many of the students had good aspirations towards attending HE</li> <li>Low participation especially to sciences</li> <li>Very low aspirations</li> <li>Cannot comment – they were not in the post</li> <li>Low self esteem meant that aspirations were low</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>The majority of responses indicate that prior to the involvement of both programmes aspirations towards HE attendance tended to be low. In most cases this was due to low self esteem having failed or not done the transfer test and gained entry to a Grammar School</li> </ul>
b) Participation?	<p><b>Discovering Queen's</b></p> <ul style="list-style-type: none"> <li>Due to low aspirations, participation was also low</li> <li>Only 60% would continue to apply to HE</li> <li>Hard to comment due to the school only being at an early stage of interaction with the HE</li> <li>Prior to DQ around 50% would apply for HE</li> <li>Whilst aspirations are low there would still have been a number applying mainly from within the top class in the school</li> <li>Cannot comment (x3)</li> <li>N/A (x2)</li> </ul> <p><b>Step Up</b></p> <ul style="list-style-type: none"> <li>Little to no participation as if anyone wanted to continue to A-Levels they had to move schools which proved to be a barrier itself</li> <li>Every pupil taking A-Levels would apply to HE</li> <li>Low in all science subjects expect nursing</li> <li>The knock of from low aspirations meant there was low participation</li> <li>Cannot comment – they were not in the post</li> <li>The students had no confidence in themselves so participation was low</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>Participation prior to the programmes was low in most schools. This tended to be for a number of reasons which ranged from low confidence levels to having to move schools in order to gain a post 16 education</li> </ul>
c) Retention?	<p><b>Discovering Queen's</b></p> <ul style="list-style-type: none"> <li>Low participation from the school as a whole, any retention to HE would have been up to the individual's mentality</li> <li>Retention tended to vary from year to year</li> <li>Retention always seemed to depend on the student</li> <li>Dependant on students, however it had to be said that the majority that would go would see the course through</li> <li>Cannot comment (x3)</li> <li>N/A – Primary School (x2); N/A x 1</li> </ul> <p><b>Step Up</b></p> <ul style="list-style-type: none"> <li>No post 16 facilities, so if anyone wanted to do A-Levels they would have to move schools</li> <li>The majority of pupils would see HE courses through as they worked so hard to get there in the first place</li> </ul>

### Pupil's behaviours and attitudes to Higher Education prior to involvement in DQ / Step Up

- Nursing was the only real option thought to be open through Science so its retention was good but other sciences was not
- If anyone did get to HE their retention was entirely due to their determination
- Cannot comment - they were not in the post
- Retention was a matter of the individuals willingness to succeed

#### Summary

- Many of the responses from schools indicated that after leaving school the retention within HE was left to the determination of the individual, with no real support being offered to them.

### Main barriers to participating in Higher Education

#### Discovering Queen's

- Main barriers cost, social circumstances and misconceptions
- Cost – the thought of such large debt for most of the boys makes them really consider if HE is worth it
- Social Background – many of the students don't realise how much work is required to reach HE having had in most cases no-one else from their family go onto HE
- Cost, Socio economic factors and different attitudes to HE (misconceptions)
- Social circumstance
- Cost and Social Circumstances
- Cost, Family History and in some cases the students believed it more beneficial to maintain their part time jobs
- The school is very middle class so in most cases its a students own choice not to attend
- Cost and family history of HE
- Cost, Family History and Misconceptions about HE

#### Step Up

- Culture, situation, status and confidence
- Low GCSE achievement, complacency and laziness
- Cost, Social Background
- Money, Social Constraints, Family Trends, Self Esteem and Misconceptions
- Cost, students not wanting to leave home, Social Background
- Self-Esteem, A lack of understanding about HE

#### Summary

In all the high school responses the main barriers feel under three categories:

- Cost – many of the students come from low/middle income families, the idea of getting into what is perceived to be massive amounts of debt is just unthinkable for many
- Misconception – HE is viewed by many as something only for the rich and very clever. Many of the students come from backgrounds that don't have any previous dealing with HEs so there is little point of reference for them to break down the mental barriers that have been put up before them.
- Self Esteem – having either failed or not taken the transfer test, many of the responses commented that the students feel like failures because they didn't end up in a Grammar School. With low self esteem many of the students show a lack of ambition because they don't believe they can achieve and are simply afraid of failure.

## School involvement in Discovering Queen's / Step Up

### Discovering Queen's

- 4 years involvement, participation evolved from an invitation to Robert Moore to come and talk to students about queens. On average 400 pupils take part per year covering years 10 and up. Involved in as many of the practical projects as they can
- 2 years involvement, Queens initially approached the Head Master. Involvement from Year 10 and up with some 200+ students coming into contact with Queens at some point through the year. They are involved in Creative Cooks, Robotics Challenge and any taster days Queens may be running
- 5/6 years involvement, the University originally contacted them. Each year there are roughly 200 students involved from Years 13/14. The school participates in taster days and summer schools.
- 2 years involvement, initially EJ rang and invited the school to take part. The programme works with the P7's this year that was 59 pupils. Queens show them around the buildings and do confidence building exercises to show if they work hard enough they can go on to HE
- 3 years involvement, with Queens initially approaching the school about involvement. 49 pupils over the two P7 classes took part. The school took part in campus tours, professor fluffy and takes with Patricia and EJ.
- 3/4 years involvement, Queens made the initial contact. A large part of the involvement with Queens is through years 9,10 and 11. The school will normally send around 30 students to the different programmes DQ will be running. On average they would estimate around 150 students come into contact with DQ throughout the year.
- 5 years involvement, Queens came to them. All years involved within school each attending different events that are aimed at their age group.
- 2 years involvement, EJ's son goes to the school so she approached them. 64 pupils took part across the 2 P7 classes. The pupils take part in tours of the university and talks provided by Patricia and EJ.
- 2 years involvement, Queens invited the school to take part. The events are aimed at those in KS3. The projects run along the career departments mission to nurture students self esteem and build confidence.
- 4 years involvement, the school approached DQ. All Year 14 students take part in the taster days offered y Queens. A select group of Year 11 groups also take part in programmes offered for them

### Step Up

- 5 years involvement, initially Step Up contacted the school. Each year depending on numbers between 12 and 15 pupils take part. More places would be welcomed however as long as it did not impact the delivery of the programme
- 6/7 years involvement, the UU contacted the school directly about taking part. They have a quota of 15 per year starting in Lower 6<sup>th</sup>, they would like more than this.
- 10 years involvement, UU contacted the school to ask if they wanted to take part. 38, 6<sup>th</sup> Form currently taking part.
- 5 years involvement, initial contact made by UU. The number taking part depends on the number applying this usually varies between 6 -12 (6<sup>th</sup> Form)
- 10 years involvement, UU came to them. Between 14 and 18 are involved each year depending on the number of applications
- 9/10 years involvement, initially Damien O'Kane rang the school to ask if they wanted to take part. 15 pupils take pat each year from sixth form. The school takes part in Summer Schools along with the other activates provided.

### Summary

- The majority of involvement with DQ has been for 2 to 6 years. With the Step Up programme most of the involvement has been from 5 -10 years.
- In both programmes the Universities contacted the schools to offer them the chance to take part
- In Step-Up the number of pupils taking part on average is 15 per year, the Step Up programme works almost exclusively with 6<sup>th</sup> Forms
- DQ works across a wider spectrum of age groups providing differing services tailored to different ages. In most cases the schools have been up to Queens for sight visits and talks

## Overall rating of Discovering Queen's / Step Up

### Discovering Queen's

- Very Satisfied – the programme helps destroy misconceptions about HE (Queens Particularly)
- Very Satisfied – the taster programmes are very beneficial, giving them first hand experience of what HE can be like
- Very Satisfied – the programme is very accommodating, helpful and well delivered
- Very Satisfied – EJ and Patricia are a credit to the programme. They speak to the children at their level planting a seed of confidence as they go
- Very Satisfied – EJ and Patricia are fantastic with the children talking to them on their level
- Very Satisfied – the team running the programme are fantastic and very accommodating
- Very Satisfied – Patricia and EJ are very accommodating and helpful at all times
- Very Satisfied – Patricia and EJ talk to the children at their level, making things very easy for the children to understand.
- Very Satisfied - a priority of the Careers Department is to liaise with STEM Subject teachers to organize trips which will promote STEM subjects and we are able to do this with the help of the DQs taster days. It has been an essential tool for highlighting and promoting STEM subjects as well as degrees in Performing Arts.
- Satisfied – its good that the students can get out and see around Queens and meet with staff members and students. However it is felt that some of the things said to year 11's if far above their level leaving them confused and dazed

### Step Up

- Very Satisfied – the programme provides high quality science lessons
- Very Satisfied – the support offered to students is second to none, the programme offers an extra cushion to what in most cases are already motivated students.
- Very Satisfied – the campaign is very good in changed the attitudes of the girls towards science.
- Very Satisfied – a well thought out programme providing excellent opportunities to those who take part
- Very Satisfied (x 2)

### Summary

- In all cases across both programmes the schools are very satisfied.

## Targeting (inclusion of appropriate groups, other under-represented groups that should be included)

### Discovering Queen's

- Yes, those who experience disadvantage should have the chance to be offered the help to achieve their full potential
- Yes, the programme helps open the eyes of students that HE is something they can strive for if they want it
- Yes, it is import to remain focused on these students so a realisation of how much work is needed can be developed
- Yes, it is vital that those who may have limiting circumstances are offered the chance to succeed
- Yes, however the way EJ and Patricia put across their message means that no matter what circumstances you come from they make HE appealing to you.
- Yes, however the school like to send a mixture of students just so that any potential targeting isn't as obvious to the students.
- Yes, the fact that the students can go and see Queens and realise that this could be for them is a great encouragement to those that in the past would not have considered it as an option
- Yes, despite the school being very middle class with many of the pupils parents having attended HE it gives the pupils something to think about at they go into post primary education.
- Yes, the DQ programme is targeted at the correct group as most of our students have never been to QUB and the programme gives them the opportunity to see a University first hand.
- Yes, it is important that these groups get to see what HE is about so they can develop a clear understanding for themselves.

### Step Up

- Yes, it is essential that those who perhaps have things holding them back are offered the extra help to give them a level footing with others.
- Yes, the programme raises students expectations of what they can achieve and how they can go about achieving it
- Yes, there was the belief however that programmes should be extended to encompass KS4 age groups. It would also like to see the programme extended into other subjects.
- Yes, it is essential that those within this group are afforded every opportunity to advance to HE
- Yes, it is imperative they continue to work with Non-Selective schools so that the students who need most help are targeted
- Yes, however at times it is believed the programme is oversold to pupils meaning that those it rejects can feel dejected, it can also have an affect on other subjects.

### Summary

- In both cases the programmes are considered to be targeting the correct people. The general consensus is that those who come from disadvantage backgrounds should be given the chance to receive education on an even footing to everyone else.

Impact of Discovering Queen's / Step Up	
<p>a) Raising aspirations amongst targeted groups?</p>	<p><b>Discovering Queen's</b></p> <ul style="list-style-type: none"> <li>The DQ programme develops an understanding in pupils that they can achieve attendance in HE if they want it</li> <li>The aspirations are now high. Many of the misconceptions have been dismissed. However cost is still an issue for many</li> <li>The programme has shown the students that HE is something real they can achieve</li> <li>The programme is thought to have a positive impact in showing students that HE is for all and not just for some</li> <li>The programme is very effective in planting the seed of aspiration</li> <li>Since the programmes beginning the number of students applying and going to HE has increased</li> <li>Since the programme came into place in the school more students consider HE as a viable next step post school.</li> <li>The pupils certainly have the seed planted in their head about HE and its potential benefits as they go onto post primary education.</li> <li>Yes, it is a valuable tool for highlighting the importance of University Education.</li> <li>Aspirations are indeed raised, the chance to see Queens offers the students a chance to develop their own thoughts on HE</li> </ul> <p><b>Step Up</b></p> <ul style="list-style-type: none"> <li>The programme has had a positive effect. Many students now particularly consider carrying on into science based HE</li> <li>The programme reinforces ambitions about HE</li> <li>The programme has been very successful in changing the mindset about Sciences in the students. No longer do they view science as a route to Nursing, more and more now consider other science careers and disciplines.</li> <li>The programme helped break down the barriers. This built capacity in the students increasing the confidence about wanting to go to HE</li> <li>More students are considering science as a career</li> <li>The programme gives the students a chance to develop a sense of their self worth which raises their aspirations for something better</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>In both cases the aspirations of the students are being raised. This is mainly through the development of self esteem and the confidence that they can achieve if they want to.</li> </ul>
<p>b) Increasing Participation amongst targeted groups?</p>	<p><b>Discovering Queen's</b></p> <ul style="list-style-type: none"> <li>The programme has been very good in breaking down the stigma surrounding Queens with many of the students. Showing them its like any other University, as a consequence applications to Queens have increased.</li> <li>Increased aspirations has seen the logical step towards better participation.</li> <li>Participation is left to the students, with many considering it to be a very viable option after school</li> <li>Cannot comment at this time</li> <li>Cannot comment at this time</li> <li>Prior to the programmes beginning around 50% of upper 6<sup>th</sup> would apply to HE this figure has changed with approx 70 – 80% applying</li> <li>Whilst the majority of applications to HE are still to Jordanstown due to Queens not accepting some of the vocational qualifications the numbers applying to Queens has certainly increased.</li> <li>Not able to comment</li> <li>Students have given more thought to subject selection for G.C.S.E.'s as they have certain careers in mind and aspire to go to University.</li> <li>All Year 14s apply for HE with around 80% continuing onto HE. This is a very positive participation rate baring in mind the barriers faced by the students.</li> </ul> <p><b>Step Up</b></p> <ul style="list-style-type: none"> <li>The programme has increased the level of people thinking about attending HE, however the school still leaves it up to the student too decide.</li> <li>Couldn't fully comment on this</li> <li>More and more students now apply for all different types of science courses rather than just Nursing</li> <li>More confidence meant that more applied to HE</li> <li>Aspirations towards a career have seen students wanting to participate more</li> <li>Due to the development of a work ethic, many of the students want to follow through on their hard work</li> </ul> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>The consensus is that the capacity building of both programmes in turn raises there ambitions to attend HE</li> </ul>



Impact of Discovering Queen's / Step Up	
c) Increasing Retention amongst targeted groups?	<b>Discovering Queen's</b> <ul style="list-style-type: none"> <li>Once the students have gained a work ethic they tend to stay the course.</li> <li>The boys point of view is if they have worked hard to get here its in their interests to stay on in the course</li> <li>Retention is believed to be very good, however it was pointed out that it depends on the person</li> <li>Cannot comment at this time (x3)</li> <li>Once again this is dependant on the student, however it is noticeable that HE no longer has its overbearing effect on the students</li> <li>This is still dependant on the student however the number of graduates remains high from those that attend HE</li> <li>Difficult to pinpoint yet but there has been less subject changing this yr for G.S.C.E.'s and this may be an influencing factor.</li> <li>The school doesn't track the students when they leave, however it is known that the majority of the students will continue through the course until they graduate. It most be noted however that this is mainly put down the individual and how they cope in the new environment.</li> </ul>
	<b>Step Up</b> <ul style="list-style-type: none"> <li>The programme instils passion for the subject. With a passion for the subject many of the students find it easier to continue on and learn more about something they enjoy doing.</li> <li>It provides an extra cushion for those that do go on to HE</li> <li>After going through the programme many of the students recognise they have worked hard to get to HE so they continue on in that matter so they can see the rewards of their efforts</li> <li>With Step-Up encouraging hard work the students take this into HE making retention in their courses more and more prevalent</li> <li>If they want to achieve their goals they drive themselves through the course</li> <li>After putting in the hard work they are more than willing to see the whole experience thorough</li> </ul>
	<b>Summary</b> <ul style="list-style-type: none"> <li>With both projects breaking down the barriers and showing that through hard work you can achieve the majority of those going onto HE are more than willing to see there courses through. They recognise that if they want to achieve their goals they must put the work in to achieve.</li> </ul>
Effectiveness of Discovering Queen's / Step Up in delivering these impacts	
	<b>Discovering Queen's</b> <ul style="list-style-type: none"> <li>The programme helps to break down the barriers that are oh so often mental</li> <li>Yes, the programme offers young people a different viewpoint on all aspects. It particular widens their horizons about different careers showing that traditional career for each sex are no longer applicable. i.e. boys can become chefs and thus can study Home Economics without any stigma being attached</li> <li>Yes, the programme develops self esteem and a culture of work in the students. It also offers them a realisation that if they work hard enough they can achieve whatever they want</li> <li>Yes, the programme offers the pupils a chance to see what HE is all about. It shows that HE can be for everyone if you want to work for it</li> <li>The programme shows the young people that HE isn't a scary thing that isn't for them.</li> <li>Yes the programme helps to dispel any long lingering thoughts that HE is just something for the rich and really clever</li> <li>Yes it offers the students the chance to see what Queens is about breaking down possible misconceptions they may have</li> <li>Yes it plants the seed in the pupils mind that HE could be something to work for in the coming years of secondary education</li> <li>Yes it provides an opportunity for our students to travel to Queen's and have a taster session in University Life!! It breaks down the barriers surrounding going to University.</li> <li>The programme helps to raise aspirations by breaking down the barriers the students face. The programme allows the students the chance to develop their own views of HE and its benefits</li> </ul>
	<b>Step Up</b> <ul style="list-style-type: none"> <li>Yes, the programme offers the opportunity for a high quality education in science. It also instils a work ethic and passion that makes the learning process more fun for the individual</li> <li>Where low self esteem and low ambitions are prevalent the programme offers a chance to develop these short comings can capacity build.</li> <li>Yes, the programme helps develop an enjoyment in the subject which makes learning more fun and easier. It also develops the thoughts that if you enjoy it now you will continue to enjoy it elsewhere.</li> <li>The programme is very successful in building self esteem. This is integral because if the student believes then they have very little standing in their way to achievement.</li> <li>Yes, the programme shows that they can achieve their goals if they want it enough</li> <li>Yes, the programme develops a work ethic in the students that drives them forward</li> </ul>
	<b>Summary</b> <ul style="list-style-type: none"> <li>In both cases the programmes break down the barriers that so often hold students back from attending HE. They also develop an understanding in the student that if you want something and are willing to work hard enough for it you too can achieve your goals.</li> </ul>

If the Discovering Queen's Programme(s) / Step Up had not been available would you have achieved the same impacts?		
	Discovering Queen's	Step Up
Yes, immediately		1
Yes, but delayed / over a longer timescale		
Yes, but on a smaller scale (i.e. fewer pupils)	5	2
Yes, but participating in FE rather than HE		1
No	5	2
<b>Comments from those who said "No"</b>		
<b>Discovering Queen's</b> <ul style="list-style-type: none"> <li>The school is limited by time and money. Also they just wouldn't have the resources to organise activities that DQ provide.</li> <li>As the school is primary level it would entirely depend on the P7 teacher's motivation. Without the expertises and resources it would be highly unlikely that anything of real worth could be delivered.</li> <li>The school doesn't have the resources to provide transport for all the events ran by Queens</li> <li>Transport costs would be too high, offering trips to Queens would be too costly to the school</li> <li>Talking about HE would be down to the teacher and their motivation</li> </ul>		
<b>Step Up</b> <ul style="list-style-type: none"> <li>Since the forming of the schools 6<sup>th</sup> Form the school has been working towards developing students thoughts on post 16 education. The school would be hampered in providing such a comprehensive programme due to time, cost and expertises</li> <li>The school just doesn't have the expertises or resources to deliver this type of programme.</li> </ul>		
<b>Summary</b> <ul style="list-style-type: none"> <li>The schools just don't have the resources or time to deliver such programmes</li> </ul>		
<b>How schools would have achieved impacts in the absence of Discovering Queen's / Step Up</b>		
<b>Discovering Queen's</b> <ul style="list-style-type: none"> <li>The school would have tried to deliver confidence building exercises on a smaller scale. However they would of been severely hampered by time, cost and expertises</li> <li>Most of the students have an ambition to go on to HE anyway. It would of been the schools role to try and nurture these thoughts ensuring the students follow through on their thoughts.</li> <li>The school tries to provide a lifelong learning ethos currently, so from that work on HE would have been down.</li> <li>It would have been very difficult as the only opportunity students have to sample University life would be in Yr 14 at Open Days and this is really too late to influence effective career decisions.</li> <li>It would be anticipated that the Year 14 visits to Queens would continue however, it is unlikely that the Year 11s would get the same chance to visit Queens and talk to those within the HE system</li> </ul>		
<b>Step Up</b> <ul style="list-style-type: none"> <li>Due to the nature of the school and the schools reputation many of the students are already highly driven towards achieving their goals. The Step Up programme offers a larger safety net for a small few</li> <li>For the students needing the most help, the school would dedicate resources and time to help them achieve their goals</li> <li>We would attempt to involve the parents so they can act as drivers in tandem with the school.</li> <li>The school would try to deliver confidence building exercises but realise they would be hampered by time and cost.</li> </ul>		
<b>Summary</b> <ul style="list-style-type: none"> <li>In most cases the schools would try and deliver confidence building exercises and projects. However they do realise that this would be limited by costs, time and expertises.</li> </ul>		
<b>Continued need for Discovering Queen's / Step Up</b>		
<b>Discovering Queen's</b> <ul style="list-style-type: none"> <li>Very much so, anything that breaks down the barriers to HE is a good thing</li> <li>Yes, DQ targets the right people at the right age. Working with pupils who are just about to pick their GCSEs means they can develop a long term view of where they want to go in the future</li> <li>Yes, the programme needs to continue to offer students the chance to develop themselves and achieve their goals</li> <li>Yes, delivering this type of programme before a pupil starts in post primary education starts the ball rolling giving them something to strive for throughout their post primary academic career.</li> <li>Definitely, The younger barriers can be broken down the more likely your are to succeed in keeping those barriers broken down.</li> <li>Yes, there is a need for someone who will address the issues that can be caused by modern day home life. For those that come from broken homes, low income families or have no family history of HE. It is important that someone acknowledges this and offers an alternative that builds a confidence within them about HE.</li> <li>Yes, the programme helps to break down the barriers and misconceptions of many of the students particularly to attending Queens</li> <li>Yes, the programme plants the seed of HE into the pupils mind set, providing them with something to think about as they continue on into post primary education</li> <li>Yes most definitely especially in the current economic climate as students may opt to skip University Education due to lack of finance. The Discovering Queen's highlights the importance of HE and this is crucial now more than ever!</li> </ul>		

- There is a definite need for DQ to continue, however because the school year is so busy advanced warning of programmes is a must in the future

#### Step Up

- Yes, there is the potential however to expand to other subjects.
- Yes, it is important that at schools where ambitions are not high someone comes in and provides a driver and example for students to follow
- Very much so, the programme offers students the chance to develop their skills and aptitudes in a particular field. The expansion to other subjects would allow this to continue in other ways potentially increasing participation of those who enjoy the other subjects
- Yes, however funding needs to increase so that further courses and schools can be included
- Yes, speaking from a selfish point a view they want to see it expanded as long as it doesn't affect the deliver of the current programme
- Yes, the project need to keep being delivered providing opportunities for those less well off

### Key strengths of Discovering Queen's / Step Up

#### Discovering Queen's

- Provides students with a learning experience they never forget
- Pupils are involved at the right age. Pupils gain a real life experience they can use when weighting up choices.
- It provides the students with a real life experience of HE and offers them to get hands on experiences of HE life
- Targets pupils when they are young. Offers a life experience they can relate to. EJ & Patricia are real drivers of programme
- Campus visits offer a hand- on reference for the pupils. EJ & Patricia excellent in delivering the message at the pupils level
- Focused on the students offering them a chance to increase their confidence
- Good variety of programmes offered, open to all year groups and is very relevant to the NI Curriculum
- Patricia and EJ are very good with the pupils taking to them on their level. The tours around campus also offer the students a chance to see around the buildings offering them the chance to come to their own conclusions
- Targeting students who may never get a chance otherwise to sample University Life. Focusing students to work hard to achieve their dreams
- The programme is successful in achieve what it sets out to do raising aspirations which leads to wider participation in HE

#### Step Up

- The overall management of the project is fantastic. Credit must go to Damian O'Kane for his dedication.
- Delivers high quality science learning. Bridges the idea of HE at a vital age
- Damian O'Kane – a dedicated man with a real passion for the project. Mentoring- the mentors normally come from similar circumstances to those they mentor. This shows them to be an example of how you can achieve if you want to.
- Post graduate mentors, as they come from a similar circumstance they are a great example to the students
- The students get a direct experience of HE life. Currently students are at Summer School
- The training of staff in new ways of thinking is particularly beneficial

### Main areas for improvement for Discovering Queen's / Step Up

#### Discovering Queen's

- At times the programme isn't focused enough on specific subjects of interest
- No weaknesses that can be thought of at this time
- They need to spend more time talking about specific subjects that interest the students, at times, talks are just a bit too generic
- More targeted schools – subject to funding
- There needs to be more hands on activities for the pupils to learn. At 10/11 you learn by doing.
- Timetabling needs to be done in advance, sometimes timescales are too short which means the schools cannot adapt quick enough
- Perhaps something in the PEC could be done to highlight those facilities
- Nothing that can be thought of at this time.
- More STEM related events
- At times when the students attend the talks about subjects the academic staff pitch the information above the understanding of the year group, this is particularly true for Year 11 classes

#### Step Up

- More resources are required for expansion. Linkages between schools need to become stronger so that a culture that discourages barriers forming can be delivered.
- Money- more resources required to deliver the programme on a wider scale to a larger audience
- There is a need to expand to other subjects and into younger age groups.
- More core funding.
- At times there are timetable scheduling problems
- Timetabling problems at times

#### Involvement in any other activities to encourage participation either through other Higher Education Institutions

##### Discovering Queen's

- No (X 4)
- Step-Up (x2)

##### Step Up

- Science in Society
- Yes, we run promotional campaigns for HEs within the school building
- No

#### Other comments

##### Discovering Queen's

- No (x 2)
- The programme ensures that the boys at least consider HE, so they don't just let the opportunity pass them by.
- The programme is fantastic chance for young people to see what HE is all about.
- They need to look at delivering some programmes like the UU Step – Up programme that is subject focused
- It might be nice for the pupils to meet actual students offering them a real life example of university.
- This has been a wonderful opportunity for our students and I hope it continues on for the forthcoming years.
- The programme is a great way to get students thinking about HE, at times they just wish they would be more focused in their delivery of subject talks.

##### Step Up

- The project needs to keep going, with more resources required so other subject areas can be targeted in this way.
- Outstanding
- Fantastic programme