

WIDENING ACCESS AND PARTICIPATION PLAN 2017-18 – 2019-20

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

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

Queen's University is committed to providing its students with an educational experience that is commensurate with the best universities in the world. It is also committed to ensuring that those who have the ability to benefit from such an education should have an opportunity to do so, irrespective of socio-economic background; disability; ethnicity; political opinion; gender; marital status; sexual orientation; or age.

The University's Vision for 2020 includes a strong focus on the role of Queen's in the community including widening participation through:

- Special initiatives with schools and community groups within deprived social communities.
- Special initiatives and partnerships with Further Education Colleges.

The updated University's Widening Participation Policy Framework reflects the key drivers and priorities of the former Department for Employment and Learning's (DEL) *Integrated Regional Strategy for Widening Participation in Higher Education - Access to Success*. The Framework is based on two key thematic priorities, reflecting the student lifecycle (outlined in more detail in Section 1.4):

- Pre-Entry Outreach and Flexible Access to Higher Education.
- Supporting Transition, Retention, Attainment and Employability.

Thematic Priority One: Pre-Entry Outreach and Flexible Access to Higher Education

- Continue to develop the Queen's Academy to deliver, in partnership with identified schools and FE colleges in Northern Ireland, a progressive programme of engagement and support with targeted pupils to achieve the necessary qualifications to access Higher Education.
- Pilot additional primary school interventions, building on the successful Professor Fluffy Programme.
- Pilot a Queen's Compact Scheme that will provide an alternative access route to Queen's.
- In collaboration with the Department for the Economy (DfE), continue contribution to the development of a single integrated regional awareness-raising programme.
- Enhance the information, advice and guidance available to pupils, schools and parents on widening participation opportunities to Higher Education.
- Develop the sustainability of widening participation opportunities within the Research Councils UK (RCUK)-funded project involving early career and doctoral researchers working with post-primary schools to enhance the pupil learning experience and aspiration, and promote awareness of research.

- Contribute to the development of a pilot regional programme for disadvantage and disability application routes to Higher Education.
- Review and further develop the University's Access Programme as a route to higher education for Adult Learners.
- Contribute to the development of initiatives in partnership with FE to progress current apprenticeships to HE as relevant.
- Contribute to the development of a DfE future project on the introduction of the use of contextual data to support the admission of disadvantaged and under-represented groups.
- Assess the potential for the introduction of targeted scholarships for Widening Participation entrants.
- Recruit and train volunteer student and graduate ambassadors as role models to raise ambition of young people from under-represented groups.
- Develop a model and practice of evidence based practice.

Thematic Priority Two: Supporting Transition, Retention and Attainment

- Enhance the personal support for students admitted to the University from Widening Participation cohorts, including the introduction of assigned mentors, peer mentoring and individual learning support through the Learning Development Service.
- Enhance the provision of advice and guidance to Widening Participation entrants on the range of support and assistance available, including access to bursaries, to enable their transition to University life.
- Further promote the provision of dedicated services for the support for students with disabilities.
- Further promote the provision of support for care experienced young people including the new £1,380 bursary for those who meet the criteria which was approved for implementation in 2015-16.
- Provide support to ensure positive employability outcomes for widening participation cohorts.

The former Department for Employment and Learning (DEL), through its *Integrated Regional Strategy for Widening Participation in Higher Education, Access to Success*, acknowledges that Northern Ireland universities:

"...have done much to promote widening participation in Northern Ireland and participation rates among young people in the region are much higher than in other parts of the United Kingdom."

It is also recognised in *Access to Success* that "*widening participation extends beyond recruitment and selection and covers the entire student journey to graduation and progression to the world of work*". Through its integrated and coherent strategy, Queen's has made an impressive contribution to the success of widening participation in Northern Ireland as evidenced by the following performance indicators.

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

Student Progression

Queen's has enhanced the student experience, with a particular emphasis on improving student transition, retention and attainment. Considerable success has been achieved in terms of student retention, as demonstrated by the HESA Performance Indicators on "non-continuation", with dropout rates being significantly below the Northern Ireland average.

HESA PI	2009-10	2010-11	2011-12	2012-13	2013-14	NI average
1 st Year Dropout rate	4.6%	3.6%	3.5%	4.9%	4.5%	7.3%
Overall Dropout rate	8.1%	8.1%	7.7%	8.0%	7.4%	11.2%

Students from Low Income Backgrounds

The University monitors the recruitment of students from low income households. In 2014-15, financial support in the form of bursaries, was provided to over 3,500 undergraduate students from the lowest household income category.

Measure	2011-12	2012-13	2013-14	2014-15
Low Income Students - income up to £19,203	3,286	3,467	3,603	3,521

Students from Socio-economic Categories 4-7

Annual performance indicators are published by HESA on the proportion of students entering from lower socio-economic groups 4-7. The measure for each institution is expressed alongside a benchmark figure that relates to the subject mix and entry qualification of students. Queen's performs consistently above its benchmark on this performance indicator.

Measure	2011-12	2012-13	2013-14	2014-15
HESA PI	31.3%	31.0%	32.5%	31.9%
Benchmark	23.8%	25.9%	26.2%	26.1%
Over-performance on Benchmark	7.5%	5.1%	6.3%	5.8%

Students with a Disability

The Disability Services Unit provides a pro-active service to potential applicants and registered students. It ensures that their individual needs are assessed and that a support package is available to meet the requirements of their particular course. There are now 2,260 students registered with the service and in 2014-15 some 1,032 were in receipt of the Disabled Students' Allowance (DSA). This compares to the Access Agreement milestone of 1,650 registered and 950 in receipt of DSA.

Students with Disabilities

	2010	2011	2012	2013	2014
Students registered with Disability Services	1,307	1,404	1,573	1,785	2,260
Students in receipt of DSA	682	843	893	851	1,032

Employability

Annual performance indicators are published by HESA on the employability of students six months after graduation. Queen's has established a comprehensive Employability Framework and performance on this measure remains strong, despite the difficult economic circumstances. The figure of 94.6% for 2013-14 graduates is 0.9% higher than the Northern Ireland average.

Measure	2010-11	2011-12	2012-13	2013-14
Students Employed (inc. further study)	92.9%	93.5%	93.8%	94.6%

1.3 Please outline the Widening Participation aims, objectives and targets for next 3 years at Queen's University.

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

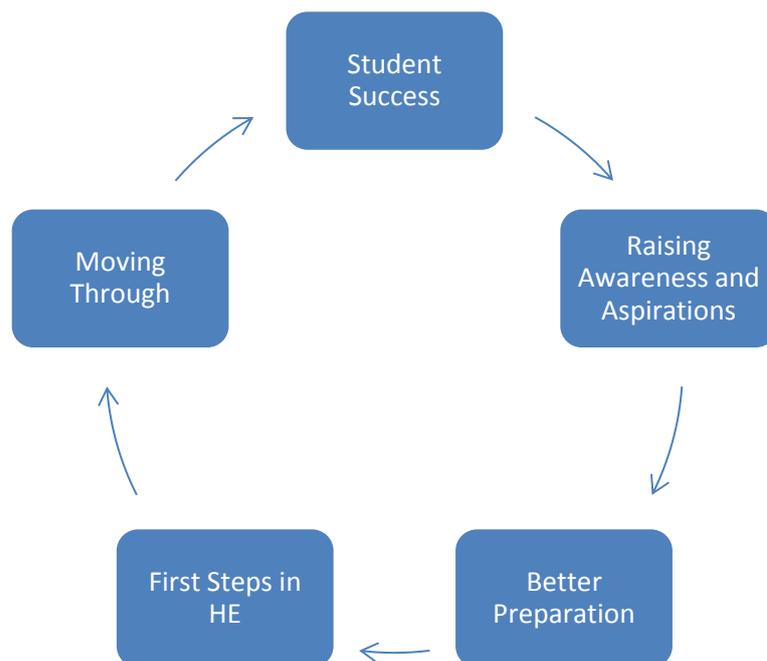
In developing Widening Participation aims, objectives and targets, it is important to note three key factors relating to the Northern Ireland context:

- The 2015-16 budget resulted in unprecedented cuts to the funding of Higher Education in Northern Ireland. This resulted in a phased reduction in the overall number of full-time, undergraduate Higher Education places in Northern Ireland (the MaSN). Securing a sustainable funding arrangement for HE and reinstating the reduction in student places must be a priority for the new Programme for Government.
- The population of young people (age 18) will decline through to 2020 by approximately 15%.
- The Age Participation Index (API), and participation rates from lower socio-economic groups, are already considerably higher than in other parts of the United Kingdom.

- 1.4 Outline below the key programmes/projects financed from additional student fees that will contribute towards your Institution's performance? (It would be advisable to refer to the appropriate section of the guidance notes before completing this response)

Queen's Widening Participation programmes reflect the integrated learner-centred framework, our work recognising that widening access and participation must be addressed at different phases of the 'student lifecycle'.

STUDENT LIFECYCLE MODEL



- Raising awareness and aspirations (from primary school age upwards, including adults);
- Better preparation/pre-entry support (raising attainment to enable transition from school/FE College/Access courses to higher education);
- First steps in higher education (including induction programmes and transition support on course);
- Moving through the degree programme (supporting students in a holistic way, both their academically and personally);
- Student success (achievement and preparation for work and/or further study).

Ten programmes are presented below against this student lifecycle model and aligned with the priorities of the Queen's WP Framework.

Thematic Priority One: Pre-Entry Outreach and Flexible Access to Higher Education**RAISING AWARENESS AND ASPIRATION****1. Queen's Outreach to Schools and the Community**

The Queen's Outreach to Schools and the Community Programme aims to raise awareness, ensure that the costs and benefits of higher education are readily understood and pupils can identify the relevance of higher education to their own lives and through this encourage and support quality applications from pupils across NI. This is achieved through:

- delivery of talks and one to one sessions to Years 12-14 and parents/carers in NI Schools. These include both general information about Higher Education and Queen's, and academic talks from a range of Queen's subject areas;
- participation in Career Conventions in collaboration with Area Learning Partnerships;
- development of an enhanced online Undergraduate (UG) prospectus and related resources to meet the information needs of prospective pupils;
- development of a careers teachers website as a resource for careers teachers to avail of up to date information;
- provide tailored information for young people with disabilities through booklets supported by dissemination workshops in Schools;
- engagement in a programme of outreach to key contacts in the community.

BETTER PREPARATION/PRE-ENTRY SUPPORT**2. Primary School Programme**

The successful Professor Fluffy Programme will be further developed as the 'Queen's University Belfast Education Development (QUBED) Programme with Professor Fluffy' introducing additional focus on careers, numeracy and literacy. It is becoming increasingly evident that more work is needed at a younger age level to ensure young people, particularly young males, are inspired to engage in education. QUBED will pilot a range of more subject related interventions which will involve input from Queen's students and academic staff. Delivery will also include digital resources developed in collaboration with key stakeholders.

- The programme will focus on schools located within areas of high deprivation throughout Northern Ireland.
- This sustained series of engagements will take place throughout Key Stage two (P5-7) and will have a strong science, technology, engineering and mathematics (STEM) theme.
- Pupils will benefit from a combination of classroom delivered activities and campus visits.
- Website and training materials for the schools and participating teachers.
- Opportunities for family and community-based learning, including after school events.

Evaluation will be embedded in the programme as participating pupils will be monitored throughout their journey and subsequently tracked after entry to post primary school.

3. The Queen's Junior Academy

The Queen's Junior Academy aims to raise awareness and attainment at GCSE level and ensure informed choices are made post GCSE level for targeted WP groups. This is achieved through a programme of engagement which begins in Year 8 (Boys only, through a targeted sports programme) and supports targeted pupils from Year 9 through to GCSE level (Year 12), providing a pathway that helps to raise attainment and aspiration in targeted WP schools (based on guidance from Department of Education). There is a particular focus on targeting young males for the Junior Academy through the boys sports programme. The programme aims to:

- (i) raise attainment through:
 - after-school academic support (homework clubs), providing young people with tutoring and a supportive community based environment for schoolwork, social and inter-personal skills, and to build confidence;
 - an ongoing programme of activity to increase motivation for study during year;
 - a specific boys sports programme to increase motivation for learning;
 - University-led subject-specific revision sessions and on-line revision resources for GCSE.
 - Group and one to one coaching to ensure that pupils are guided to make informed decisions about their future careers.
- (ii) raise learners' understanding of the importance of education in their future and their motivation to work hard through:
 - interaction with inspirational role models in workshops and visits developed by WP graduate interns and WP student ambassadors;
 - at post-primary level, follow up workshops on benefits and opportunities of Higher Education with key stakeholders;
 - visits to Queen's for parents/carers with the pupils of the Junior Academy.

Key to the development of the programme is regular open dialogue with teachers and active involvement in relevant community networks. This will ensure awareness of the programme and appropriate input to ongoing developments.

4. Access and Open Learning

Queen's aims to increase the numbers of mature students progressing from Open Learning and Access courses to undergraduate study at Queen's. This is achieved through:

- the delivery of a range of access programmes that provide entry level qualification to Queen's. These are designed for those who do not have A levels and have been out of full time education for more than two years, and are delivered at Further Education (FE) Colleges across Northern Ireland;
- work with education providers at community level to explore awareness raising opportunities to promote Higher Education;
- the delivery of information, advice and guidance for Access students to aid career planning and increase quality applications to Queen's;
- visits to Queen's for Access students to meet current students and gain further information on relevant courses;
- a WP point of contact for ongoing queries from Access students to encourage quality applications to Queen's;
- promotion of Open learning courses as a taster of Queen's to adult learners;

- provision of support for those with special support needs and/or disabilities to ensure engagement with learning is a positive experience that will increase the possibility of those participating exploring options that will lead to further engagement with Higher Education.

5. The Queen's Senior Academy

The Queen's Senior Academy will deliver a coherent and progressive programme of support which aims to raise attainment and increase the number of entrants to Higher Education and in particular Queen's University from targeted WP groups. This is achieved through:

- a targeted approach in collaboration with NI-wide schools and FE colleges, to ensure those 'most able and least likely' are nominated to the Senior Academy;
- a targeted approach to ensure nominations of young people in care;
- provision of information and support for parents/carers to facilitate participation and ongoing engagement with the Senior Academy;
- an intensive programme combining on-campus activity and subject specific A-Level support, with access to master classes and workshops to develop skills, assist with individual learning plans and enhance performance;
- personalised support and guidance from an allocated Queen's student mentor;
- residential experience at Queen's University Belfast to increase knowledge and awareness of the student experience and the opportunity to gain an insight into life at the University;
- provision of coaching to ensure informed course selection and career development planning;
- ongoing evaluation to inform the development of the Senior Academy.

6. Compact Scheme

There is evidence that the Senior Academy has led to an increase in applications to Higher Education (approximately 70%) however, there is commitment to ensuring that there is a direct entry pathway to entering Queen's and this will be achieved through:

- the development of a credit bearing Educational Compact Scheme reflecting current practice in other Russell Group Universities;
- a programme designed around academic subject areas and degree pathways
- development of a Pathways to the Professions strand;
- specialist support for employability and careers options with development of professional links through insight days and short placements.

Thematic Priority Two: Supporting Transition, Retention and Attainment and Employability**FIRST STEPS IN HIGHER EDUCATION****7. Transition Support Programme**

The Transition Support Programme aims to ensure that a diverse student body settles successfully into University and becomes fully engaged in the Queen's student experience. The Transition Support Programme normally includes the following but is adapted every year based on evaluation of the previous year and emerging student needs:

- a 'Meet the parents/guardian' event to increase awareness of support and help ease transition;
- academic-based induction delivered at subject level and incorporating meetings with staff, current students, peers, personal tutor and finding out more about the course and relevant support;
- student-led University-wide programme of welcome offering support to target groups including:
 - mature student induction event and ongoing personal and academic development programme;
 - care-experienced students' academic induction event;
 - direct entry to Level 2 and 3 Transition Support Programme;
 - induction event and transition support for students with Asperger's and ASD.

Each of these activities will cover elements of learning in higher education, raising awareness of support available, and provide an opportunity to socialise with other students:

- School-based peer mentoring providing transition support to new students;
- Promotion of student support through leaflets, website and student guides and a video produced by senior Queen's students;
- Annual evaluation of induction and transition support to enhance the overall programme.

ON COURSE SUPPORT**8. Academic Support Framework**

The aim of the Academic Support Framework is to ensure that students progress through their course and attain a degree classification reflective of their academic potential. The framework combines generic support with a range of specialist academic and related supports based on student needs. The framework is evaluated on an ongoing basis and innovative methods of support are developed and piloted to ensure support reflects the changing environment of learning and the needs of a diverse body of students. The Framework includes:

- Personal Tutors, who provide an enhanced academic tutoring system to support the increased retention of our students. Each new undergraduate student is assigned a personal tutor who meets with the student up to two times a year. The personal tutor is key to guiding the student through their academic study by providing feedback on their academic performance and

signposting students to additional relevant help if appropriate e.g. Learning Development Service (LDS) and to relevant development opportunities;

- Learning Development Service (LDS) which offers academic skills support through one-to-one meetings, workshops and guidance on essay writing, maths skills and study skills;
- Disability Services which supports students identifying themselves as having a disability or long term condition. When a student discloses a disability of long term condition, they are invited to meet with a Disability Officer to discuss their needs and the range of supports available. Once registered with the service their allocated Disability Officer will support the student to develop an Individual Student Support Agreement which outlines all supports and reasonable adjustments that a student is entitled to. The Disability Officer then liaises with all appropriate areas to put support in place. Each academic School has a Disability Adviser who assists in the arrangement of reasonable adjustments within their School to support the student's learning and assessment. The Examinations Office makes arrangements for reasonable adjustments in examinations e.g. additional time, rest breaks, individual rooms, scribes/readers and use of a PC and uses the 'green room' to accommodate students. Additional support to enhance accessibility to Library and information resources is provided and assistive technology is available on computers throughout the University.

9. Resilience and Wellbeing Programme

The aim of the Resilience and Wellbeing Programme is to help students to navigate the changes and challenges they face throughout their time in University, and as they move into employment. It also provides students with individual support when personal difficulties or complex situations arise, helping students make choices with respect to their support needs at different times throughout their studies. The support is both proactive, such as helping students develop wellbeing management skills or adapt successfully to change, as well as individual and specialist, such as disability and short-term counselling support. Support needs are reviewed and enhanced as new needs become evident, as students progress and gain confidence, and in response to wider needs and expectations from the study body. Resilience and Wellbeing support includes:

- a Student Multidisciplinary Team, which provides co-ordination of support to students identified with complex difficulties, including personal and family issues, financial difficulties and emerging mental health concerns;
- a range of workshops, drop-in, online resources and one to one guidance to build confidence and ability to manage wellbeing
- Advice SU, which offers one-to-one guidance on budgeting, debt management and finances;
- a Residential Life Team which is part of the University's Accommodation provision and provides access to a range of social and transition support events;
- an Asperger's Support Network, which provides students with Asperger's with ongoing support, connection with peers and skills development;
- a Counselling Service which provides short-term, solution-focussed counselling support to students. Students have 24 hour access to a counselling helpline, as well as access to telephone counselling whilst on work placement or study abroad opportunities;
- a strong relationship with the University Health Centre which provides health care that is accessible and responsive to the needs of students;
- Student-led initiatives supported by Queen's to increase awareness of support available, deliver workshops relating to mental health and suicide prevention;

- Hardship Fund which provides discretionary financial help for students who get into financial difficulty during their course;
- Crèche facilities which are open to all full-time students.

Resilience and Wellbeing initiatives are evaluated regularly and developed in collaboration with students.

STUDENT SUCCESS

10. Employability and Further Study

The University seeks to ensure that undergraduate students from under-represented groups have access to opportunities for Information Advice and Guidance, mentoring, work experience, placements or internships, as part of the University's commitment to improving the employment prospects of its undergraduates. This is achieved through a range of pre-entry and on-course activities, including:

- developing and enhancing the information, advice and guidance to students and teachers;
- introducing a programme of 'Access to the Professions' activities for students, parents and Careers Teachers from WP targeted Schools;
- running an Internship programme. There is bursary support available to enable students to undertake internships or work experience during their summer vacation. These students would not otherwise be able to undertake these opportunities without this financial support. Other awards of up to £750 are available to fund travel to International Placements/study abroad;
- expanding of the Queen's Alumni Mentoring Scheme by developing a strand targeted at students from WP backgrounds. The scheme, which works with more than 40 mentors, seeks to bridge the gap between education and industry. The scheme helps students to develop skills as well as build networks and connections with business professionals. The mentors are from a range of employers thus providing a valuable opportunity for our students and strengthening links between graduate employers and the University. All students who join the University via the Queen's Academy, Access Programmes or who are identified as WP Schools/Colleges have the opportunity to apply for the Alumni Mentoring Scheme to potentially aid their access to a variety of professions;
- provision of one-to-one support and workshops during the summer post-graduation. To support student progression to further study, the University seeks to provide clearer, relevant, comparable information about the choices available, the costs involved and the funding available. This is achieved through enhanced and targeted information (paper and online) supported by an annual Postgraduate Options Fair.

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

All activities mapped to Queen's Widening Participation Framework have been written to reflect the key actions of the Access to Success Strategy.

The activities seek to engage with key cohorts identified by the Access to Success Strategy for inclusion in future widening participation support initiatives:

- lower SEC Groups;
- disability (physical, sensory or learning);
- low participation neighbourhoods (areas of high deprivation);
- adult returners;
- care leavers.

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

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Queen's will continue to ensure that prospective students and their parents have all the information they need to make an informed decision about the commitments they will be making, financial and other, if they come to study at Queen's. This information is made available on the University's Website and in its printed Prospectus and other publications.

In addition, students have access to professional advice and information services to help them to make the best use of the resources available to them during their time at Queen's. Advice SU provides advice on a range of issues, including - loans, tuition fees, bursaries, the Support Fund, scholarships, Social Security Benefits and budgeting skills. This advice is also available to prospective students at the pre-entry stage. Disability Services provides information on support available

We work on an ongoing basis with students, prospective students and their parents/carers in the development and focus of our messages and our choice of information channels and to determine which information is of most importance to prospective students.

The provision of advice and information on financial support is a shared responsibility for all within the University who work directly with students, particularly Finance, Students' Union, Admissions and Recruitment and Outreach Officers. Advice SU provides expert advice in this area.

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

The Higher Education Funding and Student Finance Project Group is responsible for monitoring the delivery of the programmes and progress towards key targets and milestones. As described in 1.3, the primary measures relating to Widening Participation will continue to be focused on:

- Socio-economic background/deprivation
- Household income
- Disability
- Care leavers

1.8 As part of the ongoing development of the WAPP we would now like you to provide us with an additional evaluation on how you think your institution is performing. In order to ensure consistency across the institutions we would ask that you use the Kirkpatrick Model for this exercise. To assist you in this exercise we have provided sub headings from the model to help focus your response. (*full details on how to complete this section are in the Guidance document*)

(i) Evaluation - additional information

Level 1

Junior Academy

Throughout our Primary School engagement, feedback is gathered through questionnaires and small group discussion with teachers, upper primary pupils and classroom assistants. Participants report that the programme is informative and exciting but felt that further sustained engagement could lead to enhanced outcomes for the pupils.

In Year 9 - Year 11, baseline questionnaires and focus group feedback is gathered to assess initial perceptions to Higher Education. As junior academy participants take part in a progressive programme, activities are periodically reviewed. Participants suggest improvements which are then implemented. Feedback from academic taster sessions revealed that participants would benefit from increased engagement with the Queen's student body. Participants also noted that they learned about subject areas that they were previously not aware of and enjoyed the more practical based sessions.

Senior Academy

Having undertaken a pre and post evaluation after two residential experiences, attitudinal change is notable. In particular a 26% increase of respondents now strongly agreeing that Higher Education sounds an exciting prospect, and a 15% percent increase, in those who agreed or strongly agreed that they could now see themselves progressing into Higher Education, was recorded.

Level 2

Junior Academy

As a result of participation in the Professor Fluffy Primary School Outreach Programme, teachers and pupils agreed that subject area and career pathway knowledge had increased.

Evidence suggests that Year 10 pupils gained increased awareness of various career routes and the subject combinations necessary for progression. Feedback from teachers also highlighted the usefulness of taster sessions to compliment in-school careers advice and guidance.

Senior Academy

The Senior Academy Programme provides a range of interventions that include; student financial awareness, UCAS application advice and guidance and personal planning, to increase the knowledge of participants and therefore empower them to make more informed choices about their Higher Education progression. The Senior Academy tutor element provides up to 30 hours of Level 3 subject specific tutoring to increase confidence and capability in applying to Higher Education.

Senior Academy Participants (2014-15 Cohort) displayed a significant increase in their knowledge surrounding Higher Education noting that, having participated in the programme, they now felt that they had sufficient knowledge surrounding Higher Education to inform their future decision making.

Participants also recognised that a 3rd Level Qualification could contribute to higher earning potential.

By attending Senior Academy activities participants were able to address perceived barriers concerning fees and funding for Higher Education. A significant amount of participants displayed a change in attitude now stating that the cost of university would no longer limit attendance.

Level 3

Junior Academy

As a result of sustained engagement with Queen's University, Belfast the Widening Participation Unit have received additional requests for increased engagements with both existing partner and new primary schools. These requests have been generated by partner school promotion in their local community. In addition to this, current primary school partners have requested further interactions with additional academic partners in Queen's University such as colleagues from Aerospace Engineering, Pharmacy and Food Science. It is the intention of the department to explore these partnerships further.

As part of Junior Academy programmes participants increased motivation towards their school studies. In particular, the boys' sports programme highlighted that participants recognised the need to apply themselves whilst at school, "I want to work hard so that I can attend university" and "I am now more motivated to work hard at school".

Senior Academy

Year on year applications to Higher Education from Senior Academy target groups have continued to increase demonstrating that the programme has developed to meet the needs of specific WP groups.

The WPU team have been working with the School of Education to identify appropriate measures for the overall impact of interventions. This work is ongoing as it is widely recognised that evaluation of widening participation is an area that requires significant development.