**WIDENING ACCESS AND PARTICIPATION PLAN 2018-19 - 2020-21**

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

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

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| 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.  Widening Participation, Equality and Diversity is a key component of Queen’s Corporate Plan (2016-21) and a key strand in Queen’s Education Strategy (2016‑21). Priorities identified include:   * Fully integrating widening participation in the culture and working   practices of the University.   * Offering an education portfolio which provides a range of routes   to learning, and supports student progression and success.   * Increasing the use of work-based learning, part-time, and distance or blended learning approaches. * Ensuring that students have the opportunity to engage in delivering outreach activity. * Delivering, in partnership with the Students’ Union, initiatives to promote inclusivity and diversity. * Making a real difference to the lives of those most disadvantaged in Northern Ireland (NI) through working in partnership with communities as evidenced through the work of the Centre for Evidence and Social Innovation. For further information on Queen’s work in this area please visit[*Centre for Evidence and Social Innovation*](http://www.qub.ac.uk/research-centres/cesi/zones/)*.*   The University’s Widening Participation Framework identifies 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. * Further expand the Pathway Opportunity Programme that provides an alternative access route to Queen’s. * 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 that were delivered within the Research Councils UK (RCUK) Schools University Partnership Initiative (SUPI) 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. * 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 ongoing development of 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 £1,420 bursary (£1,000 plus low income bursary of £420) for those who meet the criteria, which was introduced in 2015-16. * Provide support to ensure positive employability outcomes for widening participation cohorts. |

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

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| 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.  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 NI average.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **HESA PI** | **2010-11** | **2011-12** | **2012-13** | **2013-14** | **2014-15** | **NI average** | | 1st Year Dropout rate | 3.6% | 3.5% | 4.9% | 4.5% | 4.4% | 7.7% | | Overall Dropout rate | 8.1% | 7.7% | 8.0% | 7.4% | 8.1% | 10.9% |   Students from Low Income Backgrounds  The University monitors the recruitment of students from low income households.  In 2015-16, financial support in the form of bursaries, was provided to some 3,361 undergraduate students from the lowest household income category, representing 29% of the population.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Measure** | **2011-12** | **2012-13** | **2013-14** | **2014-15** | **2015-16** | | Low Income Students - income up to £19,203 | 3,286 | 3,467 | 3,521 | 3,376 | 3,361 |   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.  In 2015-16 there were a total of 2,567 students registered with the service with 1,469 of these students in receipt of Disabled Students’ Allowance (DSA). \*Please note these figures reflect the total population of students registered with a Queen’s University’s Disability Service from NI, Scotland, England and Wales.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Students with Disabilities** | **2011-12** | **2012-13** | **2013-14** | **2014-15** | **2015-16** | | **Students registered with Disability Services** | 1,404 | 1,573 | 1,785 | 2,260 | 2,567 | | **Students in receipt of DSA** | 843 | 893 | 851 | 1,032 | 1469 |   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 new Corporate Plan 2016-21 includes a target of 95% for student employability.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Measure** | **2010-11** | **2011-12** | **2012-13** | **2013-14** | **2014-15** | | Students Employed (inc. further study) | 92.9% | 93.5% | 93.8% | 94.6% | 93.5% | |

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

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

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| In developing Widening Participation aims, objectives and targets, it is important to note the following points relating to the Northern Ireland context:   * The 2015-16 budget resulted in unprecedented cuts to the funding of higher education in NI.  This has resulted in a phased reduction in the overall number of full-time, undergraduate places in NI institutions (the MaSN). * The most recent data from UCAS shows that 37% of new NI domiciled students are exported to GB, a rise of 6% since 2014-15. This outflow of talent will undermine the Executive’s ability to deliver on a Programme for Government and a sustainable model of HE funding is required to allow NI universities to reduce the number of local students studying in other parts of the UK. |

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

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

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| 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 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**   1. **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 afterschool 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.   1. **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; * Specific boys sports programme to increase motivation for learning: * University-led subject-specific revision sessions 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 ambassador. * At post-primary level, follow up workshops on benefits and opportunities of Higher Education with key stakeholders.   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.   1. **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. * 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.  1. **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 and BTEC support, with access to master classes and subject specific tutoring 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.  1. **Pathway Opportunity Programme**   This programme provides Year 13 students from throughout Northern Ireland a direct entry pathway to Queen’s. It is a credit bearing Educational Compact Scheme reflecting current practice in other Russell Group Universities which has been specifically designed around academic subject areas and degree pathways. This innovative programme encompasses specialist support for employability and careers options with development of professional links through insight days and short placements.  Further development of a Pathways to the Professions strand is also planned.  Thematic Priority Two: Supporting Transition, Retention and Attainment and Employability  **FIRST STEPS IN HIGHER EDUCATION**   1. **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:   * ‘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 networking events;   + care-experienced students’ academic induction event;   + direct entry to Level 2 and 3 Transition Support Programme;   + induction 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 promotional materials such as; leaflets, flyers, information boards and website resources such as; on-line self-management resources, videos, blogs, student interns, workshops, group-work sessions. * Annual evaluation of induction and transition support to enhance the overall programme.   **ON COURSE SUPPORT**   1. **Academic Support Framework**   The aim of the Academic Support Framework is to ensure 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 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.  1. **Student Wellbeing Service**   The Student Wellbeing Service is available to all students (including students with disabilities, students entering with access qualifications/mature students, students with low incomes, care experienced students and male students) and aims to:   * Provide information to all students about the range of issues which affect their wellbeing, what services are available, and how to access further advice, support and services. * Provide advice and information to students who are concerned about their wellbeing or that of their friends. * Provide specialist support or guidance, or referral to specialist services for students who have specific needs. We do this by offering a range of advice and support services to students which include: * A Drop In service in the Student Guidance Centre through which students can have quick and easy access to Wellbeing staff. Many students will have their queries responded to during Drop In while others will be referred to others for more specific or specialist support. * A counselling service including 24-hour access to telephone support which provides short-term solution-focussed support to students. * A coaching service which supports students to identify goals and develop a plan for how to achieve these goals. * Workshops and group work sessions which address a range of issues which affect students e.g. understanding and managing stress, coping while on placement, and building resilience. * Signposting and/or referral to specialist services both internal and external. * A range of online self-help resources and materials. * Advice and support to staff who are providing support to students.   In addition, the service supports students to access other supports through key stakeholders, including:   * 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. * Advice SU, which offers one-to-one guidance on budgeting, debt management and finances. * Residential Life Team which is part of the University’s Accommodation provision and provides access to a range of social and transition support events. * Asperger’s Support Network, which provides students with Asperger’s with ongoing support, connection with peers and skills development. * 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.   **STUDENT SUCCESS**   1. **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. Please provide a short summary of how your activities link to the key actions within Access to Success.

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| 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:   * low participation neighbourhoods (areas of high deprivation); * disability (physical, sensory or learning); * young males: * adult returners; * care leavers.   This is achieved by highlighting the above as required entry criteria for our pre-entry programmes in addition to ‘first in family’ and ‘experience as a carer’. |

* 1. 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. How do you plan to monitor progress against the targets and the achievement of outcomes?

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| The Higher Education Funding and Student Finance Project Group (HEFSFPG) 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:   * Disadvantaged backgrounds * Household income * Disability * Young males * Care leavers.   The Supporting Student Attainment Action Group (SSAAG) will monitor the retention and success measures.  The HEFSFPG and SSAAG groups have representation from senior management and the Students’ Union. |

* 1. Please provide an additional evaluation on how you think your institution is performing.

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

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

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

**Level 1 Evaluation - Reactions**

*What participants thought and felt about the programme*

Feedback is gathered after events and programmes to get initial reactions. These feedback sheets are worded to suit the age group and the questions asked help us to continue to improve the impact of our delivery. Primary School feedback is gathered primarily through happy sheets and by asking questions at the end of an activity. Informal feedback is also gathered from teachers and pupils attending the events. For post-primary pupils short evaluation sheets are used as well as talking to teachers. Focus groups are also held with post-primary groups which include a range of questions, some relating to what participants felt about the programme.

A sample of feedback from a questionnaire can be found below.

Pupils were asked to rate several of the activities on a scale from 1 (not enjoyable or informative) to 10 (very enjoyable and informative). The total average rating was 7.75, with no activity scoring below an average of 7.6. Interestingly, the information session ‘Finding out more about university’ was particularly popular, receiving an average score of 8.2.

**Level 2 Evaluation - Learning**

*The resulting increase in knowledge or capability*

In each of our outreach programmes and also for our retention and success projects we aim to measure how the programme has advanced the skills, knowledge and attitude of the participants. At primary school level we ask if the students know more about University and the response has been consistently positive, at post primary we focus more on particular aspects of development. A sample response is outlined below.

When asked ‘*Do you think the activities today will influence your subject choices for GCSE?*’, 58% replied ‘Yes’, a positive result considering the age of the pupils and their wide variety of interests.

**Level 3 Evaluation - Transfer**

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

This aspect of evaluation has been more difficult to measure as there are many aspects to the programmes delivered so measuring behavioural change that is specifically related to the programme is complex. This is part of ongoing work within the Widening Participation Unit and also the wider context of the Russell Group Widening Participation Group. Teachers will sometimes refer to a change in behaviour which they attribute to participation in the Boys Sports, Junior Academy and Senior Academy and this aspect of feedback is helpful but we aim to develop this stage of evaluation in the next three years.

Below is example of measuring change in behaviour in the context of one-to-one tutoring which is a key part of the Senior Academy.

Initial research indicates that of those that engaged fully in the tutor programme - (received 20 hours or more) at the least maintained their AS grades and in three cases increased their grade by one or two grades. There were 50 Senior Academy Participants, 29 Tutors and 23 Subjects.

**Level 4 Evaluation - Results**

*Results- the effects resulting from performance*

Data is collected on progression from each stage of our Outreach Programmes and as we are now in the 4th year of the Junior Academy we will be able to look at the overall progression rates throughout the four years of the programme. The Boys sports reached year 10 this year, and worked towards the Sports Leadership Award. At the end of this three year programme, 30 pupils achieved the Sports Leaders UK Junior Leadership Programme.

According to collated feedback from four Schools University Partnership Initiative (SUPI) events, when asked ‘*As a result of the event today I am more likely to think about going to university*’, a combined total of 81% of pupils responded with ‘Definitely’ or ‘Maybe’.