



Widening Access & Participation Plan 2019-2022

25th May 2018

WIDENING ACCESS AND PARTICIPATION PLAN 2019/20 – 2021/22

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

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

Belfast Metropolitan College is committed to opportunity, choice and excellence in Higher Education. It is essential that the principle of opportunity extends to those members of our society from backgrounds of disadvantage and, in particular, backgrounds of multiple disadvantage. This is of the utmost importance in the city region, where many communities and individuals are subject to multiple deprivations which contribute to social exclusion.

Widening participation is not simply a matter of social justice, but an economic imperative if Northern Ireland is to remain competitive in the face of unprecedented economic challenges. The College is committed to ensuring that no student is denied the opportunity to progress in their education as a result of their personal circumstances or social/economic background.

The Programme for Government specifically focuses on having a more equal society. Indeed, two of the College's corporate development themes are Economic Relevance and Social Inclusion within the city of Belfast, with the strategic aim of reconnecting disconnected people. Over the four year period from 2016 to 2020, the College will strengthen its reach and help to widen participation, enhance social mobility, build community capacity and create a fairer society.

The College's Widening Participation (WP) initiative is designed to increase, or in some instances maintain, the number of students from underrepresented groups participating in higher education. It aims to increase uptake of those most able, yet least likely, to achieve in a higher education programme of study. The initiative aims to achieve this by raising aspirations, by encouraging applications and by ensuring progression, retention and successful outcomes.

Many young people and adults with the academic potential to enter higher education do not currently apply to study at the College. This may be due to:

- lack of aspiration
- adverse personal circumstances
- limited family income
- insufficient information
- no family experience of higher education
- lack of understanding of the benefits of higher education qualifications

The College is committed to delivering the Widening Participation initiatives outlined in this document, as they are vital in creating a fairer society, securing improvements in social mobility and supporting economic growth, within Greater Belfast and beyond.

Belfast Met is mindful that half of the Super Output Areas (SOA) on the index of deprivation in Northern Ireland fall within the Belfast Local Government District. [Source - Northern Ireland Multiple Deprivation Measure 2017 (NIMDM2017) NISRA]

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

Belfast Metropolitan College is committed to identifying those members of our society who do not see education as an option open to them, attracting them into the College and supporting them through to the successful completion of their chosen programme of study.

Disadvantage is very rarely streamlined into single cohorts, and students often struggle with multiple disadvantages. The College is very proud of the tailored support interventions which it provides to enable such students to succeed in their studies. The guidance documentation identifies the following key areas of underrepresentation:

1. The lowest socioeconomic groups
2. Low participation
3. Post primary attending non grammar
4. Adults at risk
5. Persons with a disability
6. Adult learners

The College is at the forefront of Northern Ireland's FE and HE sectors in realising its vision and attracting those who are disadvantaged in the field of higher education.

In 2016/17, HE learners enrolled from Quintile 1 accounted for 20.6% of learners within Belfast Met, compared to a sector average of 16.3%. [Source – FE activity 2013-17, DfE]

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

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

The College's mission to make a fundamental impact on the economic and social success of the city of Belfast links with the strategic aim of reconnecting disconnected people. Over the next four years, the College will maintain its reach and help to widen participation, enhance social mobility, build community capacity and create a fairer society.

There has been a decline in the overall HE budget and in corresponding student numbers. In 2014/15 there were 3,348 enrolments compared to 3,178 in 2016/17. Despite this decline, Belfast Met is committed to supporting those from a widening participation background and to maintaining, if not increasing, levels of engagement.

The list below notes the disadvantaged cohorts or sections of our community currently being targeted by the College's Widening Participation strategy:

- those who suffer an economic disadvantage (the lowest socioeconomic groups)
- those from geographical areas of high level disadvantage (low participation, high deprivation neighbourhoods)
- those with a physical or learning disability, long-term medical condition or learning difficulty;
- those aged 25 or over who are in low level employment but require upskilling (via part-time educational provision in both further and higher education)

For a number of years the College has selected the following underrepresented cohorts for support intervention:

- those who are, or who have been, in care, and those who are on the edge of care
- single or young parents
- those who are carers themselves
- those who have had involvement with the criminal justice system
- those who are homeless, or at risk of becoming homeless
- those who are struggling with their sexuality - LGBT and, in particular, transgender Students

Since the 2016/17 academic year, the College has determined to expand its Widening Participation remit to include:

- Student mental health
- Bereavement
- Drug and alcohol misuse
- Family trauma, and
- Student personal problems

1.3 (a) TARGETS

You will note that the tables numbered (i) to (vi) below have been pre populated with your institution's average enrolment for the last 3 years. You are now required to insert numerical targets for each of the groups identified across the 3 years 2019/20 – 2021/22. These groups are regarded as being under represented in Access to Success.

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

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

AVERAGE (based on 4 years 2013- 2017)	Targets/Outcome			
4 Year Average		2019/20	2020/21	2021/22
648	NUMBER OF STUDENTS	660	665	670

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

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

AVERAGE (based on 4 years 2013- 2017)	Targets/Outcome			
4 Year Average		2019/20	2020/21	2021/22
177	NUMBER OF STUDENTS	180	180	180

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

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

AVERAGE (based on 4 years 2013- 2017)	Targets/Outcome			
4 Year Average		2019/20	2020/21	2021/22
[Please insert]	NUMBER OF STUDENTS	93	95	100

(iv) Group: **Young Males from Quintile 1**

Outcome: **To increase participation of young males from NI MDM Quintile 1**

AVERAGE (based on 4 years 2013- 2017)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2019/20	2020/21	2021/22
147		165	170	170

(v) Group: **Adult Learners**

Outcome: **To increase the number of adult learners participating in HE**

AVERAGE (based on 4 years 2013- 2017)	Targets/Outcome			
4 Year Average	NUMBER OF STUDENTS	2019/20	2020/21	2021/22
1074		1090	1095	1100

(vi) Group: **Number of Care Experienced enrolments**

Outcome: **To increase the number of enrolments for those from a care background**

As HESA data is largely incomplete for this area, please provide your 2015/16 figure as a base line.

BASE YEAR	Targets/Outcome			
2014/15	NUMBER OF STUDENTS	2019/20	2020/21	2021/22
2		3	3	4

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

- (i) Group: HE learners with a registered Mental Health issue
Outcome: Outreach and Retention

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
2016/17		2019/20	2020/21	2021/22
29	Number	30	31	31
	Percentage	0.94	0.97	0.97

- (ii) Group: Wellbeing and Resilience Building in HE learners
Outcome: Retention of enrolled learners

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
2016/17		2019/20	2020/21	2021/22
17	Number	20	21	21
	Percentage	0.63	0.66	0.66

(iii) Group: Applicants with a Criminal Background

Outcome: Outreach and Retention

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
		2019/20	2020/21	2021/22
2015/16				
10	Number	11	12	13
	Percentage	0.35	0.37	0.41

(iv) Group: Homeless Students

Outcome: Retention of enrolled learners

Baseline (statistical or % participation last year monitored)	Targets/Outcome			
		2019/20	2020/21	2021/22
2016/17				
3	Number	6	7	8
	Percentage	0.18	0.22	0.25

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

Activity	Estimated Spend 2019/20 (£)	Estimated Spend 2020/21 (£)	Estimated Spend 2021/22 (£)
Bursaries	121246	122000	122500
Scholarships	-	-	-
Other financial Support	-	-	-
Outreach	16,400	16500	16500
Retention	50,900	51000	51000
Research Activity	2,500	2500	2500
Staffing/ Administration	17,000	17000	17000
TOTAL	208,046	209000	209500

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

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

OUTREACH ACTIVITIES

Pathways to Education - 2.4(i)

The College delivers an annual Pathways to Education event to professionals working with potential students from backgrounds of disadvantage. The workshop provides an overview of the College's educational provision and support services, and an understanding of the application and enrolment process. This enables attendees to better support young people from backgrounds of disadvantage into the College. Belfast Met is also represented on the Pathways to Education NI Committee.

Student Taster Workshops - 2.4(ii)

The annual student taster workshops give potential students from backgrounds of disadvantage a taste of College life. They give an overview of College provision and of the progression routes available. Careers advice and guidance are available on the day, as is one to one support in completing the relevant application material.

Wellbeing Project Outreach - 2.4(iii)

The College engages in outreach activities with representative groups through the Wellbeing Project, in order to build capacity through referrals with voluntary sector support groups that will stimulate needs that will be supported on a one-to-one basis.

Good Relations Programme - 2.4(iv)

The community focused Good Relations Programme will specifically target a number of underrepresented groups in the wider Belfast area. The strategy includes engagement with external stakeholders to promote higher education to WP category students. All referral agencies which support cohorts from backgrounds of disadvantage are offered online and offline copies of the College prospectus every year. This material also offers the organisation the option of a client outreach visit by a College representative.

Extension of prior experiential learning APEL - 2.4(v)

The College aims to expand and develop the Accreditation of Prior Experiential Learning initiative for entry to foundation degrees.

RETENTION ACTIVITIES**Wellbeing Project - 2.5(i)**

The project provides a single point of contact for students from specific backgrounds of disadvantage. These include: care leavers; single and young parents; those with a criminal background; and those who are homeless, or at risk of becoming homeless, as well as targeting students who struggle with undiagnosed mental health difficulties. The project provides follow up assessments and tailored support where applicable. It also provides dedicated one-to-one mentoring support for students who fall under the Widening Participation remit. Bespoke training and guidance are provided for staff in working with students with specific WP needs, including disability awareness, criminal disclosures and student safeguarding. All staff can avail of one-to-one guidance based on students' individual needs.

Inclusive Learning/ Disability Support - 2.5(ii)

Needs assessments are carried out for students who disclose a disability, learning difficulty and/or long term medical condition(s), but who do not receive Disabled Students' Allowance (DSA) funding. Corresponding support recommendations are implemented and reviewed throughout the year.

Bursaries

This bursary is available to higher education students from lower socioeconomic groupings. A 10% bursary will be awarded to HE students who have applied to Student Finance NI, have consented to share their information with a third party, and are in receipt of full maintenance grant. This is based on the following additional criteria:

- Household Income of less than £25,000 (in receipt of Full Maintenance Grant)
- Attendance over 80%
- Making academic progress

The administration cost of the Higher Education Bursary is £17,000 - an apportionment of two Band 5 posts for time spent on administering the support fund.

RESEARCH ACTIVITIES

Widening Participation Student Voice Analysis - 2.6(i)

Student satisfaction surveys are held to capture and analyse feedback from HE learners from disadvantaged backgrounds against main cohorts of learners. Focus groups are delivered to gather feedback from students from an area of disadvantage to help to inform College processes and support packages.

GOVERNANCE ACTIVITIES

Curriculum Heads of Department Meetings

WAPP is a regular agenda item on the College's regular scheduled Curriculum Heads of Department Meetings.

Please see Appendix A for costings of Widening Participation Activities in 2019/2020.

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

The College has integrated its Widening Participation initiative with the Department for Economy's Access to Success regional strategy for widening participation in higher education. As such, the College:

- will attract more students from disadvantaged backgrounds into higher education provision, thereby promoting social inclusion
- will identify underrepresentation in provision from a number of groups e.g. low income groups, low participation neighbourhoods and persons with a disability, and take appropriate action to increase participation from these groups
- will aim to enable the workforce to upskill, and intends to continue to offer adult access provision and to increase foundation degrees and part-time provision accordingly
- will continue to develop data capture initiatives to ensure an accurate and evidence-based means by which to analyse underrepresentation

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

The College communicates Widening Participation initiatives, including financial guidelines, to students via the following College channels:

- Student App
- Student Ambassador videos
- Student Support Handbook
- Student Induction programme
- Student Activities and Advice VLE site
- Student E-Zine
- Careers and Employability Newsletter
- Notice boards
- All-Student E-shots
- Student Council and Class Representatives engagement initiatives
- Student Voice
- Prospectus (both full-time and part-time)
- Website

Student Support Services staff signpost learners to the correct service for assistance, including a dedicated centre for Student Wellbeing.

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

The College undertakes an annual review of its widening participation engagements, to reflect on the extent and success of provision, and to identify areas of best practice and areas for further development. This includes student voice analysis.

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

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

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

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

Level 1 Evaluation – Reactions

What participants thought and felt about the programme

The College has carried out research to assess what learners thought of the programme over 40 headings. A summary of the 'overall satisfaction' section is provided below for Quintile 1 and Quintile 2.

Quintile 1	May-16	Apr-17
I feel welcome at Belfast Met	95%	98%
I feel safe and secure at Belfast Met	89%	97%
I am enjoying my course at Belfast Met	88%	95%
Belfast Met is an excellent place to study	88%	95%
I believe that I have made the right course choice	84%	92%
I would recommend this course to a friend or family member	83%	88%
Summary	88%	94%

Quintile 2	May-16	Apr-17
I feel welcome at Belfast Met	99%	98%
I feel safe and secure at Belfast Met	96%	96%
I am enjoying my course at Belfast Met	94%	94%
Belfast Met is an excellent place to study	90%	93%
I believe that I have made the right course choice	94%	95%
I would recommend this course to a friend or family member	83%	94%
Summary	93%	95%

Level 2 Evaluation - Learning

The resulting increase in knowledge or capability

Evaluation of support interventions takes place on an annual basis and corresponding areas of best practice and areas for improvement are identified.

The evidence suggests that learners who engaged with support interventions think differently on their course and have higher expectations. A number of Widening Participation learners developed the confidence and acquired the ability to progress to other higher education providers. The access routes in particular provide learners who have been out of education for more than two years with an avenue to both universities which sponsor the College's access programmes.

Level 3 Evaluation – Transfer

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

Learner surveys have been adapted to ensure that results for the higher education cohort of learners can be measured separately. Student voice engagement has also been structured to ensure that results for the higher education cohort of learners can be measured separately.

Level 4 Evaluation- Results

Results - the effects resulting from performance

The College has put into place measures which assess the impact of interventions. The impact of the Widening Participation initiatives is assessed on the basis of their effect on the retention, achievement and success of our students.

Date: 25/05/2018

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

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

Institution:	BELFAST METROPOLITAN COLLEGE
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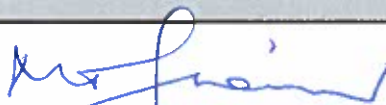
Principal Contact for Widening Access and Participation Plans

Title:	Mr
First Name:	Jim
Last Name:	Woods
Post Held:	Head of Department for Learner Success
Telephone:	02890 265123
E-mail:	JimWoods@belfastmet.ac.uk

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

Title:	Dr
First Name:	Jonathan
Last Name:	Heggarty
Post Held:	Director of Curriculum and Learner Success
Telephone:	02890 265168
E-mail:	JHeggarty@belfastmet.ac.uk

Signature of head of institution:



Date:	25-May-18
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PART TWO**WIDENING ACCESS AND PARTICIPATION PLAN**

Forward Plan 2019-2020

Part 2 is the forward plan for the institution in the academic year 2019/20. Institutions are required to submit information under each of the headings below. Please see Section 2 of the Guidance notes for help with completing this return

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

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

a) Fees charged at the maximum higher fee

Courses with a fee of *£4,275		Additional fee income per student (*£4,275 max fee minus *£1,690 standard fee)	Estimated Number of students in 2019/20	Estimated additional fee income
Course Type	Fee (£)			
Degree	£4,275	£2,515	52	£130,780
	£4,275	£2,585		£0.00
	£4,275	£2,585		£0.00
	£4,275	£2,585		£0.00
	£4,275	£2,585		£0.00
Total Students			52	£130,780
Estimated Total additional fee income from students charged the maximum higher fees				

* provisional

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

Courses with a standard fee of at least *£1690 but less than *£4275		*Additional fee income per student	Estimated Number of students in 2019/20	Estimated additional fee income
Course Type	Fee (£)			
BSC Fashion	£2,750.00	£1,060.00	61	£64,660
HND	£2,750.00	£1,060.00	605	£641,300
FND Dgree	£2,750.00	£1,060.00	617	£654,020
				£0.00
Total Students			1283	£1,359,980
Estimated Total additional fee income from students charged the maximum higher fees				

* provisional

2.2 Summary – Total Estimated Additional Fee Income for all students in 2019/20 i.e total at 2.1(a) plus total at 2.1(b)

Total Estimated Additional fee income:	£1,490,760
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2.3 Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2019/20
[See Guidance notes for 2.3 before completing] Add additional groups as necessary

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203 <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>	BSC Social Work	35	£416	£14,560
	HND/FDSC/BSC Fashion	332	£271	£89,972
				£0.00
				£0.00
				£0.00
Other low income groups <i>If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount</i>	BSC Social Work (19,204 - £25,000)	5	£416	£2,080
	HND/FDSC/BSC F (£19,204 - £25,000)	54	£271	£14,634
				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other -eg Care Leavers				£0.00
Other -please insert				£0.00
Total Bursary Spend (£)		426		£121,246

(b) Scholarships

Target Groups	Course Type	No of Students	Scholarship Amount per student (£)	Total Scholarship Amount (£)
Students with household income up to £19,203				£0.00
Other low income groups				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Total Scholarship Spend (£)		0		£0.00

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

Target Groups (insert below)	Nature of Support	No of Students	Other Amount per student (£)	Total Other Amount (£)
Students with household income up to £19,203				£0.00
Other low income groups				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other - eg Care Leavers				£0.00
Other - please insert				£0.00
Total 'Other' Direct Financial Spend (£)		0		£0.00

2.4 Estimated Direct Expenditure on Outreach Activities in 2019/20 aimed at Widening Participation students

(i)

Name of Programme/Project	Pathways to Education		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre - entry; aspiration raising		
Target Groups	College Identified WP Cohorts		
Estimated Expenditure (£)	£4,000	See Appendix:	
Brief description of activity <i>If not already included in Section 1.4</i>	As per 1.4		
Target Outcomes (Should be quantifiable)	Host annual Pathways to Education Event for representatives from External Agencies who work directly with those from a Widening Participation Background. Extend Engagement with external referral agencies by a quantity of 2 on 18/19, e.g. 26 external agencies.		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity Type			
Name of any collaborative partner	Extensive number of Collaborative partners.		

(ii)

Name of Programme/Project	Student Taster Workshops		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre- Entry		
Target Groups	College Identified WP Cohorts		
Estimated Expenditure (£)	£4,800.00	See Appendix:	
Brief description of activity <i>If not already included in Section 1.4</i>	Included in 1.4		
Target Outcomes (Should be quantifiable)	College will deliver 6 taster workshops to targeted WP Cohorts.		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity type			
Name of any collaborative partner	Extensive number of Collaborative partners.		

(iii)

Name of Programme/Project	Wellbeing Outreach		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre - Entry Aspiration Raising		
Target Groups	College Identified WP Cohorts		
Estimated Expenditure (£)	£3,000	See Appendix:	
Brief description of activity <i>If not already included in Section 1.4</i>	1.4		
Target Outcomes (Should be quantifiable)	Base line line data with respect to outreach activity and corresponding student applications to be determined.		
Activity: New or Ongoing i.e undertaken last year	New	X	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing		
Other Activity type			
Name of any collaborative partner	Various		

(iv)	Name of Programme/Project	Good Relations Programme including outreach communication		
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre- Entry; Aspiration Raising		
	Target Groups	College Identified WP Cohorts		
	Estimated Expenditure (£)	£3,600	See Appendix:	
	Brief description of activity <i>If not already included in Section 1.4</i>	Engagement with the third sector, statutory bodies and the funders to develop educational pathways for those not in education, employment or training to Belfast Met courses. Identification of barriers to participation on College courses and the development of processes/supports to minimise or remove such barriers.		
	Target Outcomes (Should be quantifiable)	<ul style="list-style-type: none"> • Development of an action plan to address barriers to access which is incorporated into the admissions process • Increased engagement and knowledge of groups supporting those who are disengaged from training and education • Developing pilot projects with community groups such as Boxing Clever – healthy lifestyle and fitness programme for disengaged young people in Divis; • Networking through community fora – Belfast Migrant Forum, Girdwood Community Forum, East Belfast Minority Ethnic Group, Lower Shankill and Brown Square Forum, Springvale Multi-Agency Group • Establishing contacts between community groups and the College 		
	Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
		Ongoing	X	
	Other Activity type			
	Name of any collaborative partner	Various		

(v)	Name of Programme/Project	Extension of Prior Experiential Learning -APEL		
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre - Entry Aspiration Raising		
	Target Groups	College Identified WP Cohorts		
	Estimated Expenditure (£)	£1,000	See Appendix:	
	Brief description of activity <i>If not already included in Section 1.4</i>	Included in 1.4		

Target Outcomes (Should be quantifiable)	2 students supported to study in the College through the APEL process.		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing	X	
Other Activity type			
Name of any collaborative partner			

2.5 Estimated 'Direct Expenditure' on Post Entry Retention Activities aimed at Widening Participation students In 2019/20

(i)

Name of Programme/Project	Wellbeing Project - Oncourse Support		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Attainment Raising		
Target Groups	College Identified WP Cohorts		
Estimated Expenditure (£)	£24,500	See Appendix:	
Brief description of activity <i>If not already included in Section 1.4</i>	Included in 1.4		
Target Outcomes (Should be quantifiable)	Retaining 90% of students engaged by the Student Wellbeing team		
Activity: New or Ongoing i.e undertaken last year	New	X	Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing		
Other Activity type			
Name of any collaborative partner	Various		

(ii)

Name of Programme/Project	Inclusive Learning Disability support		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Attainment Raising		
Target Groups	HE learners with a disability who do not qualify for DSA support		
Estimated Expenditure (£)	£26,400	See Appendix:	

Brief description of activity <i>If not already included in Section 1.4</i>	Included in 1.4		
Target Outcomes (Should be quantifiable)	Ensure that 100% of HE students who have evidence of a disability are supported by the Centre for Inclusive Learning		
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate
	Ongoing	X	
Name of any collaborative partner			

(iii)	Name of Programme/Project	HE Bursaries Scheme		
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Attainment Raising		
	Target Groups	Economically Disadvantaged		
	Estimated Expenditure (£)		See Appendix:	
	Brief description of activity <i>If not already included in Section 1.4</i>	Included in 1.4		
	Target Outcomes (Should be quantifiable)	Over 400 students in economic hardship will benefit from the HE Bursary.		
	Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate
		Ongoing	X	
Name of any collaborative partner				

2.6 Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2019/20

(i)	Title of Research Activity	Widening Participation Student Voice Analysis		
	Research Target Group	College Identified WP Cohorts		
	Estimated Expenditure (£)	£2,500	See Appendix:	
	Description Brief description of research programme	Included in 1.4		
	Expected Research Outcomes	Identify the reasons for non engagement and the most successful support interventions, benchmarking against each other and mainstream unsupported learners who are not WP. Focus groups and surveys with progression analysis across the years.		

2.7 Estimated 'Direct' Expenditure on Staffing and Administration in 2019/20

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

Estimated Direct Expenditure	£
Estimated apportionment of Administration costs not already attributed to an activity	£17,000.00
Estimated 'other' costs please specify below	
Total:	£17,000.00

2.8 Summary of all Estimated Direct Financial Expenditure in 2019/20

Estimated Direct Expenditure	£
Estimated amount of additional fee income to be spent on bursaries <i>i.e this will be a total that detailed at 2.3(a)</i>	£121,246
Estimated amount of additional fee income to be spent on scholarships <i>i.e this will be a total of that detailed at 2.3(b)</i>	
Estimated amount of additional fee income to be spent on 'other financial support' to students <i>i.e this will be a total of that detailed at 2.3(c)</i>	£0
Estimated amount of additional fee income to be spent on outreach <i>i.e this will be a total of that detailed at 2.4</i>	£16,400
Estimated amount of additional fee income to be spent on post entry retention activities <i>i.e this will be a total of that detailed at 2.5</i>	£50,900
Estimated amount of additional fee income to be spent on research activity <i>i.e this will be a total of that detailed at 2.6</i>	£2,500
Estimated amount of additional fee income to be spent on Staffing and Administration <i>i.e this will be a total of that detailed at 2.7</i>	£17,000
Total estimated direct expenditure(£)	£208,046
Total estimated direct expenditure as a proportion of additional fee income %	13.96%

2.9 Estimated 'Indirect' Expenditure on Widening Participation Infrastructure and broader student support for Widening Participation students in 2019/20

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

Description of Expenditure	Amount (£)
Student wellbeing unit not directly attributed to HE but allocated to WP activities	£258,000
Good relation Programme allocated to outreach	£32,400
Centre for including learning relating to HE applications	£20,000
Total Expenditure (£)	£310,400

THANK YOU FOR TAKING THE TIME TO PROVIDE ESTIMATED FINANCIAL INFORMATION FOR ACADEMIC YEAR 2019/20

IN PART 3, YOU WILL BE ASKED TO PROVIDE INFORMATION ON ACTUAL EXPENDITURE ON WIDENING PARTICIPATION ACTIVITIES IN ACADEMIC YEAR 2016/17

PART THREE**WIDENING ACCESS AND PARTICIPATION PLAN****Monitoring Report for 2016/17 Widening Access and Participation Plan**

Part 3 is the monitoring report for academic year 2016/17 and will be the actual spend incurred – you will wish to refer to your WAPP for 2016/17 to complete this section of the form

3 Additional Fee Income**3.1 Total Additional Fee Income in 2016/17 (please detail in the table below)**

Total Actual additional fee income (£)	£1,534,280
Estimated additional fee income (£)	£1,784,875
Variance	-£250,595

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

Fee estimated at MaSN level of 1,434 which was not realised as the College had exceeded numbers the previous year and agreed to move census date from February to earlier in November.

3.2 Level of fees

Please provide details of the fees charged for 2016/17 in relation to each of the course types you identify in the table below.

(a) Fees charged at the maximum higher fee

Please include Sandwich year and 1st-3rd year students - fees will therefore vary

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2016/17	Total additional fee income 2016/17
BSc Social Work	£3,925	£2,365	52	£122,980
BSc Fashion	£2,660	£1,100	61	£67,100
HND	£2,660	£1,100	605	£665,500
Foundation Degree	£2,660	£1,100	617	£678,700
Additional fee income from students charged the maximum higher fee (£)			1335	£1,534,280

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

Please include Sandwich year and 1st-3rd year students - fees will therefore vary

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2016/17	Total additional fee income 2016/17
				£0.00
				£0.00
				£0.00
Additional fee income from students charged the maximum higher fee (£)			0	£0.00

3.3 Actual 'Direct Expenditure' on bursaries and other direct financial support targeted at Widening Participation Students in 2016/17

In the following sections you are required to provide a comparison summary of the activity and actual expenditure in 2016/2017 against that profiled in your institution's WAPP. You will need to explain any 'variances' identified in the tables 3.3 to 3.6

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203	Social Work	42	£392.00	£16,464

If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount	Other	325	£266.00	£86,450
				£0.00
				£0.00
				£0.00
Other low income groups If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other -eg Care Leavers				£0.00
Other -please insert				£0.00
Total		367		£102,914

Estimated bursary expenditure as detailed in your 2016/17 WAPP (£)	£130,400
Actual bursary expenditure for 2016/17 (£)	£102,914
Variance between estimated and actual bursary spend	-£27,486
	-26.71%

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

This figure was lower than anticipated, as MaSN was strictly applied. Despite this, the College student finance team has also been improving communications. In relation to the decrease in the eligibility pool by 18% (household income <£19,203), moving forward the College has determined to raise the baseline household income to £25,000 to balance the 18% decrease and incentivise a greater number of students.

(b) Scholarships

Target Groups (insert below)	Number of students	Scholarship Amount per student(£)	Total Scholarship expenditure 2016/17
Students with household income up to £19,203			£0.00
Other low income groups			£0.00
Care Leavers			£0.00
Adult Learners			£0.00
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
Total	0		£0.00

Estimated Scholarship expenditure as detailed in your 2016/17 WAPP (£)	£0.00
Actual Scholarship expenditure for 2016/17 (£)	£0.00
Variance between estimated and actual Scholarship spend	£0.00
	#DIV/0!

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

(c) Other Actual Direct Financial Support in 2016/17
(e.g. Fee waivers, discounts, accommodation etc)

Target Groups (insert below)	Number of students	Other Amount per student (£)	Total Other expenditure 2016/17 (£)
Students with household income up to £19,203			£0.00
Other low income groups			£0.00
Care Leavers			£0.00
Adult Learners			£0.00
Students with Disabilities			£0.00
Young Males from low participation areas			£0.00
Total	0		£0.00

Estimated Other expenditure as detailed in your 2016/17 WAPP (£)	£0.00
Actual Other expenditure for 2016/17 (£)	£0.00
Variance between estimated and actual Other spend	£0.00
	#DIV/0!

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

3.4 'Actual' Direct Expenditure on Outreach Activities in 2016/17 aimed at Widening Participation students

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

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

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

Outreach Activities

(i) Name of Programme/ Project	Initiative Development: Outreach Communication Strategy.
Activity type/s: Pre-Entry e.g.	Pre - entry

Aspiration Raising, Attainment Raising			
Target Groups	Students from identified low referral wards, from low economic backgrounds, care leavers, those who have had involvement with the criminal justice system, those who are homeless or at risk of becoming so, single and/or young parents.		
Estimated Expenditure (£)	£1,500	Actual Expenditure (£)	£1,500
Target Outcomes (Should be quantifiable)	1 To increase applications to HE programmes of study from learners originating from under-represented wards by ten learners. 2 To engage with an additional 2% of external organisations working with Widening Participation young people than in 15/16.		
Actual Outcomes (Should be quantifiable)	1. in 2016/17 an addition 10 learners were attracted from The Mount, Tullycarnet and Synedham wards 2 in 16/17 22 external organisations engaged with respect to WP, this was up from the representation of 15 external organisations on the 15/16 year..		
in 16/17			£0
Explanation of any variance identified (if less than/greater than 10%):			

(ii)

Name of Programme/ Project	Pathways to Education		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-entry		
Target Groups	Students from identified low referral wards, from low economic backgrounds, care leavers, those who have had involvement with the criminal justice system, those who are homeless or at risk of becoming so, single and/or young parents.		
Estimated Expenditure (£)	£2,300	Actual Expenditure (£)	£2,300
Target Outcomes (Should be quantifiable)	1 To increase representation from referral agencies at the Pathways to Education Information Events on the 15/16 uptake. 2 To stimulate referrals to the taster workshops by an additional two referral agencies from 15/16 academic year.		
Actual Outcomes (Should be quantifiable)	2015/16 - 19 attendees from 15 external agencies 2016/17 - participant engagement number of 41 from 22 external agencies - additional external agencies engaged include Belfast Trust, Syrian Refugee Support Service, NICRAS, Housing Executive, Vine Centre		
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			

(iii)

Name of Programme/ Project	Taster Workshops		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Pre-entry		
Target Groups	Students from identified low referral wards, from low economic backgrounds, care leavers, those who have had involvement with the criminal justice system, those who are homeless, or at risk of becoming so		
Estimated Expenditure (£)	£5,000	Actual Expenditure (£)	£5,000
Target Outcomes (Should be quantifiable)	That 30% of all potential students who come on a taster workshop go on to complete an application.		

Actual Outcomes (Should be quantifiable)	We ran 5 widening participation workshops with 66 participants in total. The % of students who went on to submit an application is not yet known. We are committed to capturing this data moving forward.	
Variance		£0.00
Explanation of any variance identified (if less than/greater than 10%):		

(iv)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)		Actual Expenditure (£)	
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be quantifiable)			
		Variance	
Explanation of any variance identified (if less than/greater than 10%):			

(v)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be quantifiable)			
		Variance	£0.00
Explanation of any variance identified (if less than/greater than 10%):			

3.5 'Actual' Direct Expenditure on Post Entry Retention Activities aimed at Widening Participation students in 2016/17

Retention Activities

(i)

Name of Programme/ Project	Tick the Box Campaign
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Retention and Attainment Raising
Target Groups	Students enrolled from backgrounds of disadvantage

Estimated Expenditure (£)	£1,500	Actual Expenditure (£)	£1,500
Target Outcomes (Should be quantifiable)	Engage 20 Widening Participation Students with support from Learning Support Officers.		
Actual Outcomes (Should be quantifiable)	17 HE widening participation students were supported by the Inclusive Learning team.		
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			
First year of pilot of a new scheme with two main briefs - level 2 learners and support for those from a widening participation background.			

(ii)

Name of Programme/ Project	Learning Support Assistants Scheme/Mentoring		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Retention and Attainment Raising.		
Target Groups	Students enrolled at the College from backgrounds of disadvantage who are struggling with their provision and would benefit from the individual attention of a learning mentor.		
Estimated Expenditure (£)	£23,000	Actual Expenditure (£)	£23,000
Target Outcomes (Should be quantifiable)	Learning Support Assistants to increase retention of students from backgrounds of disadvantage by 2%.		
Actual Outcomes (Should be quantifiable)	Wellbeing and Resilience Building in HE learners - Number of HE students engaging with student wellbeing on a widening participation basis = 22. The aim was to increase retention of this cohort by 2%. We fell slightly short at 1.8% (20 learners).		
Variance			£0.00
Explanation of any variance identified (if less than/greater than 10%):			

(iii)

Name of Programme/ Project	Centre for Student Engagement and Retention - Retention Cost of running the Student Wellbeing Programme pilot directly supporting HE		
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	Attainment Raising		
Target Groups	College identified Widening Participation Cohorts		
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£8,506
Target Outcomes (Should be quantifiable)	To assign a learning success officer to each of the five widening participation areas as identified by the College and to expand the College's widening participation remit to include Mental Health, Bereavement, Drug and Alcohol Misuse, Family Trauma and Student Personal Problems		
Actual Outcomes (Should be quantifiable)	5 learning success officers were assigned and in the pilot year 396 WP learners were identified and engaged with the service. 22 HE learners in 2016/17 were WP learners studying HE programmes. 396 - Masters referral document - where appointment was actually made e.g. student engaged with the service.		
Variance			£8,506
Explanation of any variance identified (if less than/greater than 10%):			
New programme - Programme approved on a pilot basis with a specific Widening Participation Brief			

(iv)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Name of any collaborative partner			
		Variance	£0.00
Explanation of any variance identified (if less than/greater than 10%):			

3.6 'Actual' Direct Expenditure on Research Activities aimed at Widening Participation students in 2016/17

Title of Research Activity	Research into the engagement of students from backgrounds of disadvantage through grass roots referral agencies.		
Research Target Group	Students from identified low referral wards, from low economic backgrounds, care leavers, those who have been involved in the criminal justice system, who are homeless, or those at risk of becoming so, single and/or young parents.		
Estimated Expenditure (£)	£2,500	Actual Expenditure (£)	£2,500
Expected Research Outcomes	Expand community outreach programme based on results of research to ensure that the resources are directed to the most in need. Adapt student support interventions as a result of student engagement and direction, making sure that the support interventions are appropriate and fit for purpose.		
Actual Research Outcomes	Development of the support interventions administered by the Learning Success Officers team. Consequently the College has dedicated time to building up relationships and partnership working with a number of external organisations to include: Include Youth, Action Mental Health, ASCERT, HYPE, Daisy, De Paul, Inspire (formerly CareCall), PIPS, South Eastern Trust (Social Services), Belfast Trust (Social Services), Northern Trust (Social Services), Start 360, and the Rainbow Project and PSNI.		
		Variance	£0.00
Explanation of any variance identified (if less than/greater than 10%):			

3.7 'Actual' Direct Expenditure on Staffing and Administration in 2016/17

Staffing and Administration costs should be attributed to an individual programme/project and included in

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual apportionment of Administration costs	£13,000	£17,000
Total Actual Direct expenditure (£)	£13,000	£17,000

3.8 Summary of 'Actual' Financial Expenditure in 2016/17

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual spend on bursary support to students (£) <i>this will be a total of that detailed at table 3.3(a)</i>	£130,400	£102,914
Actual amount of additional fee income spent on scholarships (£) <i>this will be a total of that detailed at 3.3(b)</i>	£0	£0
Actual amount of additional fee income spent on other direct support (£) <i>this will be a total of that detailed at table 3.3(c)</i>	£0	£0
Actual amount of additional fee income spent on outreach (£) <i>this will be a total of that detailed at table 3.4</i>	£8,800	£8,800
Actual amount of additional fee income spent on retention and success (£) <i>see table 3.5</i>	£24,500	£33,006
Actual amount of additional fee income spent on research (£) <i>see table 3.6</i>	£2,500	£2,500
Actual amount of additional fee income spent on Staffing and Administration (£) <i>see table 3.7</i>	£13,000	£17,000
Total Direct expenditure committed in 2016/17 (£)	£179,200	£164,220
Total Direct expenditure committed in 2016/17 (%)	10.04%	10.70%
Total Underspend in 2016/17 (£) (if appropriate)		£0
Total Underspend carried forward from 2015/16 (£) (if appropriate)		£0.00
Total Underspend to be reallocated in 2017/18 (£)		£0.00

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

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

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

3.9 Description of Expenditure	Amount (£)
	£0.00
Total Actual Indirect Expenditure (£)	£0.00

The Department is interested in measuring participation rates of various groups and how you see these changing over the years.

3.10 What were your institution's target outcomes and milestones as identified in your WAPP for 2016/17 and have these been achieved?

(i) Group:	Quintile 1 (FT & PT)
Target/Milestone:	To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
--------	--------	--

2016/17	2016/17	Reflective of declining HE environment in both full-time to comply with MaSN and part-time numbers
675	658	

(ii)	Group:	Disability: Self Declared (FT & PT)
	Target/Milestone:	To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2016/17	2016/17	Target Surpassed
160	203	

(iii)	Group:	Disability: in receipt of DSA (FT & PT)
	Target/Milestone:	To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2016/17	2016/17	Target Surpassed
75	91	

(iv)	Group:	Young Males from Decile 1 (FT & PT)
	Target/Milestone:	To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2016/17	2016/17	Target surpassed
79	88	

(v)	Group:	Adult Learners (FT & PT)
	Target/Milestone:	To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2016/17	2016/17	Surpassed Target
1025	1087	

(vi)	Group:	Care Experienced
	Target/Milestone:	Attracts C/E students leading to HE engagement

Target	Actual	Please provide an explanation where a target has not been achieved
2016/17	2016/17	Target surpassed
5	10	

(vii)	Group:	Criminal Backgrounds
	Target/Milestone:	Attract and retain applicants

Target	Actual	Please provide an explanation where a target has not been achieved
2016/17	2016/17	Target Surpassed
5	19	

(viii)	Group:	Homeless or on the verge of becoming so
	Target/Milestone:	Attract and retain applicants

Target	Actual	Please provide an explanation where a target has not been achieved
2016/17	2016/17	Target not met, another reason why the bespoke student wellbeing centre was approved
3	1	

(ix)	Group:	Economically Disadvantaged HE Bursary
	Target/Milestone:	Support retention for economically disadvantaged students

Target	Actual	Please provide an explanation where a target has not been achieved
2016/17	2016/17	7% increase in students supported from eligibility pool. Target was not met due to Decline in HE numbers and a Decrease in eligibility pool by 18% (< £19,203). College increasing threshold to £25k to make it more assessible to those in need.
460	367	

(x)	Group:	
	Target/Milestone:	

Target	Actual	Please provide an explanation where a target has not been achieved
2016/17	2016/17	

PART FOUR**WIDENING ACCESS AND PARTICIPATION PLAN
Validation**

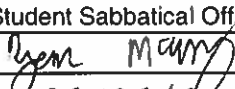
In submitting this Widening Access and Participation Plan the Department expects:

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

4.1 Comment by the Student Union Body

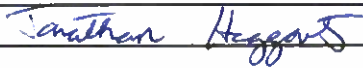
This part of the form must be completed by the student body with a signature included from the Student President

The Students' Union fully endorses Belfast Met's efforts in re-investing some of the additional fee income into reaching out to underrepresented groups. It is noted that the intention is to increase the percentage of that reinvestment from 11% to 13.95% in 2019/20.

Name:	Ryan McNally
Position:	Student Sabbatical Officer
Signed:	
Date:	25/05/2018 25/05/2018

4.2 Validation

In signing this form you are confirming that all of the information you have compiled in accordance with our guidance, has been subject to an independent internal validation process and has been signed off and approved as correct prior to any submission to DfE.

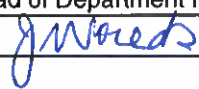
Name:	Jonathan Heggarty
Position:	Director of Curriculum and Learner Success
Signed:	
Date:	25/05/2018

4.3 WIDENING ACCESS AND PARTICIPATION PLAN 2019/20 – 2021/22

Institution:	Belfast Metropolitan College
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Sign-off (to be completed on paper copy only, by head of institution, or appropriate deputy)

I enclose the Widening Access and Participation plan for the above named institution.

Name:	Jim Woods
Position:	Head of Department for Learner Success
Signed:	
Date:	25/05/2018