



Widening Participation is everyone's responsibility: Exploring a whole institutional approach to enhancing access and success

Interactive Panel
Stream A: R0.21

**UNIVERSITY
OF WARWICK**



Plan for today's session

Context Setting

Introduction to panel members

Chair's Questions

Audience Questions

Closing Remarks

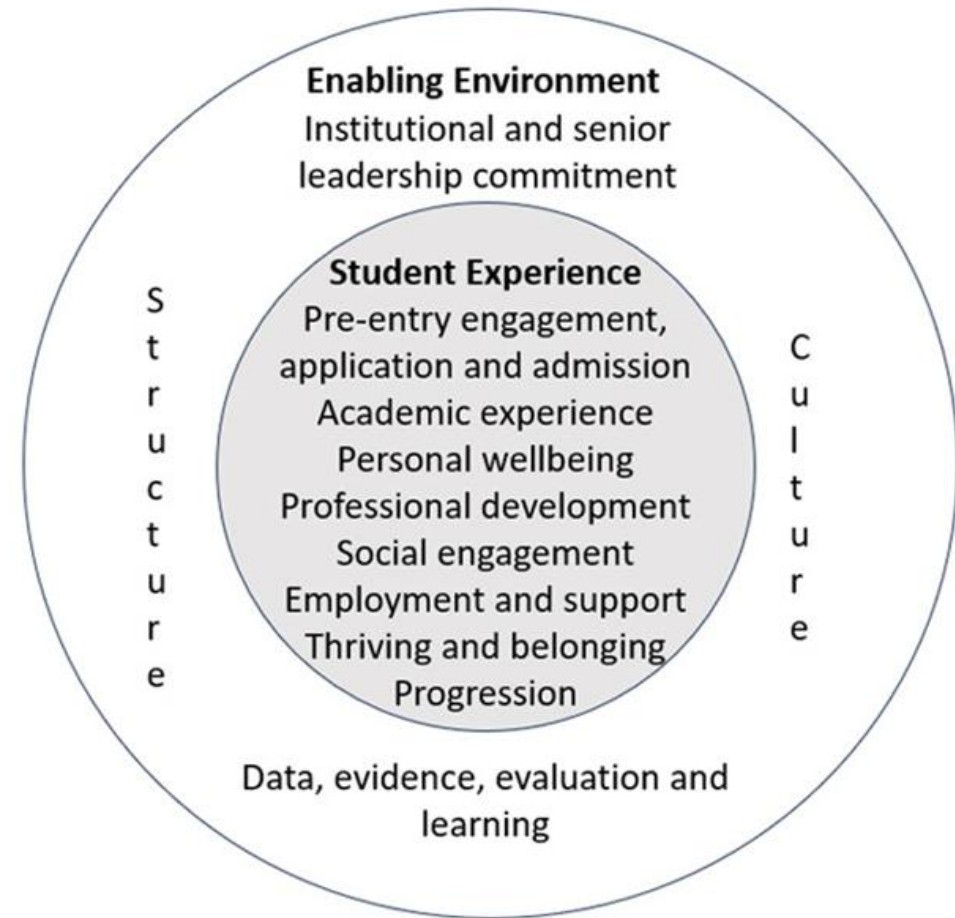
Whole Institutional Approach Literature

Why is it important and relevant?

- Inclusion is a fundamental principle of Higher Education.
- Universities are supporting increasingly **diverse student populations** to **access, succeed, and thrive in the context of an evolving landscape.**
- Between 2023 and 2024, most HE providers in England prepared an Access and Participation Plan (APP) looking at a **whole provider approach** to access and success.

Key Research and Literature:

- **Liz Thomas (2024)** has defined a whole provider approach as:
- Focusing on ‘widening access and student experience interventions across the student lifecycle and operating across the institution’ to create an enabling environment across the entire university to actively drive equity forward.



Further reading:

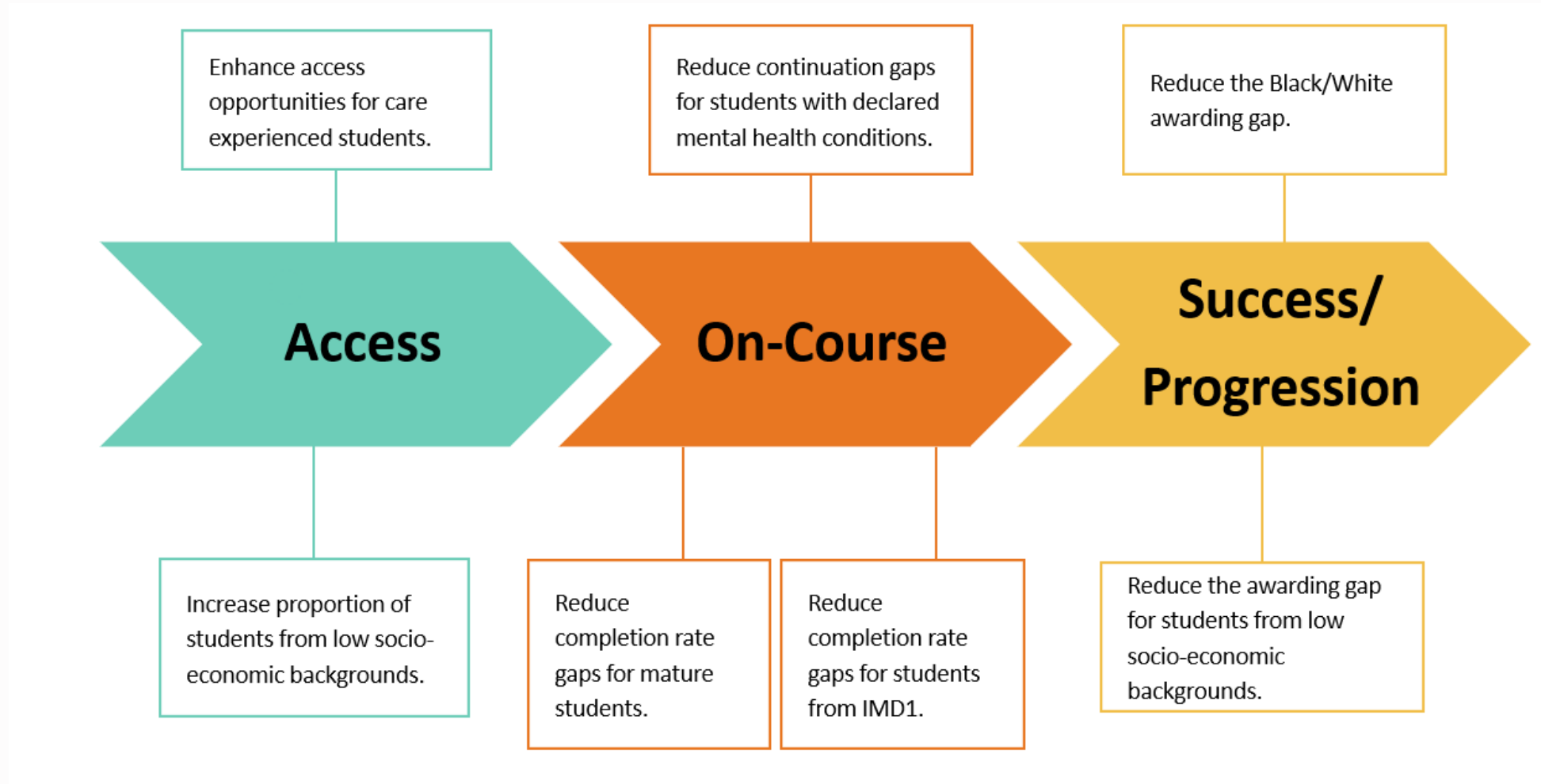
<https://www.york.ac.uk/education/research/cresj/news/2024/widening-access>

Widening Participation at Warwick

- At Warwick, the enrolled 25/26 cohort:
 - 11.9% of students from IMD Quintile 1
 - 26.9% of students in receipt of Warwick Bursary
 - 16.6% of students in receipt of a contextual offer
- As part of Warwick's commitment to inclusion and widening access, we strive towards a holistic and whole institutional approach to address the risks to equality of opportunity.
- The University's Access and Participation Plan outlines ambitious targets identified through an analysis of institutional performance on:
 - Access
 - Student Success
 - Progression
- This commitment is embedded in our lifecycle approach, supporting underrepresented students from pre-entry to graduation and beyond.



Warwick's Access and Participation Plan (APP)



Whole Institutional Approach at Warwick

- **Financial Support for students from a Widening Participation background**
 - Warwick Bursary awarded annually to students with a household income below £42,875.
 - Additional financial support available for students from a priority group background (including Care Leavers and Estranged Students)
- **Contextual Admissions Policy**
 - Policy considers educational and individual contexts to provide a rounded understanding of each applicant's academic potential and achievement across all courses and departments.
- **Warwick Scholars**
 - Institutional programme with access and student success components for students in all departments.
 - Additional financial bursary, guaranteed reduced offer and wrap-around support available to scholars on course.
- **Inclusive Education Action Plans**
 - Funding available to all departments as a commitment to an inclusive approach to supporting all students.
 - Departments are able to utilise funding to address an identified data-driven need within their discipline.




Panel Members

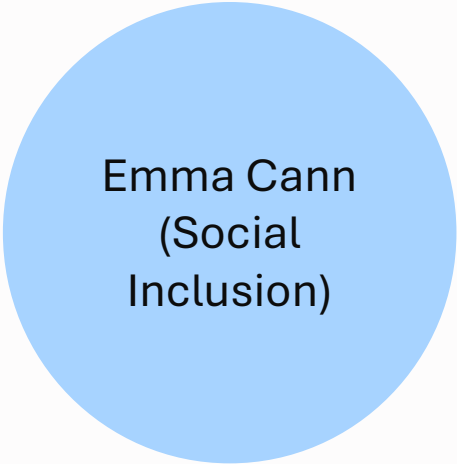
Chair

- Paul Blagburn (Widening Participation and Social Mobility)


Panel Members



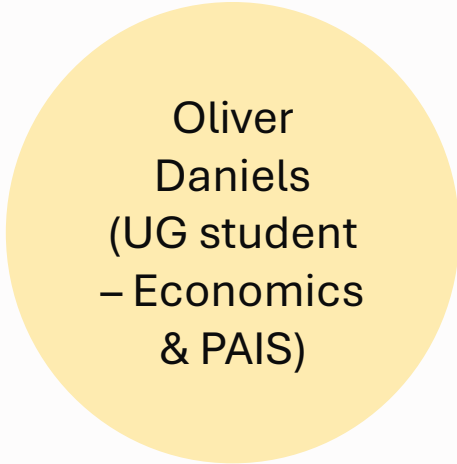
David Bather
Woods
(Philosophy)




Emma Cann
(Social
Inclusion)



Liza Yousf
(PGT student
– Philosophy
& the Arts)



Oliver
Daniels
(UG student
– Economics
& PAIS)



Victoria Hill
(Widening
Participation
and Social
Mobility)

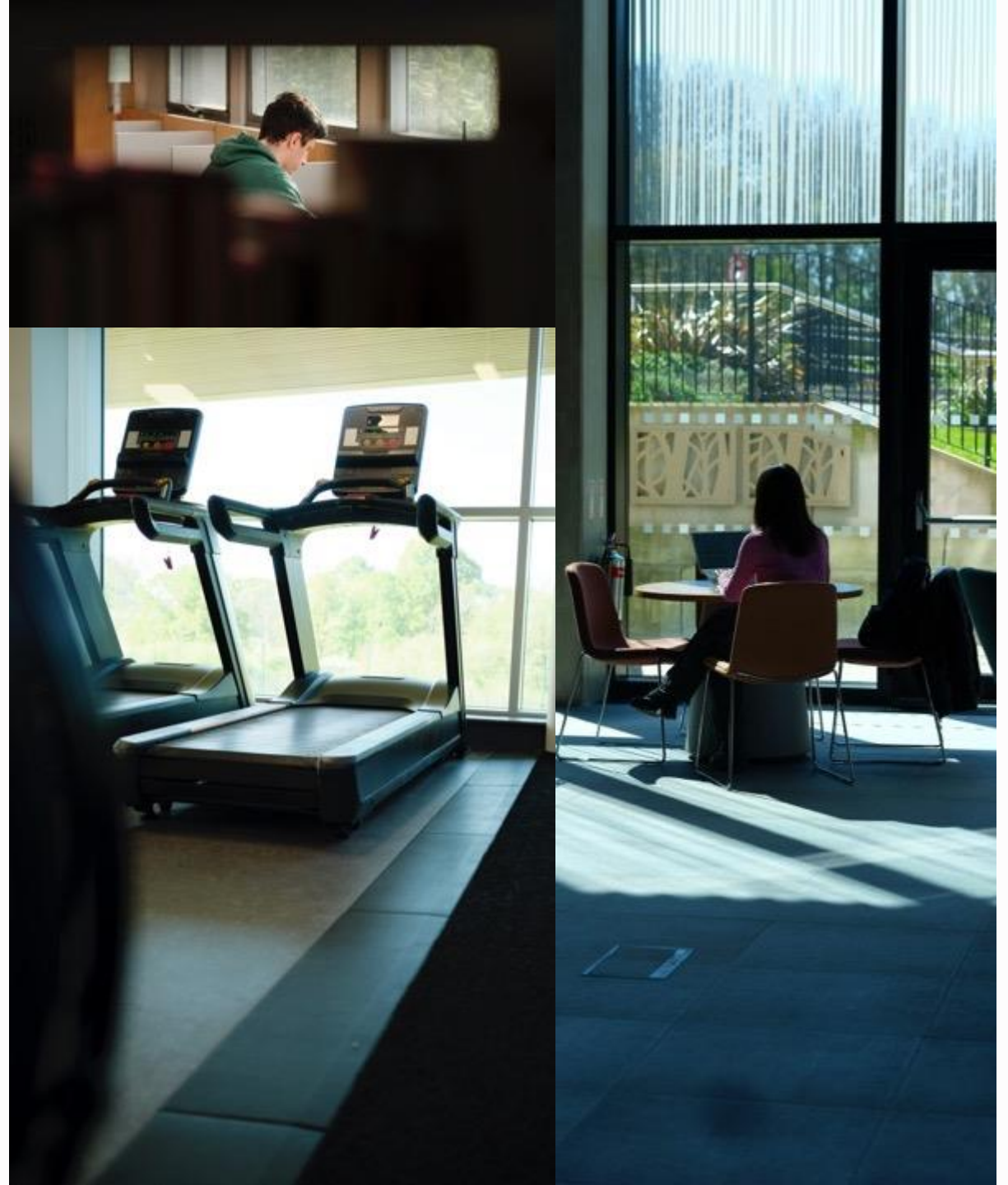
Introductions and Starter Question

What is your personal or professional connection to Widening Participation, and why does it matter to you?



Chair's Questions

- What would success of a whole-institutional approach to Widening Participation and Social Mobility look and feel like to you?
- What would the benefits be?
- Can you share one example of practice that contributes to or encourages a whole-institutional approach to Widening Participation and inclusion?
- What would help scale or strengthen that work?
- What is one thing that could be done at Warwick (or sector-wide) that would make a difference to inclusion in Higher Education?
- What is one thing that could be done to improve collaboration in working towards common goals in this space?
- What are the current barriers to collaboration and how might we address it?
- Do you agree that Widening Participation and Social Mobility should be everyone's responsibility?
- What are the risks either way?



Take it back to practice

THE CORE IDEA

What is the one central insight or approach from your session that colleagues could carry back with them?

Everyone can play a role in contributing to an enabling environment that allows students and staff to thrive regardless of their background.

By working together as an institution, our efforts will be stronger in creating a genuinely collaborative and inclusive space.

A FIRST STEP TO TRY

What is a concrete first step, activity, or change colleagues could realistically try in their own context?

Reach out to colleagues in the Widening Participation and Social Inclusion Teams for a conversation around examples of good practice and to see how you may be able to embed approaches to Widening Participation and inclusion within your own area of work.

Often small tweaks can make a significant difference to creating an equitable environment for all students.

ADAPT IT FOR YOUR CONTEXT

How might this need to be adapted or scaled? What conditions or caveats should colleagues keep in mind?

Use student data and insights to take an evidence-informed approach.

Start off by ensuring any work is targeted towards the institutional Access and Participation Plan targets.

Before you start a new initiative, reach out to colleagues as this may save you time, resource and budget.

- **Want to go further?** <https://www.york.ac.uk/education/research/cresj/news/2024/widening-access/>
If you have any questions, please contact us on WPCCommunity@warwick.ac.uk

Thank you!



[https://warwick.ac.uk/study/
outreach/](https://warwick.ac.uk/study/outreach/)



wpcommunity@warwick.ac.uk

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