University of Warwick

OFFA Access Agreement for academic year 2018/19

1. Introduction

1.1. The University’s strategy beyond 2015 ‘Looking Forward’ reaffirms our commitment to widening participation and lifelong learning, where accessibility is core to Warwick’s values and mission. Our widening participation strategy (WP), ‘Working Together to Realise Academic Potential’ (2013) develops this commitment further by setting out an institution-wide, lifecycle, approach to progression engaging our central Widening Participation and Outreach Team, academic departments, Centre for Lifelong Learning, Warwick Volunteers, Warwick Arts Centre and the Students’ Union. Work has commenced this academic year on a WP Strategy refresh which will build on what has been achieved to date and respond to institutional priorities and the government’s challenge to increase the participation of under-represented groups.

1.2. The University proposes to make changes and updates to its 2017/18 access agreement, building on some of the priorities set from our evidence based institutional objectives. We have continued to develop our analytics so that we can ensure that our approach to access and WP is evidence based and that the interventions funded as part of this agreement are effective.

2. Strategic Priorities

2.1. Warwick’s widening participation strategy takes account of all stages of a learner’s engagement with the University from pre-recruitment through to retention and student experience and on to postgraduate study and employment.

2.2. Our common purpose is to enhance social diversity and participation in higher education by:

- Pioneering programmes that are relevant to individual learners, teachers, schools and colleges and employers and which overcome barriers to achievement, enable progression and ensure that individuals reach their academic potential;

- Providing all learners with an exceptional experience at Warwick that is founded in the highest standards of teaching, learning and supporting infrastructure shaped around individual learner needs;

- Working collaboratively to develop access routes into Warwick and into employment that are based on informed practices and scholarly research;

- Engaging with our local communities to ensure that they, and our students, benefit from the University’s presence and facilities in the region;

- Engaging in the national and international policy arena to promote the economic and social value of increasing the diversity of those who participate in higher education;

- Contributing to the national widening participation and access policy discourse.
3. Fee Levels for 2018 entry

3.1. The 2018/19 tuition fees have not yet been determined and the University expects to increase fees for the 2018/19 entry (including MBChB) in line with any inflationary uplift as determined by the UK Government, if permitted by law or government policy.

3.2. For the 2018/19 Access Agreement draft resource plan purpose, £9,250 is used with the exception of students on 2+2 programmes and the WBS Foundation Year 1 whose fees is £6,750 and foundation degree and part-time students whose fees is £6,165. Fee levels and the 2018/19 resource plan will be updated once the tuition fees are determined.

3.3. The University's planned Home/EU full-time undergraduate intake for the 2018/19 academic year is 3959 students of whom 100 are likely to be 2+2 students and 20 WBS Foundation Year students.

3.4. Fees for all post 2017-18 (inclusive of 2017-18) entry full-time and part-time Home/EU undergraduate students and PGCE students will rise in subsequent years of a student's course in line with any permitted inflationary uplift as determined by the UK Government on an annual basis. Fees for pre 2017-18 entry full-time and part-time Home/EU undergraduate students and PGCE students will stay at the 2016-17 fee level (i.e. full-time £9,000, part-time £6,000) and will not rise in subsequent years of their course despite any permitted inflationary uplift as determined by the UK Government on an annual basis.

3.5. 2018/19 entry students who undertake an Erasmus year as part of their programme and/or undertake a work placement or exchange programme as part of their course will be charged at the maximum fee permitted by the Government for the relevant years when they are away from the University. These fees apply for all courses that incorporate an intercalated/mandatory year out as part of the course. These fees for 2018/19 have not yet been determined.

3.6. Fees for accredited part-time courses run through the Centre for Lifelong Learning will be charged pro rata to the full time undergraduate fee based on the number of modules and the relevant CATS points for the individual student’s course of study. Undergraduate part-time students can study up to and including a maximum of 75% FTE in any one year.

3.7. A proportion, in line with our general Access Agreement commitments, of any income from part-time students above the basic level outlined above will be committed to outreach and access measures for part-time students. The financial support on offer to part-time students is outlined in section 7.

4. Access and Student Success Measures

4.1. Assessment of recent performance

4.1.1. The University continues to make progress towards its widening participation indicators with yearly milestones either exceeding target or indicating significant progress towards target. The development of sustained widening participation and access programmes seems to be starting to have an impact on progression to the
University and HE. Where overall targets have been met the University has set more ambitious or additional targets.

4.1.2. The University takes an evidence-based approach to school and student targeting which has enhanced the impact of events and the number of participants engaged on sustained outreach programmes. There is a strong correlation between this targeting model and the continued progress towards its access milestones.

4.1.3. The University has seen a continued positive increase in the number of entrants from Low Socio-Economic Groups (NS-SEC groups 4-7), with a 13% increase from 2014/15 to 2015/16. Data on participants in our outreach activities analysed through the HEAT system indicated that our activities were reaching significant numbers of students from NS SEC groups 4-7.

4.1.4. We have made progress on the number of young entrants from low participation neighbourhoods from 2009 levels to date, in 2009 the proportion of entrants was 3.7% (100 students) compared to 5.1% in 2016/7. This marks a notable improvement given that the size of the overall undergraduate population has grown over this time.

4.1.5. The University saw a sharp rise in LPN applications in 2015/16 (up 17% compared to 14/15), which led to a parallel increase in offers (up 23% compared to 2014/15) leading to an increase in the number of firm offer holders. The accuracy of predicted grades for applicants from quintile 1 has been lower than that for applicants from higher participation areas, with lower quintiles more likely to have over-inflated grade predictions. This is an issue the University will continue to monitor.

4.1.6. Table 1 sets out Polar 3 quintiles, and analyses applicants by their likelihood to progress into Higher Education based on their home postcode. The table indicates that while there is little variance between the quintiles, the lower the polar quintile, the more likely predictions are to be over inflated.

**Table 1: An overview of Warwick applicants’ predicted grades by POLAR quintile**

<table>
<thead>
<tr>
<th>P3 quint.</th>
<th>Over by 5</th>
<th>Over by 4</th>
<th>Over by 3</th>
<th>Over by 2</th>
<th>Over by 1</th>
<th>accurat.</th>
<th>Unde r by 1</th>
<th>Unde r by 2</th>
<th>Unde r by 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>7</td>
<td>52</td>
<td>267</td>
<td>114</td>
<td>8</td>
<td>1194</td>
<td>215</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>13</td>
<td>96</td>
<td>547</td>
<td>230</td>
<td>3</td>
<td>2373</td>
<td>469</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>9</td>
<td>136</td>
<td>773</td>
<td>324</td>
<td>3</td>
<td>3519</td>
<td>623</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>29</td>
<td>158</td>
<td>986</td>
<td>460</td>
<td>8</td>
<td>5404</td>
<td>886</td>
<td>43</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>36</td>
<td>275</td>
<td>159</td>
<td>801</td>
<td>5</td>
<td>10301</td>
<td>1567</td>
<td>63</td>
</tr>
</tbody>
</table>

4.1.7. HEAT data related to the targeting of students on outreach and access interventions has demonstrated that University is performing well. Our sustained intervention
programmes have seen increases in the percentage of students from POLAR quintiles 1 and 2 engaged with activity. About 58% of those engaged in our interventions are from an LPN background. Other data suggests that targeting towards particular ethnic groups and other underrepresented groups is effective. The University continues to proactively target schools in low participation neighbourhoods and uses the HEFCE participation maps to inform targeting.

4.2. Student success and progression

The University recognises that its recent retention record is below where it should be, with the latest HESA data for non-continuation following year of entry at 4.5% which is below the sector adjusted benchmark. Non-continuation of LPN students is also an area the University is seeking to address given performance is below our HESA locally adjusted benchmark, albeit exact student numbers are very small. These retention challenges are being addressed through our Widening Participation Strategy Group and TEF Steering Group. Warwick has also undertaken further analysis in to outcomes by key widening participation groups with evidence revealing some differential outcomes related to non-completion, degree success and progression to graduate employment or postgraduate study, when compared to the wider undergraduate population. The graphs below compare lifecycle outcomes for LPN or Low SEC groups\(^1\) against the wider cohort with noticeable gaps appearing over time. Similar data is being examined around disability, ethnicity and age characteristics. Initial findings indicate that there is a significant disparity between students with a mental health\(^2\) disability compared to students with no disability in achieving a good honours degree.

\[\text{Graphs showing lifecycle outcomes for LPN or Low SEC groups against the wider cohort with noticeable gaps appearing over time.}\]

5. Additional expenditure: A student lifecycle approach

5.1. The University is committed to spending £10.4m on access, student success and progression activities and financial support to students to support our widening participation strategy in 2018-19. This expenditure represents 29 per cent of our higher fee income, with incremental investment increases in access, student success and progression compared to 2017/18, and a projected decline in expenditure on financial support over time. In 2018/19 onwards, we will continue to raise expenditure specifically to support student success and progression. This can be broken down into:

- £6.39m on financial support to students
- £4.025m for access, student success and progression provision

\(^1\) LPN and Low SEC groups have been analysed together given the low number of LPN entrants.

\(^2\) Defined as students with a declared mental health (MH) issue, specific learning difficulties (SpLD) and ASD.
5.1.1. We will target this funding on initiatives which address our strategic priorities including: the sector-wide widening participation agenda; the need to ensure that the University is able to achieve its own ambitious access targets, and addressing challenges students face when progressing into graduate level employment or postgraduate study.

5.1.2. This additional investment should also be seen in the context of other externally funded work the University is leading on or connected with, for example the National Collaborative Outreach Programme (NCOP) and a HEFCE Catalyst Fund project supporting the progress to and success in postgraduate study. The University receives generous support from donors, sponsors and partners in funding its widening participation commitments and will continue to expand and diversify these routes to support widening participation priorities. The University has reflected the discontinued HEFCE widening access allocation in its expenditure commitments to ensure previous activity is safeguarded, however it awaits the HEFCE grant letter to see the impact of reductions in student premium and disabled students’ premium funding allocations.

5.2. A strategic approach

5.2.1. The University has started to review its widening participation governance model to maximise institutional input and to ensure synergy exists between strategic and operational planning. This model will be in place for the start of the 2017/18 academic year to optimise links with our Education Strategy Committee.

5.2.2. Warwick takes a strategic, evidence-based approach to widening participation and has developed new, or enhanced existing, provision to ensure it is fulfilling the strategic priorities outlined in section 2.

5.2.3. HEAT HESA track findings tells us that outreach participants who engage in a sustained programme of activities, including a campus visit, have higher rates of progression. Similarly, students who engage in outreach early in KS4 in a sustained programme are more likely to attain good GCSE results, evidence suggesting that outreach contributes to raising attainment. Sector research tells us that achieving good results at Key Stage 4 is the key determinant in progression to Higher Education and our programme of outreach addresses and responds to the challenges posed in helping to improve the academic attainment of our target schools and their disadvantaged students. HEAT track findings also show that of outreach participants who have already completed degrees at their chosen Universities, 62% achieved a 1st class or Upper Second degree, in line with a figure of 61% nationally.

5.2.4. The University has identified a number of priorities for its access agreement in 2018/19.

- To continue to invest in evidence based access and outreach measures to ensure we are in a position to meet our widening participation indicators in a sustained manner
- To continue to invest in our monitoring, evaluation and research capabilities to better understand the impact of our work across the student lifecycle
- To analyse the University’s progress against its access objectives and to measure the effect across the student lifecycle, ensuring where there are performance gaps that these are addressed
- To intensify our partnerships with schools and colleges to ensure the University’s work is meeting the needs of students and applicants
• To extend the employability opportunities for widening participation groups to enhance progression to graduate employment or postgraduate study
• To develop new routes for disadvantaged students to gain access to a Warwick education
• To strengthen our engagement with key policy stakeholders to inform future practice and research outputs
• To celebrate and strengthen our internal widening participation culture to ensure staff and students feel recognised for their contributions and continue to build a community capable of delivering longer term objectives.

5.3. **Access developments**

In line with national and institutional evidence the University will increase the focus on improving academic attainment, both at GCSE and post-16 stages, ensuring that students from targeted groups are not only inspired by the opportunities HE provides, but are equipped academically to reach their potential.

5.3.1. **Strategic relationships with schools and colleges**

The University has a range of partnerships and relationships with schools and colleges, both formal and informal and has a firm commitment to strengthen these through a variety of means. These include through widening participation and outreach partnerships and provision, through initial teacher training (ITT) routes, collaborations with local FE colleges for 2+2 programmes and ITT, as well as a range of relationships with schools through academic departments. The evidence suggests that these relationships have an impact on target cohorts promoting attainment.

5.3.2. The University invests significant resource in activities to enhance progression to HE from disadvantaged and underrepresented groups, particularly from the local area in Coventry and Warwickshire. Relationships exist between the University and the majority of secondary schools in the sub-region, including Initial Teacher Training, WP partnerships, volunteering and departmental outreach and there is great appetite to strengthen these further in a strategic manner. The University’s WP strategy aims to create pathways to ensure entry to Warwick’s degree programmes (and those of other Research Intensive Universities and Russell Group) are attainable, this must include a role in enabling more people to achieve their academic potential, especially given the challenges posed by GCSE and A Level curriculum reform and the decline in the numbers of students attaining AAB at A-level nationally.

5.3.3. The University sponsors two University Technical Colleges (UTC), WMG Academy for Young Engineers based in Coventry and Solihull, building on its expertise in this area providing education for 14-19 year olds through an applied, problem based curriculum. The academies are overseen by the WMG Academy Trust which was established in 2015 and in which the University is a partner. The first set of GCSE results were extremely encouraging in Coventry and above the national average and at KS5 50% of the cohort secured a Higher and Advanced Level Apprenticeship, 38% secured university places and 12% are studying for level 4 qualifications or are in meaningful employment.

5.3.4. The University is a partner in the University School Trust focused on schools in East London, formed through the partners of the St Paul’s Way Trust School.
5.3.5. The University will launch a new strand of work to enhance its commitment to support the educational outcomes of learners from disadvantaged and underrepresented groups in local schools and colleges. This is planned to take a multifaceted approach covering student attainment outcomes, teacher engagement and CPD, and school governance support. A stakeholder group will develop this vision and facilitate opportunity for school and college leaders and other relevant groups to shape the work.

5.3.6. Part of this expansion of support for learners will be to explore the feasibility of establishing a Warwick Attainment Academy. The Attainment Academy would host a range of initiatives designed to improve the attainment of targeted students at KS4 and 5, to facilitate better access rates of disadvantaged and underrepresented groups to the University. Provision is likely to include an expansion of revision and extension classes during weekends and school holidays, in-school tutoring, and support with study skills and transition to HE.

5.3.7. The University is actively engaged in a ‘Closing the Gap’ project with Warwickshire County Council to examine the challenges faced by disadvantaged (FSM) learners and developing intervention and support that promotes better attainment and progression outcomes from KS2-5.

5.3.8. The Warwick-Royal Society of Arts (RSA) Partnership continues to provide support to RSA Academies from Year 7 through to Year 13. The RSA Family of Academies currently comprises five schools: Whitley Academy in Coventry; Holyhead School in Birmingham; the RSA Academy in Tipton; Arrow Vale RSA and Ipsley CE RSA Academy both in Redditch. All schools serve communities with above average levels of deprivation which ensures that activity is targeted to our WP target population.

5.4. **Long term outreach work**

5.5. The University delivers a range of targeted outreach and widening participation activities engaging all pre-entry phases with a broad geographical coverage. This activity portfolio sees us engage with around 9,000 students per year from primary school to post-16. A summary of the University’s sustained programmes of outreach and access work can be found in the table below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Category</th>
<th>Target Group</th>
<th>Geographical Focus</th>
<th>Partners</th>
<th>Beneficiaries per year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warwick Bright Stars</strong></td>
<td>Aspiration</td>
<td>Primary Schools</td>
<td>Coventry and Warwickshire</td>
<td>Warwick Volunteers Lloyds Scholars Warwick Arts Centre, Academic departments</td>
<td>850</td>
</tr>
<tr>
<td><strong>Young Explorers University Programme</strong></td>
<td>Aspiration</td>
<td>Primary Looked After Children (LAC)</td>
<td>Coventry and Warwickshire</td>
<td>Coventry and Warwickshire Virtual Schools Children’s University</td>
<td>25</td>
</tr>
<tr>
<td><strong>Experience Warwick Partnership Programme</strong></td>
<td>Aspiration IAG Partnership</td>
<td>Secondary Schools working with Y7-13 Parents Teacher CPD</td>
<td>Coventry and Warwickshire</td>
<td>30 Targeted schools in Coventry and Warwickshire</td>
<td>4500</td>
</tr>
<tr>
<td><strong>Warwick Sutton Scholars</strong></td>
<td>Aspiration</td>
<td>Secondary Schools, Years 8-9</td>
<td>West Midlands</td>
<td>The Sutton Trust</td>
<td>160</td>
</tr>
<tr>
<td>Student Progression Team</td>
<td>Aspiration</td>
<td>Secondary Schools, Years 9-10</td>
<td>Coventry and Warwickshire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------</td>
<td>-------------------------------</td>
<td>--------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>UniTracks</td>
<td>Aspiration Attainment raising IAG Transition</td>
<td>Secondary schools, Y10-13</td>
<td>National</td>
<td>Lloyds Bank The Brilliant Club The Brightside Trust</td>
<td>190</td>
</tr>
<tr>
<td>Experience Warwick Year 10 Summer School</td>
<td>Summer School</td>
<td>Secondary schools, Y10, LAC</td>
<td>Coventry and Warwickshire + UniTracks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience Warwick Y12 Summer Schools</td>
<td>Access</td>
<td>Year 12</td>
<td>National</td>
<td>The Sutton Trust</td>
<td>400</td>
</tr>
<tr>
<td>The Sutton Trust Summer School</td>
<td>Access</td>
<td>Year 12</td>
<td>National</td>
<td>The Sutton Trust</td>
<td></td>
</tr>
<tr>
<td>Pathways to Law</td>
<td>Access IAG</td>
<td>Years 10-13</td>
<td>National</td>
<td>The Sutton Trust 10 other Research Intensive Universities</td>
<td>120</td>
</tr>
<tr>
<td>Pathways to Banking</td>
<td>Access IAG</td>
<td>Years 10-13</td>
<td>National</td>
<td>The Sutton Trust LSE</td>
<td></td>
</tr>
<tr>
<td>Realising Opportunities</td>
<td>Access IAG</td>
<td>Years 12-13</td>
<td>National</td>
<td>14 other Research Intensive Universities</td>
<td>160</td>
</tr>
<tr>
<td>Teachers’ and Advisors’ Conference</td>
<td>IAG</td>
<td>Teachers and Advisors</td>
<td>National</td>
<td>Russell Group</td>
<td></td>
</tr>
<tr>
<td>Academic Department work</td>
<td>Aspiration IAG Access KS2-5 Mature learners Teachers</td>
<td>Varied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attainment Bootcamps</td>
<td>Attainment raising</td>
<td>Year 11 and 13</td>
<td>Local and national</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advancing Access</td>
<td>IAG</td>
<td>Teachers and Advisors</td>
<td>National</td>
<td>Russell Group</td>
<td></td>
</tr>
<tr>
<td>WP Development Fund projects</td>
<td>Various</td>
<td>Various</td>
<td>Varied</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.5.1. Highly able Key stage 3 provision

In partnership with the Sutton Trust, the University runs a programme for highly able Key Stage 3 pupils in the West Midlands called Warwick Sutton Scholars. The aim of the programme is to ensure highly able students in years 8 and 9 are stretched, enthused and challenged and have their aspirations raised towards progression to research intensive universities. The two year programme will facilitate transition to the University’s own highly able programme, UniTracks, from Year 10 to Year 13 as well as facilitate progression on to other Sutton Trust funded programmes and other universities’ outreach provision.
5.5.2. Sutton Trust Summer Schools

A further element of our partnership with the Sutton Trust is participation in the prestigious Sutton Trust Summer School programme, offering a residential academic experience for 120 Year 12 students from across the UK, in Classics and Ancient History, Economics, History, Law, Physics and Politics and International Studies.

5.5.3. Pathways to Banking

In 2016/17 the University expanded its access to the professions and industry work by initiating a new programme called Pathways to Banking in partnership with the Sutton Trust and Deutsche Bank. This scheme will operate in a similar way to the existing Pathways to Law programme by supporting young people in KS4 and 5 to consider how they might access careers in the financial sector.

5.5.4. The University already works closely with local partners on outreach programmes. Local outreach work is being enhanced through the continuation of a sustained programme for groups of learners from schools in low participation areas who will receive detailed and focused information, advice, guidance and academic support in order to enable them to maximise their chances of gaining entry to the most competitive institutions.

5.5.5. Looked after Children/Care leavers

Looked after Children have the poorest educational outcomes of all groups in society with only 13.2% of children in care obtaining five good GCSEs compared with 57.9% of all children, and only 6% of care leavers go to university compared with 42% of all young people. Through the STEM innovation project and other collaborative work the University has fostered strong relationships with the Virtual Schools in Coventry and Warwickshire. We have initiated new activity and support for local looked after children to improve aspiration and academic progression. We have started with primary school Looked after Children and have also initiated work for KS3 in collaborative with other local education providers.

5.5.6. Enhancing Student Attainment thematic work

The University has invested more resources to support A Level students in their exam preparation, by offering a range of supplementary school holiday revision sessions. In 2017 a Year 13 revision Bootcamp will be offered in six subjects. The overall objective is to improve learner attainment by one grade. Other attitudinal and skills based surveys are used to get a holistic view of any impact made. Intended outcomes include:

- Improve participants A2 outcomes by one grade in a specific discipline
- An assessment of HE aspirations, monitored by UCAS choices and final destinations
- Increased confidence in ability to perform well in exams
- Enhance student preparation for the transition to HE

5.5.7. The University's Widening Participation Strategy 2013-includes a growing number of departmental and faculty initiatives. In order to further support this work, a Widening Participation Development Fund has been established. Bids are encouraged at a departmental and faculty level and where possible projects should have a two year life span and consider sustainability options beyond the end of the project. Priority is given to collaborative and innovative proposals which can be for developments of existing provision or new programmes. In 2015/16 proposals were also encouraged to support research outputs on widening participation across the student lifecycle. Through
appropriate project design and evaluation the projects encourage an evidence-based approach to the development of WP initiatives across the University and establish a ‘what works’ foundation, as well as fostering innovation and good practice across the institution.

5.5.8. The projects developed so far have demonstrated real innovation and understanding of academic barriers to progression, example projects include:

- A Year 12 Essay writing competition enabling enhanced research and study skills
- Teacher CPD resources for supporting highly able students

5.6. New access initiatives

5.6.1. The University will launch its own access scheme in 2017/18 in conjunction with other new strands of work, this will include provision across the student lifecycle, including support to enhance progression and employability outcomes.

5.7. The University launched a new contextual data policy in 2016/17 to enhance and support its access and widening participation objectives. This builds on elements of the Realising Opportunities programme where the University makes offers of one or two grades below the standard university offer to applicants that meet two of the following criteria:

a) The applicant attended a school where average performance of students achieving 5 A*-C GCSE including English and Mathematics was below the national average and/or

The applicant attended a school/college with below the national average performance at Key Stage 5

b) The applicant has spent time in local authority care

c) The applicant attended a school with above the national average entitlement/eligibility to Free School Meals

d) The applicant lives in a low participation neighbourhood (POLAR 3, quintile 1) or an area which has a high level of deprivation (Index of Multiple Deprivation, 0-20%).

5.7.1. Further work will focus on how contextual data can be used to support the targeting of outreach activity, the impact of contextual data on the admissions process, and the tracking of students with whom we have supported through our outreach events. The University is taking a similar approach with other core long term outreach programmes, e.g. UniTracks and Pathways to Law and is examining how cohort tracking data can be generated in the absence of formal UCAS data.

5.7.2. An integral component of the contextual data policy will be to monitor and examine the retention and student success outcomes of entrants that progress to the University through this route.

5.7.3. Warwick Business School (WBS) offers a BSc (with Foundation Year) in Accounting and Finance, and a BSc (with Foundation Year) in Management. The Foundation Year is common to both degrees and aims to equip students with the skills and knowledge they will need for successful progression to Year 1 of the existing 3-year BSc degrees in these subjects. The Foundation Year is targeted at students from widening
participation groups who have the potential to succeed on the WBS UG Programme, but who, for reasons beyond their control, have no realistic prospect of meeting the standard requirements for direct entry.

5.8. **Strengthening collaborative and partnership activity**

5.9. The University recognises the value of effective collaboration as a contributor to its own institutional priorities but also to the national widening participation agenda. Measuring this wider collective impact is a key priority as the University intends to include these sector level benefits as part of its evidence-based expenditure. This element of our strategy is founded on high-quality effective partnerships with other HE institutions, schools and colleges, sector bodies and industry.

5.10. **National Collaborative Outreach Programme (NCOP)**

5.10.1. Warwick is the lead institution for the Warwickshire focused NCOP consortium in partnership with Coventry University, Warwickshire County Council and local FE Colleges. It is a highly targeted programme primarily focused on nine ‘hub’ schools in Rugby, Nuneaton and Bedworth and North Warwickshire areas. The model will deliver bespoke provision for targeted groups, however it will also ensure that engagement with existing activity is also promoted to schools in these areas as data indicated that these are ‘cold’ spot activity areas.

5.10.2. The University will explore the student mobility index data used to inform the new Opportunity Areas, to ensure its national provision, in particular UniTracks, reaches out to these priority areas.

5.11. **Realising Opportunities**

5.11.1. The University is a member of Realising Opportunities (RO), a unique collaborative partnership of research intensive universities developing and delivering a national fair access scheme which promotes social and geographic mobility for able students from under-represented groups.

5.11.2. The award-winning RO programme, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research intensive university. These interventions are offered locally and nationally and include a National Student Conference, ongoing support and encouragement from a trained student mentor and an assessed academic element. Successful completion of RO will result in additional consideration given to applications through UCAS from all Partner universities, and the potential for an alternative offer where successful completion of RO is worth two A Level grades of equivalent.

5.11.3. Each participating institution has committed future funds to ensure the on-going delivery of RO to 31 July 2019. For 2018 - 2019 this will be a maximum of £38,000 per Partner.

5.11.4. RO has a robust evaluation framework which incorporates contextual data, student aspirations and the longitudinal tracking of students through the HEAT database and UCAS. Evaluation work has indicated the impact of RO on a number of levels. UCAS analysis has shown RO is robust in its dual targeting of high attaining students from disadvantaged backgrounds – 100% of students meet this criteria. White males are
well represented and there is a higher proportion of Black and Asian students taking part in RO when compared to the population as a whole.

5.11.5. UCAS analysis continues to show evidence of elevated application and offer rates for RO students. HEAT analysis for students entering HE between 2011 – 2014 and UCAS analysis for those entering in 2015 shows that higher numbers of RO students are entering both HE generally and research intensive universities (RIUs) than comparator groups. RO increases the number of students it works with annually and since 2014 has seen the number of students progressing to RIUs increasing both as a percentage of the cohorts and as a real number of students (74 more students progressed to RIUs in 2015 than 2014 and 65 more in 2016 than 2015. In 2016 162 more students entered RIUs than the 2011 baseline group).

5.11.6. The RO Programme aims to prepare students for successful transition to higher education. HEAT provision of HESA data has highlighted RO student’s success in higher education and beyond graduation. 83% of students received a 1st or 2:1 compared to 66% of all students nationally, including those from the most advantaged backgrounds. 93% of RO students who graduated in 2013/2014 were in work or study six months after graduation, compared to 89% for all leavers from all UK HEIs.

5.11.7. Queen Mary, University of London Partnership

The University of Warwick and Queen Mary, University of London entered into a collaborative agreement in 2012, and a component of this partnership is widening participation. Following a successful evaluation of our 2015-16 work we are again delivering a five-day residential summer school in July 2017, split across both institutions’ campuses. Maintaining a focus on health science pathways this collaborative event allows participants to understand better the different routes into health related subjects including taking part in laboratory work, studying anatomy and meeting professionals from a wide variety of NHS careers. It also exposes participants to a different region and the idea of geographical mobility. Queen Mary and the University of Warwick will continue to jointly evaluate all collaborative activities to ensure that plans for activity in 2017-18 are evidence-based.

5.11.8. Think Higher- Coventry and Warwickshire Collaborative Outreach Network

The University leads and hosts the Coventry and Warwickshire Network, Think Higher (formerly part of HEFCE’s National Networks for Collaborative Outreach (NNCO) initiative), in collaboration with Coventry University, North Warwickshire and Hinckley College, Warwickshire College Group and the respective local authorities. The network engages directly with the Coventry and Warwickshire Local Enterprise Partnership (LEP) to build a sustainable approach to the higher skills and progression agenda. This collaborative network manages the National Collaborative Outreach Programme and leads on work to support Looked after Children and Care Leavers.

5.11.9. Russell Group

The Russell Group WP Association has provided a forum for collaborative work across these highly selective institutions for many years. As well as providing peer support for senior WP staff, the group plans and delivers collaborative activity including the biennial Teachers’ Conference and practitioner networks.

The University of Warwick is a partner in Advancing Access, a national collaboration of 24 selective universities. We are working together with schools and colleges to
develop and deliver continuing professional development (CPD) for teachers and advisors that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities. We are delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location.

Advancing Access complements the excellent work already carried out at the University and other partner institutions by engaging those areas that have historically been hard to reach and may be in geographic ‘cold spots’. It is a cost-effective approach to equipping teachers and advisors with the information they need to advise students with confidence. Initially funded through HEFCE’s collaborative outreach network scheme, the universities are now funding directly.

5.11.10. The Sutton Trust

The University’s relationship with The Sutton Trust has evolved over the past few years and now includes sustained programmes from KS3-5, including Sutton Scholars, Pathways to Law, Pathways to Banking and Summer Schools.

5.12. Enhancing progression to employment or postgraduate study

5.12.1. The University’s widening participation targets are orientated towards improving access measures; however our strategy encompasses a lifecycle approach which also focuses on excellence and progression. To this end we are exploring how best to promote progression to postgraduate study and graduate level employment for students from disadvantaged backgrounds.

5.12.2. The Warwick Scholars Programme (WSP) supports students that enrol at Warwick via one of our outreach schemes, UniTracks, Realising Opportunities and Pathways to Law, providing a financial scholarship, additional employability opportunities including internships and overseas volunteering placements. Similar opportunities are presented through schemes like the Lloyds Scholars programme and the Multi-Cultural Scholars Programme (MSP).

5.12.3. The University continues to build on the evidence developed through the Postgraduate Support Schemes in prioritising resource to support the progression to postgraduate study for underrepresented groups. The University has committed up to £500k per year in continuing the Warwick Taught Masters Scholarship Scheme (WTMSS) which provides targeted students with a £5k scholarship, in addition to any financial support they are eligible for.

5.12.4. The University has been successful with a HEFCE Catalyst Fund bid, in collaboration with the universities of Leeds (lead), Manchester, Newcastle, Sheffield and York. The two-year project focuses on addressing barriers to student success, specifically progression to and success in taught postgraduate study by students who are BAME and from areas with low participation in higher education.

5.13. Provision for mature and part-time students

The University has made progress in the recruitment of part-time and full-time mature students. This is particularly pleasing given the national trend of decreasing applications from this group. Warwick continues to provide a Centre for Lifelong Learning (CLL) focusing on the recruitment, support, retention, achievement and progression of mature and part-time students, as it has done for over 30 years. CLL’s
2+2 degree programme, in partnership with local FE providers, has again shown a growth in enrolments. The programme has extended its community reach – with new partners in Solihull (2013), Leamington (2015) and Rugby (2017).

5.13.1. CLL offers a range of accessible and flexible undergraduate and postgraduate programmes and makes a significant contribution to recruiting and supporting Warwick’s mature and part-time student population. Many students have few or no formal qualifications on entry and share demographic characteristics that are consistent with the criteria outlined in this Access Agreement and the University’s WP Strategy. Students often combine study with caring for children or other family members and/or working. The Centre provides support, advice and guidance to Warwick departments on mature and part time students and its programmes are often offered in partnership with FE Colleges.

5.13.2. The importance of the Centre for Lifelong Learning in the University’s range of outreach activity is reflected in the lower fees for our 2+2, part-time and Foundation Degree programmes which make a significant contribution to increasing the number of mature entrants, particularly those from lower socio-economic groups.

5.13.3. In response to evidence of challenges in part time and mature student access to higher education, the University via CLL has sought to develop its programme offer, to strengthen advice and guidance pre entry and to enhance the student experience to support both progression and success. CLL offers a free ‘Gateway to Higher Education’ programme that prepares students for HE study and offers guaranteed entry to the part time Social Studies programme. More than 150 students have entered the University via this route over the last 4 years.

5.13.4. Other activities include: extension of the 2+2 Social Studies intake; revision and broadening of the part time degree programme; investment in posts to support mature learners and outreach activities, including a new student welfare support and engagement team; and enhanced communication and financial advice to outline the funding opportunities available. CLL’s Community Engagement Development Manager works with communities least engaged with HE to identify mutually beneficial partnership opportunities; build Warwick’s reputation as a viable option for study for members of those communities; and develop early interventions which raise aspirations for adults in those settings. The Centre has begun this year to offer support in obtaining core GCSEs to both our existing students (aiming to improve retention and progression) and adults taking core GCSEs outside the university (aiming to raise aspirations and to lead long-term to further recruitment to CLL courses).

5.13.5. The success of the BEng Applied Engineering Programme, a part time route for employees of engineering and technology based companies delivered by Warwick Manufacturing Group (WMG), has enhanced the University’s mature entrant position. This programme is expected to grow year on year and provides a sustainable platform from which to build new industry related routes.

6. Targets and Milestones

The University has appraised its targets and milestones up to 2020/21 taking in to account recent progress and identifying new targets which reflect institutional priorities across the student lifecycle. The targets set are viewed as suitably ambitious and stretching in the context of our strategic priorities, location, and subject mix and map
well with OFFA’s sector outcome objectives 1 and 2. We will continue to monitor them periodically to ensure that emphasis is placed on progress and on developing a longitudinal evidence base. The University doesn’t intend to extend these targets to 2021/22 this year and will consider internal evidence to build a coherent understanding of its WP strategic priorities as a refreshed WP Strategy is developed beyond 2017.

6.1.1. The University continues to monitor and analyse institutional and sector data to address multiple dimensions of disadvantage and under-representation, including access for white ‘working class’ males and gender diversity in certain STEM disciplines, however it is content that its targeting model addresses these challenges without the need to introduce more specific targets at this stage.

6.1.2. The University has retained its target on low socio-economic groups using NS-SEC as this is driven by internal data sources and therefore is able to report outcomes, albeit without benchmarking data. The University will explore additional indicators that provide a more nuanced view of its student body with respect to socio-economic status.

6.1.3. In line with government ambition to double the proportion of young disadvantaged students by 2020 the University has raised the bar to support this objective by increasing its Low Participation Neighbourhood target (POLAR quintile 1) to 200 by 2020/21, which, if achieved, will represent a doubling in the number of entrants from 2009 levels.

6.1.4. In 2017/18 the University introduced an additional target for state schools related to increasing the proportion of applicants and entrants from the lowest performing schools in the country. The rationale to introduce this target is to demonstrate further that the University is committed to supporting and recruiting students from a range of schools with relatively poor educational outcomes. The target will be based on KS5 attainment data targeted at the bottom 40% of schools and colleges nationally, and will consequently form the basis of a schools targeting strategy.

6.1.5. The University plays an important role in the development of the regional higher skills and economic agenda of the LEP and working with schools and colleges. The University concentrates significant outreach activity within the Coventry and Warwickshire area, (whilst still maintaining wider regional and UK reach) however the proportion of applicants and entrants from local schools and colleges remains comparatively low. Therefore the University has included a target to increase the number of applications and entrants from Coventry and Warwickshire state schools and colleges.

6.1.6. The University has retained a target focused on the recruitment of BME groups. The University has a relatively strong record within the Russell Group on attracting entrants from these communities (using 2013/14 data) however the University views diversity as a vital long-term priority and wishes to extend its ambition for these groups further.

---

3 To make faster progress to increase the participation rate of higher education entrants from under-represented and disadvantaged groups, and narrow the participation gap between people from the most and least advantaged backgrounds
To make faster progress to increase the entry rate of students from under-represented and disadvantaged groups entering more selective institutions, and narrow the participation gap between people from the most and least advantaged backgrounds at such institutions. OFFA (2015)
6.2. The University's targets are to:

1. Raise the number of full-time young entrants to the university from state schools from the 2013/14 level of 2,115 to 2,320 by 2021;
2. Raise the number of full-time young entrants to the university from the lowest socio-economic groups from 427 in 2013/14 to 575 by 2021;
3. Raise the number of full-time young entrants to the university from low participation neighbourhoods from 133 in 2013/14 to 200 by 2021;
4. Increase the number of mature UK learners registered on full-time and part-time programmes from 586 in 2013/14 to 680 by 2021;
5. Raise the number of entrants on the WBS Foundation Year from 15 in 2015 to 25 in 2021;
6. Increase the proportion of applicants progressing from low performing schools from 13.8% in 2015/16 to 15.8% by 2020/21;
7. Increase the proportion of entrants progressing from low performing schools from 11.4% in 2015/16 to 14% by 2020/21;
8. Increase the proportion of applicants to the University from state schools in Coventry and Warwickshire, from 2.6% in 2015/16 to 4.2% by 2020/21;
9. Increase the proportion of entrants to the University from state schools in Coventry and Warwickshire, from 2.9% in 2015/16 to 4.5% by 2020/21;
10. Increase the proportion of entrants from BME backgrounds from 25.9% in 2013/14 to 27.3% by 2020/21.

6.2.1. Table 4: A summary of targets for 2018/19 and how they extend to 2020/21.

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Baseline Year</th>
<th>Baseline data</th>
<th>2018-19</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Schools</td>
<td>2013-14</td>
<td>2115</td>
<td>2200 (65%)</td>
<td>2320</td>
</tr>
<tr>
<td>Low Socio-economic class</td>
<td>2013-14</td>
<td>427</td>
<td>500 (15%)</td>
<td>575</td>
</tr>
<tr>
<td>Low Participation Neighbourhoods (LPN)-Q1</td>
<td>2013-14</td>
<td>133</td>
<td>175 (5.1%)</td>
<td>200</td>
</tr>
<tr>
<td>Mature entrants</td>
<td>2013-14</td>
<td>586</td>
<td>620 (17.3%)</td>
<td>680</td>
</tr>
<tr>
<td>WBS Foundation Year</td>
<td>N/A</td>
<td>N/a</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Applications from the lowest performing schools and colleges</td>
<td>2015-16</td>
<td>13.8%</td>
<td>14.8%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Entrants from the lowest performing schools and colleges</td>
<td>2015-16</td>
<td>11.4%</td>
<td>12.5%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Applications from state schools in Coventry and Warwickshire</td>
<td>2015-16</td>
<td>2.6%</td>
<td>3.4%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Entrants from state schools in Coventry and Warwickshire</td>
<td>2015-16</td>
<td>2.9%</td>
<td>3.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>BME entrants</td>
<td>2013/14</td>
<td>25.9%</td>
<td>26.8%</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

6.3. The WBS Foundation Year recruited its first students in September 2015 and we have incorporated an entrant target which will allow the programme to grow in a sustained manner.

6.4. As a member of the Realising Opportunities partnership, we are committed to supporting participant progression to a research intensive university of 39% by 2019/20. The programme will also aim to support at least 25% of participants progress to an RO Partner University up to 2019/20.
6.5. For 2018/19 the University will introduce a new target regarding applications to study at Warwick from students participating in UniTracks, our national outreach programme for gifted and talented students. UniTracks is a long-term outreach intervention, recruiting students in Year 10 and supporting them until the end of Year 13. In future access agreements we expect to include an additional target to complement this which will look at progression to Research Intensive Universities for UniTracks participants.

6.6. The University has introduced a new activity based target focussed on supporting targeted students with their GCSE and A Level exams in targeted subject areas. This attainment supporting target is based on increasing the number of beneficiaries involved in our attainment bootcamps, however the University will explore how a more impact based target could be introduced to reflect the planned intervention for the 2019/20 access agreement, linked to activity objectives.

6.7. The University has been offering targeted support services to students with ASD, SpLDs and mental health difficulties for a number of years. Nevertheless, comparable attainment data suggests that the proportion of students within the above disability categories who achieve a good honours degree is lower that students who do not disclose a disability (68.4% to 82.9%). The University will be seeking to investigate the factors attributing to this focusing initially on comparative data between students who engage with support for the duration of their course and students with disclosed disabilities who choose not to access any of the services offered. This will inform future operational and strategic objectives and interventions relating to those groups.

6.8. Work is underway to ensure the University addresses key strategic issues across the student lifecycle where evidence suggests there are differential outcomes for key groups. Whilst the University has started to examine these disparities, further work is necessary before new targets can be considered, with a view to introduce ‘lifecycle’ targets in 2019/20. New targets under development include:

- Student success - to improve the percentage of students with a ‘mental’ disability (defined as students with mental health issues, specific learning difficulties, and ASD) in getting a good honours degree. Related to paragraph 6.7, this target is under development.
- Progression - to improve the progression to highly skilled employment or further study for LPN students and certain BME groups.

7. Financial Support For students

7.1. The University seeks to ensure that, wherever possible, financial barriers to taking up the opportunity to study at Warwick are overcome by offering a package of financial support to our students at the point of entry and throughout their academic careers.

7.1.1. The University conducted a full scale survey of first year Warwick Bursary (15/16 entrants) recipients in the summer of 2016. The purpose of the survey was to evaluate the effectiveness of financial support and focused on: the impact of bursaries on the student experience in the first year; and the extent to which financial support enables students to achieve their goals and aspirations.

7.1.2. 65% of students said that receiving a bursary had reduced the need to undertake paid work (compared to less than half of students who answered a similar question in 2014), although approximately 17% of bursary recipients continue to work in term time. Nearly 60% of students said that the receipt of the bursary would allow them to consider an unpaid work placement to enhance their employability prospects.
7.1.3. Just over 80% said that receipt of the bursary had helped them to feel confident about completing their course successfully and achieving their academic goals. The bursary was overwhelmingly seen as helpful in allowing students to participate fully in extra-curricular opportunities including volunteering and social and sporting activities. Of the students who responded positively to these questions, just over 80% were from the lowest income groups (under £25k).

7.1.4. The Student Funding team will continue to carry out an annual survey to assess the impact and value of financial support to its students throughout the student lifecycle. The team will use the survey questions, methodology and user guides issued by OFFA to inform the design of the survey and to evaluate and disseminate its findings.

7.1.5. Taking into account the Closing the gap: ‘understanding the impact of institutional financial support on student success’ report, the Student Funding team has started to use this model with preliminary analysis indicating that 2012/13 bursary holders achieved similar outcomes as the comparator groups of non-bursary holders from families with higher household incomes. The outcomes measured were retention into second year of study; successful completion of degree course; attainment of a good degree result (2.1 or higher) and the DLHE ‘successful outcome’ metric. The University will continue to develop a longitudinal understanding of the value of the financial support we offer our students and will continue to take an ‘evidence-based’ approach to providing targeted support to students who need it most.

7.2. Students who are already studying at the University are entitled to the support package in place during their year of entry for the remainder of their course and are subject to the entitlement criteria relevant to that support package. Full details of our existing support packages for full-time undergraduate students are available on our website at http://www2.warwick.ac.uk/services/academicoffice/funding/undergraduate/

7.3 Analysis of Financial Support offered to students under previous Access Agreements

7.3.1 The following table shows our analysis of full-time entrants receiving financial support in previous academic years and how they contribute to our OFFA targets:

<table>
<thead>
<tr>
<th>Target</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
<th>15/16</th>
<th>16/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake population</td>
<td>2505</td>
<td>3151</td>
<td>3221</td>
<td>3677</td>
<td>3904</td>
</tr>
<tr>
<td>Number of Award Holders</td>
<td>799</td>
<td>973</td>
<td>884</td>
<td>942</td>
<td>1009</td>
</tr>
<tr>
<td>Income less than £25k</td>
<td>521</td>
<td>658</td>
<td>614</td>
<td>651</td>
<td>691</td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>74%</td>
<td>77%</td>
<td>80%</td>
<td>77%</td>
<td>80%</td>
</tr>
<tr>
<td>Students in LPN (Polar quantile 1)</td>
<td>77</td>
<td>73</td>
<td>57</td>
<td>64</td>
<td>80</td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>11%</td>
<td>8%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>State School Students</td>
<td>689</td>
<td>825</td>
<td>753</td>
<td>919</td>
<td>993</td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Low SEC students</td>
<td>217</td>
<td>253</td>
<td>237</td>
<td>287</td>
<td>293</td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>31%</td>
<td>30%</td>
<td>31%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Mature students</td>
<td>87</td>
<td>92</td>
<td>110</td>
<td>125</td>
<td>116</td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>12%</td>
<td>11%</td>
<td>14%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Max level of support to &lt;£25k</td>
<td>4500</td>
<td>4500</td>
<td>3000</td>
<td>3000</td>
<td>3000</td>
</tr>
</tbody>
</table>
7.3.2 The table shows that the University is increasingly directing financial support at those most in need and those targeted under our Access Agreement. Since 2012/13 the University has made some notable progress towards its targets under its Access Agreement and this is reflected in increasing proportions of students receiving financial support. Analysis of our 16/17 population to date continues that trend. The University begins the process of approving financial support for incoming students during the application cycle so that students are aware of the support they will receive well in advance of starting their University career. The University guarantees support to all students who meet the eligibility criteria to ensure that no student is deterred from taking up their place at the University due to a lack of appropriate financial support.

7.4 Support for students entering the University in 2018/19

7.4.1 The University will offer a broad package of financial support for students entering the University in 2018/19. The support will encompass a bursary package for students targeted at those on the lowest incomes and students from our most vulnerable groups. We aim to target in excess of 80% of the support offered by the University to new entrants in the 2018/19 academic year to students with a residual family income of less than £25,001. The package will be guaranteed to all students who meet the relevant criteria and will be offered for each year of their course. Fee waivers will be offered to part-time students who are in receipt of means-tested benefits. In addition the University will provide a hardship fund to ensure that students in receipt of financial support from the University are able to succeed at their studies. This support will be provided in line with NASMA guidance for the Access to Learning Fund and will augment any support via HEFCE funding for 2018/19. To support our employability aims the University will offer additional funding to students undertaking work placements or unpaid internships during their course of study.

7.4.2 Warwick Bursaries

7.4.3 A bursary will be available for each year of a student's course in which the student meets the eligibility criteria. Warwick Bursaries will be paid in full for intercalated years or mandatory periods of study away from the University where a student meets the eligibility criteria in that period.

7.4.4 The criteria for receiving a Warwick Bursary from the University for 2018/19 entry are as follows:

- You must be a full-time Home/EU student for fee purposes
- You must be studying for your first undergraduate degree
- You must be starting at the University for the first time in the 2018/19 academic year
- You must be in receipt of a Tuition Fee Loan and Maintenance Loan support from the UK Government for the relevant academic year
- You must have a family income below £35,001 (as determined by the Student Loans Company (SLC) for student support)
- You must have completed sixth form education in England within the state school sector or at a Further Education College in England (or on a full fee paying means-tested bursary at an independent school or college in England)
- You must not be entitled to any other statutory support in the form of either a grant or fee waiver for your course
7.4.5 The Warwick Bursary programme will offer support up to a maximum of £3,000pa for each year of a student’s course on a sliding scale determined by family income as follows:

- £2,000pa for family incomes less than or equal to £16,000
- £1,500pa for family incomes greater than £16,000 and less than or equal to £25,000
- £1,000pa to family incomes greater than £25,000 and less than or equal to £35,000

7.4.6 To ensure that the maximum bursaries are targeted at those most in need, the University will pay additional support of £1,000pa to students who meet one or more of the following criteria:

- Students who are Care Leavers or who are from a Foyer background
- Mature students aged 21 or over at the start of their undergraduate course in 2018/19
- Students in receipt of the Special Support Element of the Maintenance Loan, Childcare Grant or Adult Dependents’ Grant from the UK Government as part of their student support package
- Students classed as independent students for student support purposes
- Students in receipt of Disabled Students’ Allowances, Personal Independence Payment or Disability Living Allowance

7.4.7 Additional support will be offered to Warwick Bursary students going abroad under the Erasmus Programme (whose family incomes are less than or equal to £25,000) to cover the amount of fees charged for that Erasmus year (£1,350 for 17/18). For Warwick Bursary students whose family incomes are between £25,001 and £35,000, a reduced fee waiver of £650 will be awarded.

7.4.8 Students whose family income is reassessed during the 2018/19 academic year and who no longer meet the criteria of the award will not receive any further payments during that academic year. Amounts already paid to the student prior to the date of the reassessment will not be reclaimed. Students who become eligible for the Warwick Bursary during the 2018/19 academic year will be entitled to the full award.

7.4.9 Bursary support will be paid directly to students on a termly basis by the Student Loans Company (SLC) on behalf of the University. Students will not need to apply for the Bursary. Entitlement for the Bursary will be determined as part of the student’s application to the SLC for a Tuition Fee Loan and student Maintenance Loan from the UK Government.

7.4.11 Students who have taken part in Outreach Activities and Programmes at the University of Warwick prior to starting their undergraduate course at Warwick will be eligible to apply for additional support through our Warwick Scholars Programme. These awards offer an additional £2,000 per annum for each year of a student’s course and would be in addition to the standard Warwick Bursary. These awards are limited in number and are supported by charitable donations, primarily from Warwick graduates. The awards will prioritise support towards students from low-income backgrounds or areas of low participation in HE.

7.4.12 The University will continue to provide a hardship fund to ensure that students in receipt of financial support from the University are able to succeed in their studies. We
anticipated more students may need additional support due to the replacement of the maintenance grant and special support grant by loans therefore had increased the hardship fund spend in the 2017 Access Agreement resource plan. However the impact of the statutory support changes on hardship fund applications has not been as significant as foreseen. Therefore have adjusted the hardship fund spend in the 2018 Access Agreement to £200k and will monitor and review this spend going forward.

7.5 Support for part-time students

7.5.1 The University plans to continue to offer support in the form of fee waivers to part-time Home/EU undergraduate students who meet the criteria set out below for each year of their course of study. A maximum fee waiver of 1/3 of the full time home student tuition fee, pro rata to the number of modules and the relevant CATS points for the individual student's course of study, per annum will be payable to part-time Home/EU students starting their course in the 2018/19 academic year who:

- Are studying for their first undergraduate degree;
- Are in receipt of a Tuition Fee Loan from the UK Government for the relevant academic year;
- Are in receipt, or whose partner, spouse or civil partner, is in receipt of means-tested benefits from the UK Government (a full list of the relevant benefits will be available on the University's website and will be updated each year in line with changes in UK Government benefit arrangements);
- Are not entitled to any other statutory fee support in the form of either a grant of fee waiver for their course.

7.5.2 The University will review the support for part-time students in light of the Government's plan to introduce Maintenance Loans for part-time students from 2018/19.

7.6 Additional Support for undertaking work placements and unpaid internships

7.6.1 In recognition of the importance of employability the University is giving additional funding up to the value of £1,200 to recipients of Warwick Bursaries undertaking any form of unpaid internship or work placement during their course of study. The funding is paid pro rata for the number of weeks of the placement and is aimed to cover the costs associated with travelling to and from the work place and any additional expenses. Funding may vary from student to student depending on the nature of the placement/internship undertaken.

8. Provision of Information to prospective and existing students

8.1 The provision of clear and accessible information, advice and guidance (IAG) is a key component of the University's approach to outreach. The University will ensure that information regarding fee levels and funding is available to applicants at the earliest stage possible. Fee levels are printed in our prospectus, on our website and in offer letters. Additionally, course fee information will be available via UCAS course search and this information will be highlighted in workshops and at open days.

8.2 IAG on student funding provision, including statutory support and support offered directly by the University, will be available on the University website, at University open
days, departmental open days and other recruitment events, including those intended for students from under-represented groups such as part-time and mature students. IAG on a one to one basis will be offered by telephone, email and an online enquiry service.

8.3. Two dedicated posts within our student funding team provide a source of IAG and financial outreach to local schools, colleges and interested groups. In order to do this in an interactive and engaging way, a range of workshops and activities have been developed and delivered to students at local state secondary schools in line with our schools targeting model. Our aim is to ensure that prospective students can make informed choices when accessing Higher Education.

8.4. The University has further developed student funding outreach support in order to provide individual assistance to prospective and current students and their families. We have a resources section on our website for teachers to use and download IAG materials creating ongoing relationships and support for schools and colleges. We have developed our existing online budgeting calculator extending its use to a budgeting App. Prospective and existing students can use the App to help them develop good money management and budgeting skills. The funding outreach team use both the calculator and budget App as teaching resources in schools outreach work to help students think about money management as a lifelong skill.

8.5. To ensure that all prospective students understand the funding system and see the benefits rather than the headline figures, leaflets and web pages have been designed specifically for mature students. One of the main anxieties for these students in the first few months is finance. To address this concern the funding outreach team work with partner colleges at induction events to provide IAG around the costs of university and help encourage students apply for student finance early.

8.6. A dedicated widening participation website has been developed and populated with the details of aspiration and attainment raising events, including distinctive age-focussed IAG pages. Links to finance and funding information have been added to this website for potential students, teachers and advisors. We have also developed specific parent/carer IAG factsheets around student finance and applying to university to be used at schools parent/carer evenings.

8.7. The University is committed to providing timely information to UCAS and SLC to facilitate fully informed applications from students.

9. Equality and Diversity

9.1. The University is proud of its diverse community of staff, students and visitors, and is committed to maintaining its excellent record in teaching and research by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity. The University has been operating a Single Equality Scheme since 2008 which ensures compliance with Equality Objectives and with any of the University’s equality and diversity initiatives.

9.2. We have ensured that the mainstreaming of diversity, through for example including ‘Widening Participation’ as a standing item on the agenda of our Equality and Diversity Committee, will meet the needs of diverse groups of students and hence ensure we deliver an optimum student experience. The University has a Pro-Vice Chancellor
(Research) where responsibilities include the University’s equality and diversity strategy. The Head of Widening Participation regularly attends the Equality and Diversity Committee and is a member of the Athena Swan and Race Equality Charter Mark working groups.

9.3. The University is submitting an application to the Equality Challenge Unit, for the Race Equality Charter Mark this year and through this process the working group have started to consider institutional data on ethnicity across the student lifecycle which will help inform any specific access or performance gaps from different ethnic groups, providing recommendations to strategic groups.

9.4. The University aims to ensure students with disabilities are not disadvantaged as a result of the ongoing DSA modernisation agenda. The University is committed to offering a range of high quality support to students to address any gaps in DSA funding, such as the subsidy for ensuite on campus accommodation, the support offered with the £200 contribution towards DSA equipment, on campus networking of assistive software and the continuation of non-funded NMH support.

10. Consultation with Students

10.1. The Students’ Union President is a member of the University’s Steering Committee, which formally approves the Access Agreement annually, as well as being a member of the Widening Participation Strategy Steering Group which oversees the development of strategic initiatives. The group, chaired by the Pro-Vice Chancellor (Education) meets termly to develop a Widening Participation strategy that is robust, effective and takes into account the views of all stakeholders including the student body.

10.2. The Students’ Union have been consulted specifically on the changes to the broader development and changes in the 2018/19 Access Agreement and are supportive of the University’s offering for 2018/19 entrants. Meetings were held with the Students’ Union Officers and the Students’ Union Management to outline the University’s proposals for financial support for new entrants and gain their support for the changes. Previous changes made reflect the preferred choice of support for our student population. We will continue to work with the Students’ Union to ensure that the mechanisms for delivering the support on offer are in the best interests of students.

11. Monitoring and Evaluation: developing and strengthening the evidence base

11.1. The University’s Access Agreement, along with supporting strategies and policies, are reviewed regularly and at least on an annual basis by the Senate Steering Committee, prior to consideration by the Senate and the Council. The development and implementation of the University’s widening participation strategy including monitoring progress towards the specific milestones included in the Access Agreement is overseen by the Widening Participation Strategy Steering Group.

11.2. The University intends to invest in its evaluation capability to ensure it can fulfil its commitments towards building a robust evidence base across the student lifecycle. This will include the evaluation of pre-entry activity, access and contextual data work, the effectiveness of financial support, evaluation of interventions to support student success and progression outcomes, ensuring evidence is embedded in broader University strategic work.
11.3. The University is leading a project funded by OFFA and the Sutton Trust to establish a ‘what works’ programme for evaluating outreach work with disadvantaged and underrepresented groups. Although the findings for phase 1 are still in draft stage the broader outcomes of the work has supported the University’s approach to evaluation and it is expected that during phase two there will be an opportunity to model some of the findings to hone a more robust institutional approach. The aim of this research project was to improve the understanding of the impact of outreach on access to higher education for students from disadvantaged groups, in addition to improve evaluation practice across the HE sector.

11.4. The University uses analytical tools to examine and monitor trends in recruitment of WP groups at a University, Faculty and Departmental level. Each academic department is provided with a Tableau workbook for access to their applications, offers and enrolments broken down by core WP groups. Through educational analytics dashboards each academic department is able to drill down for current and historical WP characteristics and performance.

11.5. The University has promoted the engagement of the academic research community at Warwick with WP activities and evaluation. The Centre for Educational Development Appraisal and Review (CEDAR), the Centre for Education Studies (CES) and colleagues from the Economics department have provided their expertise to strengthen the institutional evidence base through qualitative and quantitative methods applied to bespoke evaluation work. CEDAR are leading a longitudinal evaluation programme for the UniTracks programme. Many of the University’s collaborative outreach activities are evaluated by external partners which provides wider and deep impact insights.

11.6. The University uses the evidence gathered from a range of sources to inform future alignment of additional fee income expenditure. In addition to the University’s internal recruitment data and HESA performance indicators, further annual monitoring will focus on the impact of financial support on retention and student success including an examination of institutional performance outcomes for WP groups.

11.7. Educational analytics WP dashboards (see below) have been developed providing data on outcomes across the student lifecycle, including admissions, retention, good honours and graduate employability. These are available at departmental and University level and provide a comparative overview of defined WP groups compared to the University population. The data is used to inform university and departmental strategy development. The data compares particular groups against institutional averages, for example LPN and Low SEC groups are combined together and modelled against ‘not LPN or Low Sec’. A similar comparison is available comparing state school versus non-state school applicants and students. New dashboards are in development examining outcomes for students with disabilities, ethnicity groups and mature entrants.
11.8. The University has developed a widening participation evaluation framework approved by the Widening Participation Strategic Steering Group. The framework is central to the development of any new provision promoting appropriate aims and objectives and methodologies to evaluate outreach. The framework encourages reflective practice and sharing of good practice to understand ‘what works’ and how intervention can be improved to foster enhanced progress. This supports the new widening participation strategy, and provides a mechanism to evaluate practice to determine effectiveness and value for money.

11.9. An evaluation sub-group of academics and practitioners will be created to formulate innovative approaches to evaluation that will include exploring data linkage, including connecting to national datasets.

11.10. Warwick is a member of the Higher Education Access Tracker (HEAT) membership service which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity.

11.11. The University records data about its outreach and participants on the HEAT database. This is entered into the HEAT longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. Tracking reports received from HEAT help the University to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We are able to track student progression to any HEI, including our own, so that we can assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole.

11.12. Membership of the HEAT service also enables the University to engage with collective WP sector research. By using data from all members as an aggregate, the HEAT service is now able to explore new multi-dimensional ways of defining under-representation, disadvantage and differential outcomes and the effect that outreach can have on different groups of participants.

11.13. By subscribing to HEAT we can take an evidence based approach to planning outreach delivery so that we can continue to invest in outreach activities that optimise progression with disadvantaged cohorts.
11.14. The University has invested in a new development to harness our community of academic evaluation and impact expertise called the Warwick Observatory for Social Mobility. The aims of the observatory are:

- contribute to the development of a national framework for evaluation that enables cumulative evaluation of interventions and the bridging of quantitative and qualitative data;
- develop toolkits for those interested in implementing interventions that support social mobility;
- support capacity development through the provision of training and professional development in evaluation and impact processes and methodologies;
- provide the infrastructure for the coordination of research to inform social mobility.