

University of Warwick

OFFA Access Agreement for academic year 2016/17

**1. Introduction**

- 1.1. The University has revised its [strategy](#) beyond 2015 'Looking Forward' which reaffirms our commitment to giving priority to widening participation and lifelong learning, where accessibility is core to Warwick's values and mission. Our widening participation strategy, '*Working Together to Realise Academic Potential*' (2013) strengthens this commitment further by setting out an institution-wide, life-course, approach to progression engaging its central Widening Participation and Outreach Team, all academic departments, Centre for Lifelong Learning, Warwick Volunteers, Warwick Arts Centre and the Students' Union.
- 1.2. The University's priority is firmly to improve access measures and widening participation outcomes, with a mission to attract and encourage the most talented potential applicants, whatever their background. We are firmly committed to investing in growing the applicant pool, through measures we outline below. The University proposes to make minor changes and updates to its 2015/16 access agreement, building on some of the recommendations from the National Strategy for Access and Student Success and acknowledging some of the sector outcomes from the OFFA Strategic Plan 2015-2020. The main changes to note relate to our access investment and additions to our targets, including an update on new initiatives that are pertinent to Warwick's approach to widening access and participation. The University will continue to monitor any changes to the policy and funding environment, whilst building its own evidence-base, to inform any further rebalancing of access agreement investment and target setting.
- 1.3. This Access Agreement outlines how we will maintain our focus on fair access and widening participation in the context of the changing higher education landscape.

**2. Strategic Priorities**

- 2.1. Warwick's 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. Annex 1 provides examples of how this is shaping practice in outreach provision as well as how it is influencing the support and retention of students once they have enrolled at Warwick.
- 2.2. Our common purpose is to enhance social diversity and participation in higher education by:
  - Pioneering programmes that are relevant to, and support individual learners, teachers, learning providers and employers to overcome barriers to achievement and

enable progression at all levels to 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 and through processes and practices which allow for needs-based differentiation where appropriate;
- Working collaboratively to develop access routes into Warwick and into employment that are based on informed practices and scholarly research;
- Engaging with, and continuing to serve, our local communities to ensure that they, and our students, benefit from the University's presence and facilities in the region;
- Creating new dialogues that inform a wide variety of local, national and global publics of the economic and social value of increasing the diversity of those who participate in higher education;
- Evolving and contributing to the national widening participation and access policy discourse.

2.3. As we outline, this Strategy is contributing to:

2.3.1. *Enhancing investment through our outreach activities in longer-term, sustainable collaborations based on life cycle approaches.*

In addition to our continuing commitment to national initiatives such as Realising Opportunities and Pathways to Law, we will take a progression approach that supports learners through different key stages and provides subject engagement and support, teacher CPD and parent and pupil IAG at each stage as evidenced in our partnership with the Royal Society of Arts Academy Schools, our recent success in the Royal Society of Chemistry 'Chemistry for All' national programme and our innovative four year UniTracks programme. Warwick Manufacturing Group has established the [Undergraduate Applied Engineering Programme](#) (AEP) and provides one example of Warwick's commitment to industry collaboration. New gateway and access routes have been designed by Warwick Business School and the Centre for Lifelong Learning to support progression both from school and mature student access.

2.3.2. *Supporting investment in more rigorous evaluation of activities with a longer term view of ensuring the transfer of research-informed best practice across all activities.*

We intend to develop exemplars of best practice that map a life course approach to outcomes for learners. This includes drawing on tracking software through our membership to the Higher Education Access Tracker (HEAT) service as well as developing qualitative evaluative data through the Centre for Educational Development, Appraisal and Research (CEDAR) at the University of Warwick. As we develop our infrastructure for research and evaluation, we will explore the potential of greater data linkage to national and international data sets in order that our approach has broad applicability for research and practice.

2.3.3. *Strengthening local and regional engagement through innovative projects directed at supporting the most vulnerable learners.*

For example, the University of Warwick Science Park Trust has provided funding of £450k to support widening participation and, together with £60k of HEIF funding, this

provides over £500k of investment in STEM support for the hardest to reach groups, care leavers and students with disabilities in Coventry and Warwickshire.

2.3.4. *Mainstreaming access through further embedding of widening participation in institutional governance structures.*

All academic departments at the University of Warwick have named academic widening participation representatives. Reports on widening participation are received by the University Council and Steering Committee. In addition, widening participation is a standing item on the Equality and Diversity Committee and the Widening Participation Strategic Steering Group forms part of the governance of teaching and learning.

2.3.5. *Increased attention to retention, student experience including monitoring and supporting access to the professions.*

Alongside data collected by our Strategic Planning and Analytics team, research into student experience is being conducted by the Institute for Advanced Teaching and Learning (IATL). Our success in the recent HEFCE Postgraduate Support Scheme is further evidence of our commitment to a lifecycle approach that takes account of outcomes and employability.

2.3.6. *Enhancing professionalism in outreach and widening participation.*

Widening participation now forms part of our training of all probationary academic staff through our Postgraduate Certificate in Academic and Professional Practice (PCAPP) and a termly 'Widening Participation Forum' has been created to support the transfer of best practice.

2.4. **Assessment of recent access performance**

2.4.1. The University of Warwick is pleased with recent performance on a number of widening participation indicators where it has made quantifiable progress in 2013/14 with many metrics either exceeding target or making noticeable 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 is not complacent with these positive outcomes and is confident in its strategic approach to deliver sustained progressive change, bearing in mind that the University's refreshed WP strategy implementation plan is still in the early stages of development.

2.4.2. The University has made significant progress in the number of entrants recruited from state schools in 2013/14, exceeding the target by +225; this improvement is also representative in percentage terms. This marks a positive shift in undergraduate recruitment in 2013/14 compared to 2012/13 and reflects some of the steps taken to improve targeting and schools engagement.

2.4.3. Progress has been made toward the recruitment of young entrants from the lowest socio economic groups, NS SEC 4-7, where the annual milestone for 2013/14 was achieved by +17.

### **3. Fee Levels for 2016 entry**

- 3.1. The University will charge all Home/EU full-time PGCE and undergraduate students, (including MBChB) £9,000 for the 2016/17 academic year with the exception of students on 2+2 programmes and the WBS Foundation Year<sup>1</sup> whose fees will be £6750 and foundation degree and part-time students whose fees will be £6,000. The University's planned Home/EU full-time undergraduate intake for the 2016/17 academic year is 3,621 students of whom 110 are likely to be 2+2 students and 18 WBS Foundation Year students.
- 3.2. Students who enter the University in 2016-17 and undertake an Erasmus year as part of their programme will be charged a fee of £1,350 during their period of study away from the University. Students who enter the University in 2016-17 and undertake a work placement or exchange programme as part of their course will be charged a maximum fee of £1,800 for the period they are away from the University. These fees apply for all courses that incorporate an intercalated/mandatory year out as part of the course.
- 3.3. Fees for accredited part-time courses run through the Centre for Lifelong Learning will be no more than £6,000 for the 2016/17 academic year pro rata to 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.
- 3.4. 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 6 below. Fees for all 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.

### **4. Additional Access expenditure: A student lifecycle approach**

#### **4.1. Access and outreach investment**

The University is committed to spending £9m on outreach activities and financial support to students to support our widening participation strategy in 2016-17. This can be broken down into:

- £6.5m on financial support to students
- £2.4m for access, student success and progression activities

- 4.1.1. In our 2015/16 access agreement we made the decision to revise our financial support packages for students with a focus on rebalancing our additional higher fee income (HFI) towards access endeavours. We will continue to monitor and evaluate the longer term impact of both access and financial support interventions which we will use to inform future decision making.

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<sup>1</sup> Fees will revert to £9,000 when students progress to Year 1.

- 4.1.2. In its 2012/13 Access Agreement the University committed to an investment of £1.05m to support its widening participation and access aspirations. Being mindful of the need to invest additional resource in our access and outreach programmes we have increased our level of investment to £1.65 million in 2014 to reach £2.4 million by 2016/17. This represents an increase in higher fee income for outreach of 5% in 2012/13 to 8% in 2016/17, noting significant increases in student numbers.
- 4.1.3. 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.
- 4.1.4. In 2011, the University conducted an analysis of its performance against three key access benchmarks with a comparator group comprising the ten most highly selective UK universities in terms of the grade point average of applicants (Warwick has the 9<sup>th</sup> highest average GPA). Within this comparator group Warwick has the highest proportion of state school educated students, the second highest proportion of students from the lowest socio-economic groups and the third highest proportion of students from low participation neighbourhoods. We believe that this demonstrates that the University's access performance is strong in the context of its position as one of the most academically selective institutions in the country.

#### **4.2. Retention and student success**

- 4.2.1. The University currently meets its retention benchmarks and hence investments targeted to improve retention are limited to the financial support arrangements described in section 7 below. The University will continue to focus its efforts on the more challenging targets to increase student intakes from state schools, from lower socio-economic backgrounds, from low participation neighbourhoods, and mature entrants.
- 4.2.2. The University conducted a survey of first year Warwick Bursary (13/14 entrants) recipients in the summer vacation 2014. The purpose of the survey was to evaluate the level of the students' awareness of bursary funding before they entered higher education. Also, to assess the influence of additional bursary support on students' decisions to study at the University and the impact of bursaries on their first year student experience.
- 4.2.3. Almost half of the students said that receiving a bursary had reduced the need to undertake paid work, although approximately 60% of bursary recipients continue to work whilst studying. 73% of students said that the receipt of the bursary would allow them to consider an unpaid work placement to enhance their employability prospects.
- 4.2.4. Over 80% said that receipt of the bursary had helped them to feel confident about completing their course successfully and achieving the academic progress they hope for. 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 70% were from the lowest income groups (under £25k).

#### **4.3. Student Progression and employability**

- 4.3.1. The University would like to commit funds to develop placement opportunities for students from disadvantaged backgrounds as a means of enhancing their employment prospects.
- 4.3.2. Through the Benefactors Scheme students that enrol at Warwick via one of our outreach scheme, UniTracks, Realising Opportunities and Pathways to Law, in addition to receiving a financial scholarship, are also exposed to 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. Additional Access and Student Success Measures**

#### **5.1. Priorities for our 2016/17 access agreement**

The University has identified a number of priorities for its access agreement in 2016/17.

- To continue to invest in access and outreach measures to ensure we are in a position to meet our widening participation indicators in a sustained manner
- To enhance our monitoring, evaluation and research capabilities to better understand the impact of our work across the student lifecycle
- 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.

#### **5.2. Access and outreach developments**

The full range outreach activities undertaken by the University is outlined in Annex 1.

- 5.2.1. The University is committed to making a Warwick education as accessible as possible and extending the routes available to key under-represented groups to achieve this. We also acknowledge that to ensure young people are able to demonstrate their potential and progress to institutions like Warwick that we widen and extend the talent pool from the most disadvantaged and under-represented groups. To this end the Warwick approach is firmly oriented towards long term measures to raising aspirations from an early age and supporting student attainment at Key Stage 4 and 5. The majority of our access provision builds regular intervention, ensuring the university environment is normalised and accessible to all, whilst debunking cultural myths.
- 5.2.2. The inception of the University's Widening Participation (WP) Strategy 2013-17 has seen the development of a growing number of departmental and faculty initiatives. In order to further support this work, a Widening Participation Development Fund has been established. This is particularly pertinent at this time as anticipated changes to the national funding environment and the strategic priorities articulated in the National Strategy for Access and Student Success signal that the University should continue to seek ways to deliver a strategic, whole institution approach to widening

participation with a focus towards long term sustained outreach interventions. 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.

5.2.3. Aims of the fund:

- To promote cross-department collaboration on outreach and WP initiatives by way of encouraging a joined up institutional approach, including where relevant links to university wide schemes and outreach advice and guidance systems.
- To ensure activity is targeted to one or more WP groups identified in the University's access agreement milestones and/or also including students with disabilities, children in care, schools with high take up of free school meals or where there are, for example, gender and ethnicity disparities in subject take-up.
- To ensure WP funding demonstrates value for money, targeting resources where they will have the greatest impact for the learner
- Through appropriate project design and evaluation embedded in projects to encourage an evidence-based approach to the development of WP initiatives across the University and establish a 'what works' foundation.
- To foster innovation and good practice in WP initiatives across the institution.

5.3. **Long term outreach**

5.3.1. Key stage 3 programme- Sutton Scholars

In partnership with the Sutton Trust, the University has launched a new 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 firmly focussed towards progression to research intensive universities. The two year programme will facilitate transition to the University's own national 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.

5.3.2. Sutton Trust Summer Schools

Our partnership with the Sutton Trust is developing further, as in 2016 the University will join the prestigious Sutton Trust Summer School programme, offering a residential academic experience over a range of disciplines for over 100 Year 12 students from across the UK.

5.3.3. 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.

5.3.4. A schools and colleges engagement framework is under development which will underpin an integrated approach to redefining and building effective partnerships. These approaches are being developed to improve Warwick's presence in local, regional and national schools and colleges. The local model has been redeveloped to be more targeted to need, based on socio-economic and attainment data, dovetailing

with local School Improvement strategies. Thirty schools in the sub-region have been identified in this new partnership model.

- 5.3.5. The University has been awarded a contract from the Royal Society of Chemistry National Widening Participation programme 'Chemistry for All'. The project is five years in duration and builds on the heart of the WP strategy for sustained and collaborative interventions and will contribute to positioning Warwick as an innovator and leader in this field. The programme of interventions started in September 2014 and will run for five years through the school year ending in 2019. One cohort of students will be followed over the five year period of the project. A second cohort will be starting in September 2015. The intervention activities will present chemistry in a way that allows students from low participation backgrounds to make informed choices. Alongside this activity programme, a five year longitudinal research study will be commissioned separately, with the aim of providing evidence on the impact of chemistry interventions on students from low participation backgrounds.
- 5.3.6. The University is also building on the success of existing teaching fellow appointments in the physical sciences and mathematics, whose remit is to work within academic departments to develop subject specific outreach activities with schools, by using this model to support outreach in other academic areas. To date, the departments of Computer Science, Theatre Studies, Modern Languages, Law, English and Politics have also funded Teacher Fellow posts (some part-time), providing a dedicated subject specialist, whose role is to develop networks of subject teachers and heads from schools who can contribute to the University's understanding of the needs for students of those particular subjects.
- 5.3.7. The University has been working with Coventry and Warwickshire Local Authorities to monitor progression rates from both areas to Warwick, in order to measure whether the package of support collaboratively offered by the Authorities and the University is effective (for the past three years, application rates from both regions have been increasing).

#### 5.4. **New Access Initiatives**

- 5.4.1. The University has revised its position regarding the Realising Opportunities (RO) national outreach scheme as part of a sustained approach to meeting widening participation targets and supporting academic excellence (See section 5.6.3 below). Successful completion of the two year RO programme will now result in academic recognition at the offer holder stage, acknowledging the additional academic work (EPQ or RO Academic Assignment) that a student will have completed as part of the RO programme and will provide students with an additional incentive to apply to the University of Warwick. The University is taking a similar approach with other core longer term outreach programmes, e.g. UniTracks and Pathways to Law and is examining how cohort tracking data can support this in the absence of formal UCAS data.
- 5.4.2. Warwick Business School (WBS) is launching a BSc (with Foundation Year) in Accounting and Finance, and a BSc (with Foundation Year) in Management, in 2015-16. 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.

- 5.4.3. The Foundation Year is targeted at students from non-traditional backgrounds 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.
- 5.4.4. Discussion is also underway about developing a range of foundation year pathways in other disciplines.
- 5.4.5. The University is exploring ways in which contextual data can be used to inform and support its access and widening participation objectives. Initial work is focusing on the ways in which 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 worked through our outreach events.
- 5.4.6. The University has a strong record of retention of students from all backgrounds and hence will be focusing its resources on measures to promote access and widening participation in the first instance, but contextual data will be included in subsequent monitoring of retention and student performance and action will be taken to improve retention in future access agreements should issues be identified.
- 5.4.7. The University opened a University Technical College, WMG Academy for Young Engineers in September 2014 building on its expertise in this area providing education for 14-19 year olds through an applied, problem-solving based curriculum. WMG are exploring the opportunity to build another UTC in the future.

## **5.5. Enhancing Progression to employment or postgraduate study**

- 5.5.1. The University's widening participation drivers are firmly 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.
- 5.5.2. The University is part of a consortium of six HEIs (including Sheffield, Leeds, Manchester, Newcastle and York) who were successful in securing £2.9M funding from the HEFCE Postgraduate Support Scheme (PSS) 'Widening Access to Postgraduate Study and the Progressions'. The project aims to improve take-up of masters programmes from under-represented groups and with a focus on higher level skills and access to the professions. The overarching aim is to develop an evidence-based understanding of the barriers to postgraduate study, which groups are under-represented in postgraduate study and why. The consortium has piloted new innovative academic programmes and targeted interventions relating to information, advice and guidance (IAG) aimed at removing identified barriers for students from under-represented or disadvantaged backgrounds. This is a strategically important project for the University to better understand the complexities around progression to postgraduate level study for under-represented groups, which has informed the new PGT HEFCE funding for 2015/16. Academic departments also use proportions of the Student Opportunity Fund allocation to enhance progression outcomes to employment or postgraduate study.

## 5.6. Strengthening Collaborative activity

5.6.1. 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 articulate this significant investment 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.

### 5.6.2. The Warwick University/ RSA Partnership

In October 2013, we launched the Warwick-Royal Society of Arts (RSA) Partnership to provide long term 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. The programme has a core focus on enhancing progression through a progression framework, working in a sustained manner across all year groups, to raise aspirations, increase awareness of university options and improve attainment. This long-term outreach approach enables robust evaluation to be built which contributes to a stronger evidence base and provides the opportunity to create a test-bed for innovative curriculum enhancement activity.

### 5.6.3. Realising Opportunities

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 students from under-represented groups. Realising Opportunities has a robust evaluation framework which incorporates contextual data, student aspirations and the tracking of students through the HEAT database and UCAS.

The award-winning Realising Opportunities 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 e-mentor and an academic assessment 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 worth up to 40 UCAS points or equivalent.

Each of the participating institutions has committed future funds to the central operating budget to ensure the on-going delivery and development of RO to 31 July 2017. For 2016 – 2017 this will be a maximum of **£37,000** per Partner.

RO's independent evaluators, the Institute for Effective Education, commented in December 2014 " It is evident, for example, given the emphasis on collaboration and outreach activities in the HEFCE/OFFA National Strategy (2014 p94), that RO is 'ahead of the game' in terms of these activities. The programme has matured, with some of the collaborative relationships being in place for six years or more, and now has long-standing and sustained relationships across the university, college and school sectors."

#### 5.6.4. **Queen Mary, University of London Partnership**

The University of Warwick and Queen Mary entered into a collaborative agreement in 2012, and a substantial branch of this partnership is widening participation. Both institutions' outreach teams are continuing to share good practice and draw on experience of working to widen participation in two quite different geographical areas to enhance and strengthen existing initiatives and approaches. Following successful evaluation of our 2013-14 work we are again delivering a five-day residential summer school in July 2015, split across both institutions' campuses. Maintaining a focus on health science pathways this collaborative event will allow 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 will also expose these 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 2015-16 are evidence-based.

#### 5.6.5. **National Networks for Collaborative Outreach (NNCO)**

The University has been awarded HEFCE funds as part of the National Networks for Collaborative Outreach (NNCO) initiatives to lead the Coventry and Warwickshire Network, in collaboration with Coventry University, North Warwickshire and Hinckley College, Warwickshire College and the respective local authorities. The network will engage directly with the Coventry and Warwickshire Local Enterprise Partnership (LEP) to build a sustainable approach to this work beyond the life of the funding, including exploring approaches to higher skills and progression, using European Social Fund grants.

#### 5.6.6. **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 group has agreed a 'Proof of Concept' project with HEFCE to develop and deliver CPD materials for teachers to support progression to selective universities funded by NNCO.

#### 5.7. **Provision for mature and part-time students**

- 5.7.1. 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. The success of the BEng Applied Engineering Programme, a new part time route for employees of engineering and technology based companies delivered by Warwick Manufacturing Group (WMG) has contributed towards meeting the University's overall mature student target. This programme is expected to grow year on year and will provide a sustainable platform from which to build new industry related routes. Warwick's 2+2 programmes in partnership with local FE providers have also shown a growth in enrolments.
- 5.7.2. The Centre for Lifelong Learning 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 whilst 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 it operates through partnerships with FE Colleges.

- 5.7.3. 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.
- 5.7.4. 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 'Gateway to Higher Education' programme that prepares students for HE study and offers guaranteed entry to the part time Social Studies programme. Other activities include: extension of the 2+2 Social Studies intake; a planned revision of the part time degree programme; investment in posts to support mature learners and outreach, including a Student Experience Manager and a Community Engagement Officer; and enhanced communication and financial advice to outline the funding opportunities available.

## 6. Targets and Milestones

- 6.1. The University has revised its targets up to 2019-2020 taking into account recent progress and identifying new targets which are more aligned to our core provision. 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<sup>2</sup>. We will continue to monitor them periodically to ensure that emphasis is placed on progress and on developing a longitudinal evidence base. As the strategic student lifecycle approach is embedded, future targets and investment will be refocused where appropriate.
- 6.2. In terms of the absolute number targets set out by the University in 2012-13, the University has seen significant signs of improvement in 2013/14 from state schools entrants and students from low-socio-economic groups, and the University is committed to making sustained improvements in all targets.
- 6.3. The University's targets are to:
1. Raise the number of full-time young entrants to the university from state schools from the 09/10 level of 1,880 to 2,040 by 2020;
  2. Raise the number of full-time young entrants to the university from the lowest socio-economic groups from 400 in 2009 to 530 by 2020;

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<sup>2</sup> 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)

3. Raise the number of full-time young entrants to the university from low participation neighbourhoods from 140 in 2009 to 170 by 2020.
4. Increase the number of mature UK learners registered on full-time and part-time programmes from 450 to 600 by 2020.
5. Maintain the current level of recruitment of male primary trainee teachers and then increase the number recruited from 31 to 42 by 2016/17 (an increase from 18% of the entry cohort to 25%).
6. Raise the number of entrants on the WBS Foundation Year from 15 in 2015 to 25 in 2020.

Table 1: An overview of our immediate targets for 2015/16 and how they extend to 2019/20.

<b>Target</b>	<b>2015/16 Target</b>	<b>Entry</b>	<b>2016/17 Target</b>	<b>Entry</b>	<b>2019-20 Target</b>	<b>Entry</b>
State schools	<b>1920</b>		<b>1950</b>		<b>2040</b>	
Lowest socio-economic groups	<b>430</b>		<b>450</b>		<b>530</b>	
Low participation neighbourhoods	<b>154</b>		<b>158</b>		<b>170</b>	
Mature UK learners registered on full-time and part-time programmes	<b>500</b>		<b>520</b>		<b>600</b>	
WBS Foundation Year	<b>15</b>		<b>18</b>		<b>25</b>	

- 6.4. The WBS Foundation Year will welcome its first students in September 2015 and as a means to facilitating improved access pathways to a world-class Business School we have introduced stretching targets which will allow the programme to grow in a sustained manner, acknowledging it as an unknown entity which will require carefully monitoring following the baseline year.
- 6.5. As a member of the Realising Opportunities partnership, we are committed to a collaborative target that 36% of the students starting the RO programme in Year 12 in 2015 will progress to a Research Intensive University in 2016/17, with this increasing to 39% by 2019/20. In addition to this, the programme has agreed to introduce a new target focussed on progression to an RO Partner University, with a target of 25% per year up to 2019/20.
- 6.6. The University is ensuring that the loss of Aimhigher funding does not have a negative impact on local students' access to outreach activity and, together with local partners, exceeded the target number of secondary schools and colleges in Coventry and Warwickshire engaged with during the transitional year of 2011/12. The University is currently working with 37 schools in the Coventry and Warwickshire areas. We will increase the number of schools that we work with to 40 by 2016/17.
- 6.7. The University also recognises the importance of targeting activity at younger children and will deliver specific Higher Education focussed activity to children from local primary schools engaging 16 by 2016/17. Nationally, we would like to maintain

delivery of activity to learners in the 118 schools and colleges we already work with and plan to increase this number to 150 schools by 2016/17.

- 6.8. The University will work collaboratively with Queen Mary, University of London to jointly deliver a Summer School to 30 participants each year up to 2016/17, beginning with a medicine focused event in 2013 and basing activity for 2014/15 on the outcomes of the evaluation of this event.

## 7. Financial Support For students

- 7.1. The University is seeking 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.

- 7.2. 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:

Target	10/11	11/12	12/13	13/14	14/15
Intake population	2906	2886	2505	3151	3221
Number of Award Holders	728	821	799	973	884
Income less than £25k	506	572	521	658	614
As a % of those getting support	70%	70%	74%	77%	80%
Students in LPN (POLAR quintile 1)	61	74	77	73	57
As a % of those getting support	8%	9%	11%	8%	6%
State School Students	602	606	689	825	753
As a % of those getting support	83%	74%	97%	97%	98%
Low SEC students	179	214	217	253	237
As a % of those getting support	25%	26%	31%	30%	31%
Mature students		84	87	92	110
As a % of those getting support	0%	10%	12%	11%	14%
Level of support to <£25k	1500	1500	4500	4500	3000

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 14/15 population to date continues that trend. The University begins the process of approving financial support for incoming students during the application cycle so that each year, students are aware of the support they will receive if they are successful in taking up their place at Warwick 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 University due to a lack of appropriate financial support.

#### 7.4. **Support for students entering the University in 2016/17**

7.4.1. The University will offer a broad package of financial support for students entering the University in 2016-17 to support its strategy for improving access and widening participation. The support will encompass a bursary package for students targeted at those on the lowest incomes and students from our most vulnerable groups. 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 previous HEFCE guidance under the Access to Learning Fund and will augment any support via HEFCE funding for 2016-17. 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 during 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 2016/17 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 2016/17 academic year
- You must be in receipt of a tuition fee loan and maintenance grant 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
- 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 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 2016-17
  - Students in receipt of Special Support Grant, 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 student allowances, personal independence payments 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 16/17). For Warwick Bursary students whose family incomes are between 25,001 and £35,000, a reduce fee waiver of £650 will be offered in their year abroad.
- 7.4.8. Students whose family income is reassessed during the 2016/17 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 re-assessment will not be reclaimed. Students who become eligible for the **Warwick Bursary** during the 2016/17 academic year will be entitled to the full award. Any instalments due prior to their entitlement being determined will be paid as an initial payment during the term in which the student is first entitled to the award. Subsequent termly payments will then be made as normal during the academic year.
- 7.4.9. No further eligibility criteria will be applied beyond securing and retaining a place at the University. Bursary support will be paid directly to students via BACS 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 support from the UK Government. Students and their parents will need to agree to data sharing as part of that application process in order that their entitlement to the **Warwick Bursary** can be assessed.
- 7.4.10. In excess of 85% of the support offered by the University to new entrants in the 2016/17 academic year is targeted at students with a residual family income of less than £25,001. Our analysis of entrants also shows that there are a significant number of students from the lowest socio economic classes whose family income falls between £25,001 and £35,000, and that is why we have targeted a proportion of bursary support at this group.

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 also receive additional support.

7.4.12. 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 **Benefactors Scholarships**. 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 UK Higher Education.

#### 7.5. **Support for part-time students**

7.5.1. The University will 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 £3,000, 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 2016/17 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 or fee waiver for their course.

#### 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 £1,000 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 accommodation costs that may be incurred as a result. Funding will 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. We intend that fee levels will be printed in our prospectus, in our online prospective applicant web pages and in offer letters. Additionally, course fee information will be available via UCAS course search and this information will be highlighted in workshops and 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 now provide a source of IAG and financial outreach to local schools, colleges and interested groups. The primary purpose of the posts is to provide information, advice and guidance on fees and funding and access to Higher Education. In order to do this in an interactive and engaging way, workshops have been developed to help students understand University as both a personal and financial investment.
- 8.4. Workshops have been delivered to students at local state secondary schools in Years 9, 11 and Post 16 in line with our schools targeting model. Our aim in targeting these year groups was to support the decision making process students undertake at significant points in their school careers, so that they can make informed choices when accessing Higher Education.
- 8.5. A database has been created to help target local WP schools using selection criteria such as school post code, OFSTED results, and pupil premium /free school meal data. This database will dovetail with the HEAT service outlined below for targeting and analysis purposes and be able to track the number of fees/funding IAG interactions at each school
- 8.6. The University aims to expand the support it has located in the student funding team in order to provide individual assistance to prospective and current students, their families and supporters. The student funding team will have developed a resources section of the student funding website. These resources will be for teachers to use and download IAG materials creating ongoing relationships and support for schools and colleges we are engaging with and to encourage engagement from others. The aim of the website will be to advertise the full range of services available to schools across all outreach activities and to foster the ongoing relationship that we want to build with schools year on year over the age ranges from 9 to 16. We have also developed our existing online budgeting calculator extending its use to a budgeting App. Prospective and existing students will be able to use the App to help them budget better. The funding outreach team will also 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.
- 8.7. IAG relating both to nationally available financial support, and to Warwick's fees and support is embedded in many outreach activities, and we will develop a series of case studies to help prospective students to establish the level of financial aid they are likely to receive.
- 8.8. To ensure that all prospective students understand the new funding system and see the benefits rather than the headline figures, leaflets and web pages have been designed specifically for 2+2 and Part-time students. The leaflets have been distributed via student ambassadors and at recruitment events, and sent to all enquirers. One of the main anxieties for these students in the first few months is finance and particularly the outlay for study costs around the start of their course. To address this concern the funding outreach team are planning to work with partner colleges at induction events to provide IAG around the costs of university and help

encourage students apply for the finance early in order to help with longer term budgeting whilst at University.

- 8.9. A dedicated widening participation website has been developed and populated with the details of aspiration and attainment raising events. The website, including distinctive age-focussed IAG pages, has received twice as many hits in its first year as the previous online provision, and was awarded the 2013 Higher Education and Liaison Officers' Association (HELOA) Innovation and Best Practice Award. A key aim for 2015-16 will be to add finance and funding information to this website for potential students, teachers and advisors. We have also developed specific parent/carer IAG facts sheets around student finance and applying to University to be used at schools parent/carer evenings.
- 8.10. The University is committed to providing timely information to UCAS and SLC to facilitate fully informed applications from students.
- 8.11. Looking forward to 2016/17 the key aims include:
- Developing a targeted approach to outreach work with our current students, maximising on opportunities with departments and the Student's Union.
  - Working with postgraduate students to develop resources and explore the best ways to communicate key messages to prospective staff and students around the new postgraduate loans.
  - Develop and update our current offering of post-16 workshops and explore new ways of increasing involvement of parents/carers.
  - Work with University staff in Departments, Recruitment and the Centre for Lifelong Learning to enable their confident dissemination of funding messages through staff briefings and relevant supporting materials.
  - Continue to develop our online materials and social media outlets to ensure that information is comprehensive and accessible to all interested parties.
  - Promote the use of the Warwick Student Budget Calculator as a tool to support students with budgeting whilst at University.

## **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 also appointed a new Pro-Vice Chancellor (People and Public Engagement) where responsibilities include student wellbeing and the University's equality and diversity strategy.

## **10. Consultation with Students**

- 10.1. The Students' Union President is a member of Senate Steering Committee at which access and widening participation matters are regularly discussed and 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 (Teaching and Learning) meets regularly 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 financial support package encompassed within our 2016/17 Access Agreement and are generally supportive of the University's offering for 2016/17 entrants. Meetings were held with the Students' Union Officers and the Students' Union Advice and Welfare representatives to outline the University's proposals for financial support for new entrants and gain their support for the changes. The 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. Dialogue and discussion with the Students' Union will also extend towards considering the use of contextual data to inform applicant decision making and supporting the understanding of Warwick's impact locally through outreach and volunteering.

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

- 11.1. The University's Access Agreement, along with supporting strategies and policies, will be reviewed regularly and at least on an annual basis by the Senate Steering Committee, prior to consideration by the Senate and the Council. At an operational level, the delivery of the University's widening participation activity and progress towards the specific milestones included in the Access Agreement will be monitored by the Director of Student Recruitment and Admissions and the Centre for Lifelong Learning in conjunction with the relevant Pro-Vice Chancellor. Extensive review of admissions, in-take and retention data is integrated within the University's quality assurance and equal opportunities frameworks.
- 11.2. The University uses analytical tools like Tableau to analyse and monitor trends in recruitment of WP groups at a University, Faculty and Departmental level. Each academic department is provided with a workbook which provides access to applications, offers and enrolments for each of the core access milestones. Through educational analytics dashboard technology each academic department is able to drill down for current and historical WP characteristics and performance for the specified department.
- 11.3. The University continues to strengthen its evidence base on access and student success measures across the student lifecycle. The University will use 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 the student experience including an examination of institutional performance outcomes for WP groups, including:
  - Surveying students in receipt of financial support to assess impact of support packages on retention and academic performance

- Analysis of datasets relating to disadvantaged groups with a focus on degree outcomes in comparison to non-WP groups
- 11.4. The University has developed a widening participation evaluation framework approved by the Widening Participation Strategic Steering Group in November 2014. This supports the new widening participation strategy, and provides a mechanism to evaluate practice to determine effectiveness and value for money. The framework includes qualitative and quantitative measures and was developed through a partnership between academic and professional colleagues. This framework directly responds to one of the key underpinning principles of the University's Widening Participation Strategy 2013-17 in 'that a research-informed and evaluative approach is employed to ensure that all activity ... is rigorous, evidence-based and effective, and promotes self-reflection and evaluation at individual, department and university levels to enable learning from those for whom change is directed'. An evaluation sub-group of academics and practitioners has been created to formulate innovative approaches to evaluation that will include exploring data linkage, including linkage to national, administrative and longitudinal and datasets, by:
- Introducing a common evaluation approach to initiatives delivered by all departments in the institution, enabling best practice to be followed in any individual evaluations along with comparative evaluations which robustly indicate which interventions are the most effective.
  - The University has subscribed to the Higher Education Access Tracker (HEAT) service which will enable the University to measure the long term impact of its outreach activity and track students on outreach programmes through the student life-cycle. The HEAT service offers a collaborative targeting, monitoring and evaluation service for universities to support outreach, fair access and retention targets. The institutional investment in long-term outreach takes a number of years to come to fruition, HEAT will support the understanding of collective impact, where students on Warwick activity progress to other HE institutions.
- 11.5. The University has invested in a new development to harness a 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 by:
    - i. developing the infrastructure for data linkage to a range of administrative and social survey datasets
    - ii. providing a searchable database for researchers, policy makers and students.