

Understanding Awarding Gaps in Social Sciences

EFSS Sub-group Report 2022-23

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1. Introduction

This report provides an overview of the EFSS Subgroup's work in 2022-23, in which we focused on *awarding gaps and continuation gaps*.

Awarding gaps refer to the difference in the proportion of students from different demographic groups who receive good honours or a first-class degree classification, while **continuation gaps** refer to the difference in the proportion of students from different demographic groups continuing into the following year of higher education. Both these gaps serve a measure of educational inequality and provide insights into how different groups of students experience higher education.

Following the subgroup's priority for 2022/23 of "*Gathering data on and understanding awarding gaps (including continuation gaps)*", members worked in breakout groups on specific themes arising from university policies and Warwick Education strategy and specific issues within departments (see Section 2). We had six groups working on reports on:

- Report 1:
"Measuring awarding gaps outside the standard UG courses" by Sanchia Rodrigues (Warwick Foundation Studies), Jennie Mills (Academic Development Centre) and Mark Pulsford (Department of Education Studies)
- Report 2:
"Widening Participation (Contextual Offers and POLAR4 Q1)" by Andreas Murr (PAIS), Lyla Latif (Law), Celine Tan (Law), Claire Edden (Education), Thalia Sheriff-Horner (Law) and Jeremy Smith (Economics)

- Report 3:
“Student Support: Personal Tutors” by Thalia Sheriff-Horner (Law) and Benjamin Foster (WBS)
- Report 4:
“Postgraduate outcomes” by Emily Davies (CTE), Alison Morgan (CTE)
- Report 5:
“Home/International attainment gaps” by Laura Gelhaus (PPE) and Altman Peng (AL)
- Report 6:
“Race (in)equality” by Anil Awesti (CLL), Isabel Fischer (WBS), Innan Sasaki (WBS) and Lynne Pettinger (Sociology)

The purpose of these reports was to facilitate knowledge-sharing among departments within the Faculty of Social Sciences, encouraging the discussion of best practices to achieve targets set in their policies and strategies. As detailed in Section 2, these reports addressed the most pressing challenges facing each department, and we hope that their experiences and initiatives can serve as a starting point as additional gaps come to light.

To effectively address awarding gaps, quantitative data on student performance is critical. Section 3 details the insights available through the Student Attainment Dashboard, which highlights the extent of awarding gaps across characteristics such as gender, ethnicity, disability, and socio-economic background at Faculty level. However, Section 4 also outlines limitations of the Dashboard that present challenges when setting initiatives to close these gaps.

Section 5 provides examples of how departments have used the available data to address awarding gap, and Section 6 highlights some of the further support needed from universities to be able to carry out initiatives at department’s level. We provide some final remarks in Section 7. The report also includes various appendices with data on awarding gaps for the Faculty of Social Sciences, and the various reports submitted by the members of the subgroup.

2. University policies

The work of the subgroup considered the various policies and strategy at Warwick. We briefly summarise these in this section.

The University of Warwick has an [Access and Participation Plan](#) (APP), a requirement for registration with the Office for Students to charge above the basic tuition fee cap. The APP supports the University’s Widening Participation Strategy, a core strand of the University’s [Education Strategy](#). The APP includes a commitment to reduce awarding gaps and continuation rate gaps for students from under-represented backgrounds. These are:

- To eliminate the attainment¹ (degree outcomes) gap between Black and White students from 13.8% to 0% by 2025;
- To eliminate the gap in continuation rates between students from POLAR4 Q5 (most represented) and Q1 (least represented) from 2.4% to 0% by 2025;
- To eliminate the gap in continuation rates for students with a disability compared to students with no disability from 6.4% to 0% by 2025;
- To narrow the gap in continuation rates between mature students and young students from 10.2% to 5% by 2025;
- To continuously improve graduate outcome metrics to be consistently above benchmark for ‘disadvantage’, ethnicity, age, and disability groups by 2025.

[Inclusive Education](#) is an institution-wide strategy to reduce awarding gaps and increase continuation rates. Departments were asked to submit an Inclusive Education Action Plan in October 2022, identifying department specific challenges to awarding gaps and continuation rates, how they plan to address these challenges and contribute to institutional Inclusive Education goals.

Awarding gaps and continuation rates are also included in departmental and institutional submissions for Athena SWAN and Race Equality Charter. Report 5 highlights the impact awarding gaps for international students may have on the Internationalisation Strategy.

3. Awarding Gaps in the Faculty of Social Sciences

The university currently relies on the Attainment Summary Dashboard as the primary data source to analyse awarding gaps. This dashboard provides information on final outcomes for undergraduate students.

This data shows awarding gaps for the following groups:

- **Age:** grouped into mature and young. Typically, a mature student is someone who are over 21 years of age at the beginning of their undergraduate studies.
- **Disability:** grouped into mental disability, physical disability, other disability, no disability and not known. A detailed list of conditions which fit into each category can be found [here](#) (although the dashboard only shows the number of students in each category).
- **Domicile:** the permanent home of students (address while not at university), either UK or non-UK.
- **Ethnicity:** there are three levels of ethnicity data – white/non white, grouped ethnicity (Asian, Black, Arab, Mixed, White, Other) and a wider list of ethnicities (full list [here](#)).

¹ Notice that in this report, we use “awarding gaps” instead of “attainment gaps”.

In this report we look at White/Non-White and Black/White awarding gaps, but you can look at the dashboard for more information on the various gaps.

- **Gender:** self-selected by students (female, male, non-binary, other, unknown). In this report we focus on the male/female differences due to the very small number of students self-selecting into non-binary or other.
- **Indices of Multiple Deprivation (IMD):** a measure of relative deprivation for postcode areas in the UK. IMD classifies these areas into five quintiles based on relative disadvantage, with quintile 1 being the most deprived and quintile 5 being the least deprived. Home students only.
- **POLAR4:** the proportion of young people who enter higher education aged 18 or 19 years old in each postcode area. Quintile one shows the lowest rate of participation. Quintile five shows the highest rate of participation.²Home students only.

In Figure 2.1 in Appendix, we compare the awarding gaps for the Faculty of Social Sciences with the gaps at university-level, for each category for the period 2012/13 – 2020/21 (period for which data is available). The graphs on the left show the awarding gaps for “Good honours degrees” (2:1 and above), and the graphs on the right show the awarding gaps for “First class degrees”.

The awarding gaps for good honours degrees among **mature/young students** (Figures a) and **students with disabilities** (Figures b) in the Faculty of Social Sciences (FSS) appear to be narrowing in recent academic years, following a similar trend to the university. Additionally, negative awarding gaps exist between **Non-UK and UK-domiciled students** (Figures c) at both FSS and university levels, although the gaps are narrower in FSS.

Both the university and FSS exhibit significant **ethnic awarding gaps** (Figures d and e). Compared to university, FSS has larger ethnic awarding gaps for good honours degree, but narrower for first class degrees. In the 2020/21 academic year, the FSS Black/White awarding gap was -9.3% for good honours degree (-5.7% for the university), and -18.2% for first-class degrees (-21.9% university). Regarding **gender awarding gaps** (Figures f), FSS has shown some improvement over time in terms of good honours degrees, but still exhibits significant gaps for first class degrees that are larger than those observed at the university level.”

Significant **awarding gaps for socio-economic background** exist at both Faculty and University-levels, although they appear to be slightly larger in FSS (Figures g and h). In the 2020/21 academic year, the awarding gap for good honours degrees between students from neighbourhoods with low participation in higher education and those in the top quintile for participation in higher education was -11.3% in FSS and -6.2 at the university level. For first-class degrees these gaps were -21.6% and -17.6%, respectively for first class degrees.

² Notice that IMD1-2 and POLAR 4 quintile 1 are two of the criteria used to identify Widening Participation (WP) students, however this will not include all WP students.

Of course, significant differences exist across the various departments within the Faculty of Social Sciences. Figure 2.2 illustrates the awarding gaps for the individual departments for all students in each department during the time period under consideration. Applied Linguistics (*Applied*), the Centre for Lifelong Learning (LLL) and Education Studies (*Edu*) have small cohorts, resulting in greater variability across the years.

When it comes to **age-based awarding gaps** between mature students and younger students, Philosophy (PHI) and PAIS have historically shown the largest gaps. However, it is important to notice that numbers of mature students are very small: only 229 across the entire Faculty in 2020/21, representing 3.4% of FSS students. Of these, 99 were registered at LLL, and 62 at the Warwick Business School (WBS).

There is no clear pattern within departments for awarding gaps related to **disability** at least for good honours. However, it appears that students with any declared disability are less likely to be awarded a first-class degree across all departments.

Looking at **awarding gaps by domicile** across all departments, international students (with a non-UK domicile) consistently perform worse than UK-domiciled students, with Economics (Econ) showing the largest gaps for both good honours and first-class degrees.

FSS **ethnic awarding gaps** reflect the awarding gaps in all departments within the faculty, with students from non-White and Black ethnic groups in Economics (Econ) and Sociology (Soc) consistently performing worse than White students. In 2020/21, the Black/White gap for first-class degree is -44.1% in Sociology, and -37.1% in Economics, while the non-White/White gap first class degree are -43.3% and -23.8% respectively.

The **female/male awarding gaps** in FSS appear to be driven by Economics and Philosophy (Phi), with the gap narrowing down in Economics for both good honours and first-class degrees but following no clear pattern in Philosophy. In Sociology, female students seem to be performing better than male students, with large positive female/male awarding gaps, particularly for first-class degrees.

Furthermore, the **awarding gaps for socio-economic background** vary across the various departments. In Economics and Law, students from lower socio-economic backgrounds in Economics and Law have consistently been less likely to be awarded a good honours degree. However, it should be noted that there are very few students from these backgrounds registered in the Social Sciences. Only 112 students from the lowest quintile of the Index of Multiple Deprivation (IMD) and 74 students from the lowest quintile of POLAR4 were graduates across the entire faculty in 2020/21, representing approximately 6% and 4% of the total student population, respectively.

4. Data limitations

The information we have gathered on awarding gaps using the Attainment Summary Dashboard is not without limitations and the various reports provided by sub-group members (see Appendix) highlight some. These include:

- A lack of data for non-standard undergraduate courses;
- A lack of data for postgraduate students;
- A lack of data on continuation gaps;
- A lack of more disaggregate level data e.g. module/assessment/end of year marks, country secondary education took place in, English proficiency, LGBTQ+ and commuting students;
- A lack of data for students who had a contextual (reduced) offer;
- A lack of qualitative data.

The Dashboard provides data only for undergraduate courses, which excludes departments that do not offer standard UG courses and programmes that have only postgraduate students. **Report 1** “*Measuring attainment gaps outside of standard UG courses*” draws attention to the lack of data for departments such as Warwick Foundation Studies, Academic Development Centre, as well as the limited data available for the Department of Education Studies.

The same issues with lack of data also apply to postgraduate studies, as highlighted in **Report 4** on “*Postgraduate outcomes*”. The Centre for Teaching Education (CTE) has conducted some data analysis for their postgraduate students and found historical awarding gaps that have not closed over the years. Additionally, while the Attainment Summary Dashboard provides outcome data on student performance upon completing the degree, there is currently no data on continuation gaps. This matters because understanding these gaps throughout a student’s career start can help to implement better initiatives at departmental level. For example, CTE has used data on temporary and permanent student withdrawals (TWD/PWD) to examine ethnic continuation gaps and found that students from BAME backgrounds are twice as likely to take TWD or PWD compared to White students (Report 4).

Another example is Economics, which is working with data on tests and assignments and shows that awarding gaps are narrower in these assessments than they are in final exams (**Report 2**). Report 2 also emphasises the lack of more disaggregate data that allows for the study of how intersectionality among different characteristics impacts awarding gaps. Including mid-point data (e.g., tests and assignment marks used by Economics, or end of year marks used by Law – Report 2, or resubmission data as suggested in report 4) on the Attainment Summary Dashboard would enable progress of the cohort to be monitored (and acted upon), rather than just looking at the end results.

Inclusion of contextual offers on the Attainment Summary dashboard would be a better proxy for Widening Participation students than IMD or POLAR4 as these measures won’t

include all widening participation students, and there will be some IMD1-2 POLAR4 quintile 1 students who were not eligible for a contextual offer, and don't identify as a student from a widening participation background.

If module, assessment, or end of year data could be combined with contextual offer data, this would enable progress to be measured relative to entry grades (contextual offer grades are typically two grades lower than standard offer). WBS commented in a sub-group meeting that measuring progress, rather than end of degree attainment is more useful for students who have joined UG degrees from the WBS Foundation Year programme. Data suggests that there is an awarding gap for WBS foundation year students on graduation, however gaps narrow over the course of the degree. **Report 6** also suggests including NSS scores and graduate outcomes to look at the impact of student experience across the student lifecycle, through to graduate employability on each group.

Whilst the dashboard includes a split by domicile, it does not provide further disaggregation on country secondary education took place, or English language proficiency. This would be helpful for departments with high proportions of international students, such as AL and WFS (Report 5).

Report 6 highlights the need for qualitative and quantitative data on commuting students. Particularly when intersected with race, and widening participation, commuting can have a profound impact on the sense of belonging, which in turn affects continuation rates and academic performance.

The use of quantitative data is critical in identifying awarding gaps; however, the sub-committee's work also revealed a shortage of qualitative data which could explain why the gaps exist, how they originate and the most effective way of addressing the gaps. Several reports emphasised the necessity of gathering more qualitative data to address questions regarding student experience and university/department culture that cannot be answered with quantitative data alone. Nevertheless, collecting qualitative data demands additional resources, including workload allocation for staff to undertake this work, financial support for student participation and potentially co-creation initiatives, leadership to develop clear strategies at departmental level and lead on collaborations with other departments where necessary. Staff in smaller departments may be particularly burdened by the need of resources as highlighted in Report 1.

5. Work at Department-level

Departments within the Faculty of Social Sciences are actively addressing awarding gaps and have established groups/committees to tackle this issue. As discussed in Section 4, some departments are collecting and analysing qualitative data to gain a better understanding of the experiences of underrepresented groups. For instance, LGBTQA+ students raised concerns about the lack of appreciation for their identity and the failure to use their

preferred pronouns (Report 5). Similarly, students with disabilities expressed concerns about the timing of support provided (Report 3).

Several initiatives are underway to support students from underrepresented groups, including Centre for Teacher Education Studies' work with local charities to support career changers and students with disabilities, led by senior tutors (Report 4). However, as noted in the student representatives' report, there is a need to improve personal support. The current personal tutoring system lacks a matching process, and students are randomly allocated to personal tutors. The report recommends targeted personal tutors, as already implemented in Law, more regular meetings, and the opportunity for students to share feedback on the personal tutor system (Report 3).

6. Required University Support

The work of the subgroup highlighted other forms of university support in addition to the lack of data discussed earlier. As previously mentioned, working on these issues requires both time and financial resources. Although the Inclusive Education Strategy provides some funding, it is mostly for one-off initiatives, and an application process is required. These funds are also limited in terms of time, with a deadline of the end of July. Therefore, financial resources should be made available at the departmental level to promote these initiatives and support those working towards these goals.

Moreover, many of the challenges in closing awarding gaps seem to be linked to issues with a sense of belonging and wellbeing support. However, the current infrastructure lacks a full-time member of staff dedicated to working on these issues at both the departmental and faculty level (Report 3). This often leads to delays in providing the necessary support. Thus, it would be useful for the university to consider introducing departmental-level wellbeing support in addition to the current university resources (Report 5). Report 6 highlights the need to look at the wider university experience, and for the University to provide a contextualised approach to targets, more resources and clearer strategic direction for how to eliminate awarding gaps.

7. Final Remarks

This year's work emphasises the challenges faced by various departments in addressing awarding gaps, which are one of the university's main educational strategies. We discussed the importance of quantitative and qualitative data, as well as some of the work taking place at departmental level.

However, there is still much work to be done regarding issues that we have paid limited attention to at departmental level, as well as more generally within the university. For instance, there is little work on intersectionality of the various identities. Students who

identify with multiple marginalised identities may face additional barriers that are not captured in the work currently being carried out.

Moreover, much of the work is focused on student attainment and support, neglecting the role of academic and PSS staff in creating more inclusive learning environments. A few departments have made real efforts to work on reforming curriculum and assessments methods, but these efforts are generally made by individuals and focused on specific modules rather than at a programme level. Teaching methods, curriculum, and assessments can also contribute to perpetuate inequalities by excluding diverse perspectives and reinforce dominant narratives, which is something that should be addressed in a more structural way (see the work we did last year on [Decolonising Social Sciences](#)).

Finally, many initiatives aiming to close awarding gaps are based on deficit models of education, in which struggling students are seeing as *deficient* or *lacking* in some way. This approach assumes that the problem lies with the student and their individual characteristics and motivation. The idea of justifying gaps by individuals' previous grades and experiences often overlooks systemic factors such as poverty, discrimination, or inadequate educational resources that affect student attainment and engagement with their academic career. More work should be done to understand how the university can help address these structural inequalities.

Appendices

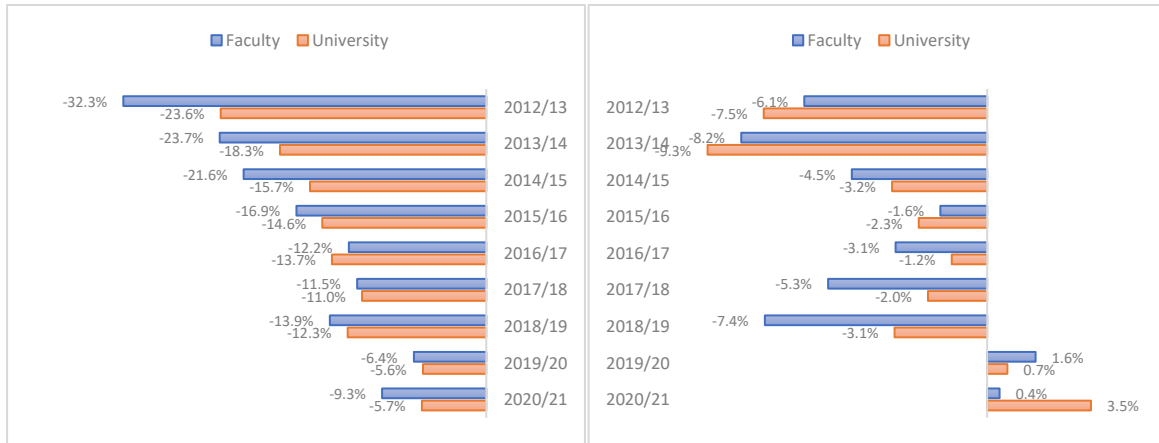
Appendix 1. Figures

Figure 2.1: Awarding gaps FSS and University

Good Honours

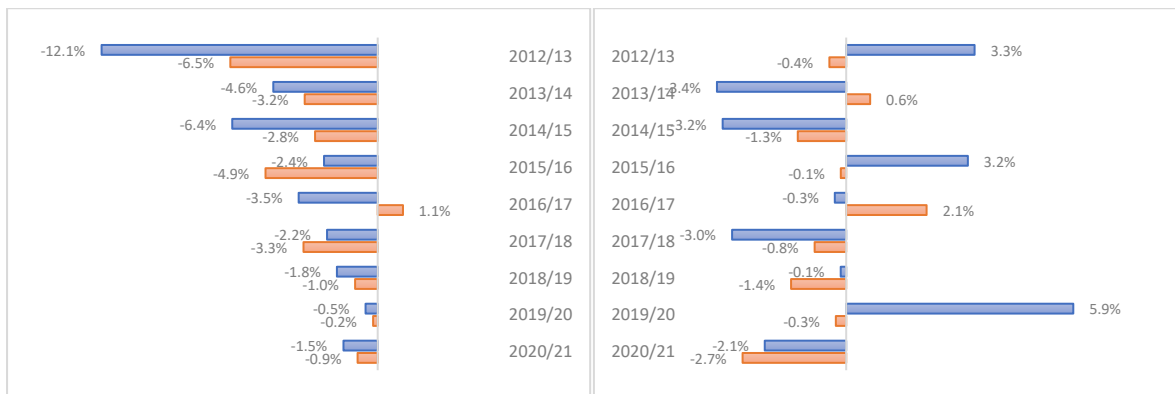
First Class

a. Age (mature vs young students)



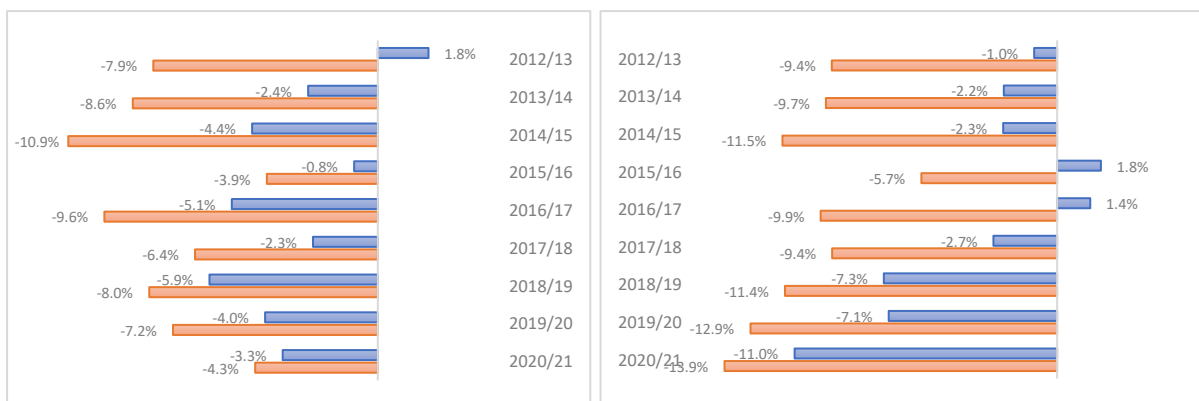
Mature students FSS (2020/21): 227 representing 10.7%

b. Disability



Students with a declared disability FSS (2020/21): 224 representing 10.6%

c. Domicile

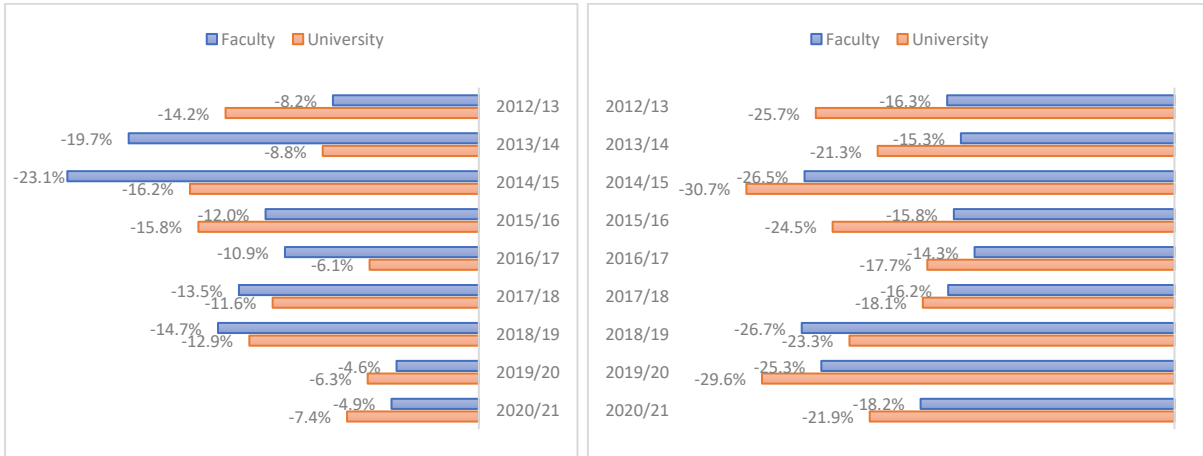


Non-UK domiciled students FSS (2020/21): 1100 representing 52%

Good Honours

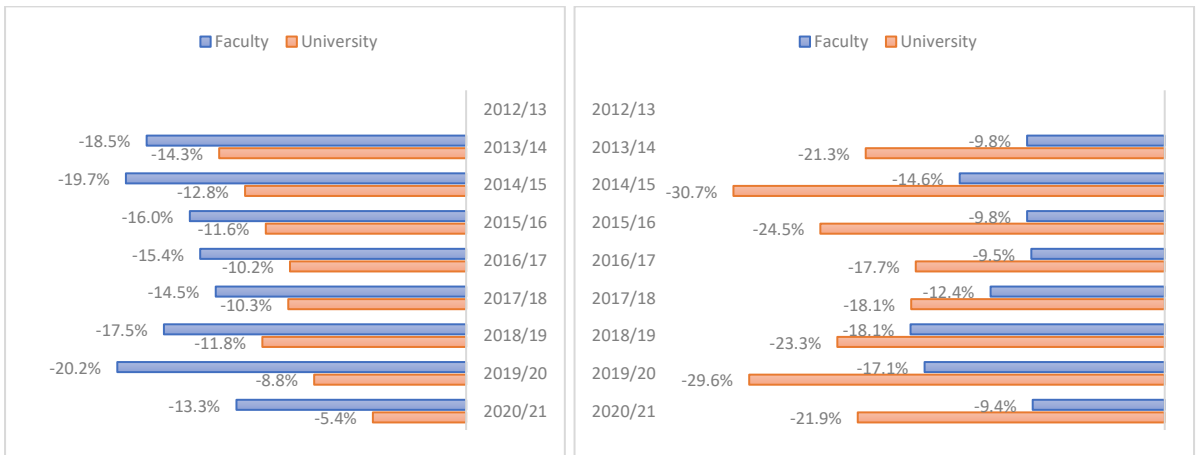
First Class

d. Ethnicity (Black/White)



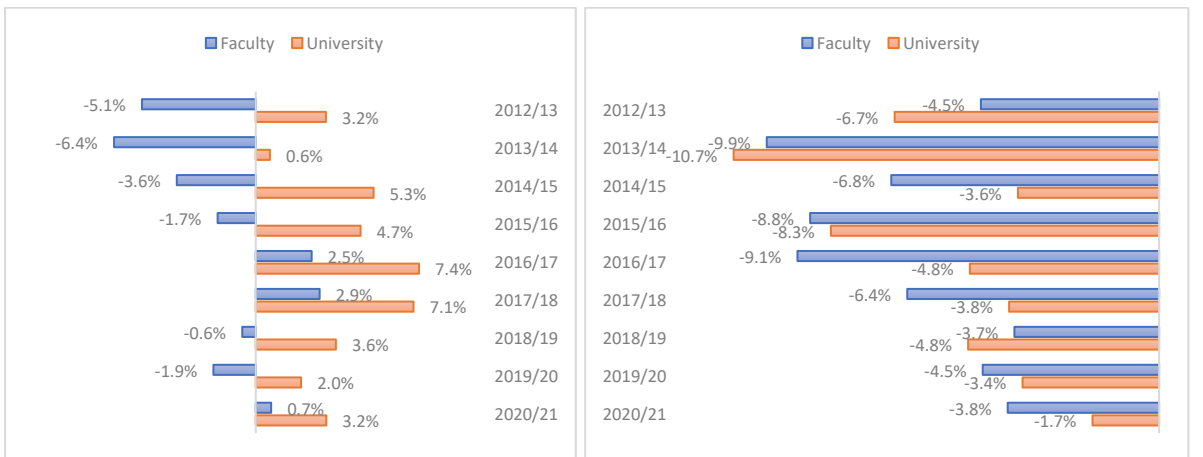
Students from a Black ethnic background FSS (2020/21): 148 representing 7%

e. Ethnicity (Non-White/White)



Students from non-White ethnic backgrounds FSS (2020/21): 1041 representing 49.7%

f. Gender

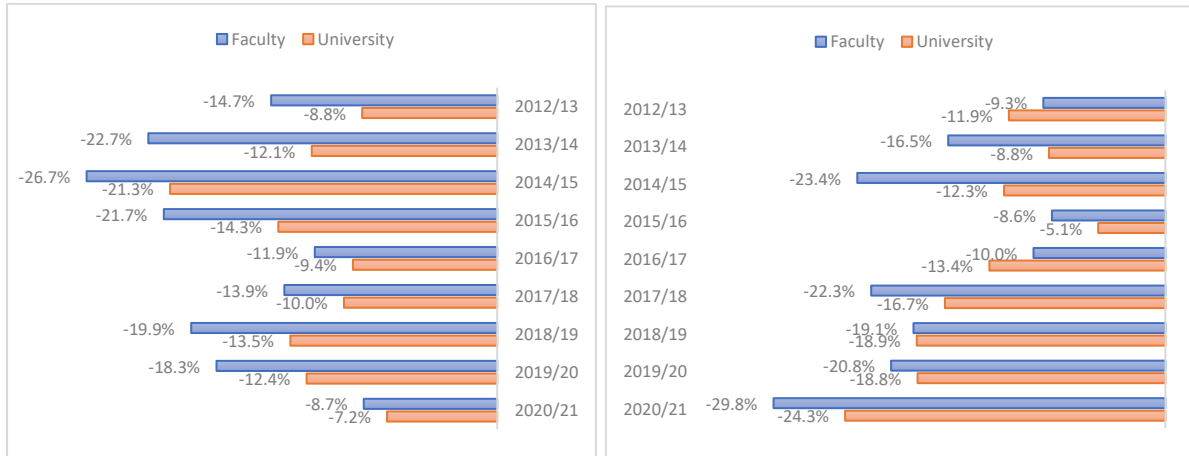


Female students in FSS (2020/21): 2443 representing 49.1%

Good Honours

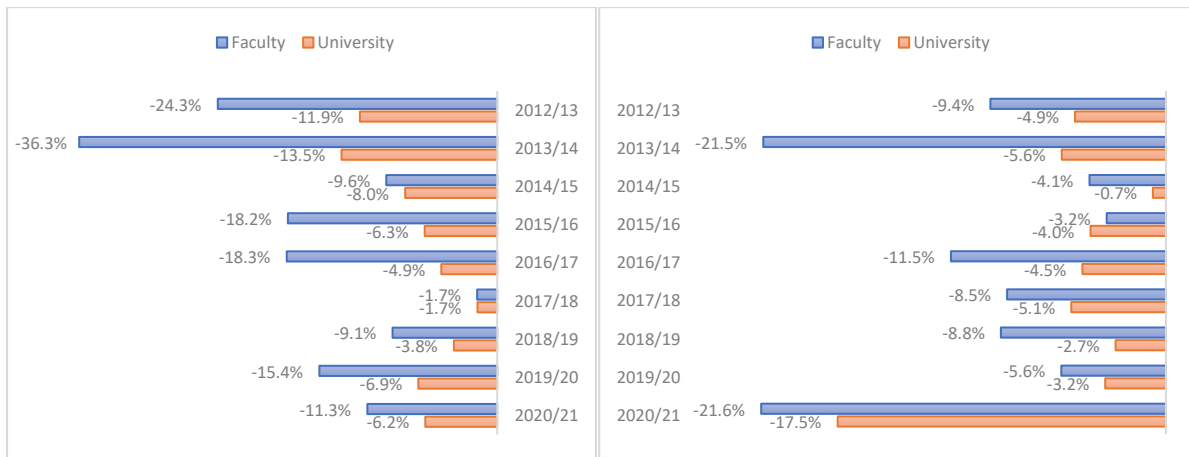
First Class

g. Index of Multiple Deprivation



IMD students in FSS (2020/21): 328 representing 6.7%

h. POLAR4



Students from the lowest quintile FSS (2020/21): 328 representing 6.7%

Students from the top quintile FSS (2020/21): 1062 representing 21.4%

(Source: Warwick Undergraduate Attainment Dashboard)

Figure 2.2: Awarding gaps by Departments in the Faculty of Social Sciences

a. Age (mature vs young students)

Good Honours										
AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-32.3%	9.5%		-45.9%	5.7%	16.1%	-40.8%	-1.0%	-24.4%	-8.0%
2013/14	-23.7%	-13.6%	38.7%	4.4%	3.1%	17.2%	-29.9%	6.0%	-15.5%	-10.4%
2014/15	-21.6%		-24.1%	-25.6%	11.5%	-2.4%	-38.5%	4.0%	-7.6%	-3.1%
2015/16	-16.9%		-46.0%	-30.4%	2.0%	-2.1%	-7.7%	-0.5%	5.1%	-6.3%
2016/17	-12.2%		11.2%	21.0%	-5.2%	1.5%	-6.4%	1.4%	-15.7%	4.2%
2017/18	-11.5%	-5.0%	20.6%	44.4%	19.2%	12.5%	-26.7%	-7.5%	-5.3%	-8.7%
2018/19	-13.9%	5.6%	8.7%	-15.2%	-1.8%	0.5%	-34.2%	-12.6%	-10.2%	-0.8%
2019/20	-6.4%	-1.3%	-13.0%	54.5%	1.7%	11.9%	-24.0%	9.2%	-3.2%	4.5%
2020/21	-9.3%	12.5%	-29.2%	-21.4%	7.0%	-12.4%	-1.5%	3.7%	-7.0%	-2.0%

First										
AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-6.1%	15.5%		-6.2%	15.2%	18.5%	-5.2%	6.1%	52.8%	-1.6%
2013/14	-8.2%	9.4%	15.9%	6.7%	-3.1%	-10.0%	-2.5%	-0.8%	-7.3%	-5.7%
2014/15	-4.5%		8.5%	-9.0%	18.3%	18.3%	0.5%	15.4%	-0.7%	-1.2%
2015/16	-1.6%		19.0%	-3.6%	-30.2%	29.4%	15.0%	22.2%	-1.4%	-5.4%
2016/17	-3.1%		5.9%	0.0%	-9.5%	29.8%	3.1%	19.4%	-12.1%	12.8%
2017/18	-5.3%	1.0%	14.1%	27.8%	33.1%	6.2%	3.6%	-7.8%	-17.3%	-5.0%
2018/19	-7.4%	33.3%	14.7%	-18.2%	28.6%	-13.9%	-11.6%	-22.7%	-5.6%	-2.4%
2019/20	1.6%	12.5%	4.5%	-18.2%	-5.9%	17.5%	4.6%	0.8%	19.5%	5.6%
2020/21	0.4%	3.1%	-45.3%	14.3%	38.4%	-0.6%	-19.8%	14.8%	18.0%	7.1%

b. Disability

Good Honours										
AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-12.1%		5.3%	-20.8%	3.3%	16.0%	-7.1%	-25.6%	-7.5%	-4.1%
2013/14	-4.6%		7.5%	-0.9%	16.4%	-14.1%	17.9%	5.4%	5.7%	6.6%
2014/15	-6.4%		8.8%	-16.4%	12.0%	0.0%	4.1%	-1.1%	-19.5%	6.3%
2015/16	-2.4%		-6.0%	-17.1%	-4.6%	9.9%	8.3%	4.9%	2.2%	3.2%
2016/17	-3.5%		-6.8%	-37.6%	-13.2%	11.6%	-2.1%	4.0%	-5.8%	-4.4%
2017/18	-2.2%	-1.0%	11.1%	-25.0%	-2.3%	-2.4%	-1.7%	4.3%	10.7%	-6.1%
2018/19	-1.8%	6.7%	-6.2%	27.3%	6.8%	-23.2%	-3.2%	7.4%	-3.6%	4.5%
2019/20	-0.5%	-33.3%	6.1%	50.0%	1.9%	8.1%	7.6%	0.3%	-0.7%	-11.2%
2020/21	-1.5%	13.3%	4.4%	-73.3%	8.2%	1.1%	-3.1%	3.8%	-2.8%	-4.8%

First										
AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	3.3%		17.1%	-10.2%	12.1%	18.7%	7.9%	-2.1%	1.4%	13.4%
2013/14	-3.4%		11.7%	-6.7%	-16.4%	-10.1%	19.5%	2.6%	-7.3%	-4.7%
2014/15	-3.2%		1.3%	2.3%	10.0%	-4.5%	-8.8%	33.6%	-11.2%	-23.5%
2015/16	3.2%		-14.9%	-2.0%	16.9%	3.5%	9.2%	-0.8%	12.4%	8.9%
2016/17	-0.3%		-7.2%	0.0%	-0.5%	25.2%	1.6%	0.1%	2.9%	-3.8%
2017/18	-3.0%	-8.6%	-3.4%	25.0%	-27.3%	-4.2%	-11.8%	3.0%	14.9%	2.7%
2018/19	-0.1%	-13.3%	-20.8%	-18.2%	17.4%	-5.3%	1.6%	4.2%	7.4%	0.0%
2019/20	5.9%	8.3%	-3.4%	91.7%	46.8%	-4.9%	8.4%	-1.5%	28.6%	1.1%
2020/21	-2.1%	43.3%	2.9%	-40.0%	31.5%	-16.0%	-14.1%	-4.7%	-5.1%	-6.7%

c. Domicile (UK vs non-UK)

Good Honours

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	1.8%			9.6%	3.6%	-17.1%	-7.9%	-8.2%	-8.7%	-2.7%
2013/14	-2.4%		-6.1%	11.9%	-16.5%	-13.4%	-16.7%	-7.3%	-11.3%	-7.1%
2014/15	-4.4%			-4.4%	-18.8%	-14.7%	-19.1%	-9.8%	-27.0%	-6.7%
2015/16	-0.8%			-30.6%	-8.1%	-14.6%	-14.3%	-3.0%	3.2%	1.8%
2016/17	-5.1%			25.3%	-11.3%	-9.0%	2.8%	-15.0%	-10.2%	-9.2%
2017/18	-2.3%	-11.3%			-12.4%	-13.6%	0.3%	-12.8%	1.0%	-0.3%
2018/19	-5.9%	-7.7%	-59.2%	-5.0%	-4.3%	-21.6%	-9.3%	-2.1%	-3.9%	-3.3%
2019/20	-4.0%	-1.3%		-63.6%	-9.1%	-20.6%	-2.4%	-5.9%	1.3%	-1.1%
2020/21	-3.3%	-33.3%		-25.0%	-2.8%	-16.1%	-3.0%	-4.4%	-6.7%	0.5%

First

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-1.0%			-9.9%	-18.8%	-5.6%	-4.1%	1.8%	-8.7%	-2.5%
2013/14	-2.2%		-15.2%	2.9%	-1.2%	-15.3%	-8.2%	9.4%	-11.3%	5.9%
2014/15	-2.3%			-9.8%	-16.7%	-19.5%	-8.9%	2.6%	-9.6%	8.2%
2015/16	1.8%			-1.8%	-8.0%	-0.9%	-0.2%	-3.6%	3.0%	-0.2%
2016/17	1.4%			0.0%	-5.0%	5.9%	0.9%	1.2%	-15.9%	-4.1%
2017/18	-2.7%	-35.7%			22.9%	-10.5%	-0.3%	-15.6%	15.1%	-1.6%
2018/19	-7.3%	-39.4%	-14.5%	15.0%	-11.4%	-27.1%	-6.1%	-3.0%	1.3%	0.5%
2019/20	-7.1%	12.5%		-18.2%	3.0%	-22.2%	-3.8%	-0.8%	-3.3%	-10.0%
2020/21	-11.0%	-45.8%		-50.0%	-13.4%	-24.5%	-1.2%	-0.5%	-4.7%	-5.9%

d. Ethnicity (Black/White)

Good Honours

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-8.2%		-14.5%	-39.8%	-0.9%	-47.1%	-8.4%	7.3%	-20.8%	-0.5%
2013/14	-19.7%		-38.9%	-51.4%	13.0%	8.5%	-2.7%		-15.0%	-34.2%
2014/15	-23.1%		-26.9%	-43.4%	-17.5%	-3.7%	-31.5%	-25.9%	10.0%	10.3%
2015/16	-12.0%		-44.9%	-42.3%	-16.7%	-9.5%	-0.1%	-13.8%	-5.1%	-17.1%
2016/17	-10.9%		3.5%		-11.1%	-36.5%	-20.2%	-3.6%	-1.0%	-4.4%
2017/18	-13.5%		-20.6%		-37.5%	-59.6%	2.2%	-5.2%	-10.1%	-0.5%
2018/19	-14.7%		-32.9%	-100.0%	-40.0%	-65.5%	-3.8%	-6.8%	-7.8%	-8.4%
2019/20	-4.6%		6.7%		0.0%	-26.2%	0.3%	-3.2%	-12.6%	-5.6%
2020/21	-4.9%		-75.3%	-37.5%	-4.4%	-19.7%	-6.8%	1.8%	4.4%	-2.4%

First

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-16.3%		-9.7%	-9.4%	-18.5%	-29.0%	-15.3%	-5.0%	-19.4%	-10.9%
2013/14	-15.3%		-18.0%	-5.7%	-14.8%	19.8%	-8.9%		-32.8%	-20.6%
2014/15	-26.5%		-11.5%	-11.3%	-32.5%	-35.3%	-18.6%	-34.0%	-2.0%	-30.1%
2015/16	-15.8%		-24.5%	-2.6%	16.7%	1.4%	-7.2%	-16.1%	-12.9%	-10.1%
2016/17	-14.3%		4.2%		-14.7%	-21.7%	-7.7%	-2.7%	-20.8%	-21.6%
2017/18	-16.2%		-16.7%		-11.7%	-32.9%	-10.1%	6.1%	-6.9%	-23.6%
2018/19	-26.7%		-20.8%	-20.0%	-40.0%	-20.9%	-7.5%	-39.7%	-27.3%	-21.4%
2019/20	-25.3%		-4.3%		-33.8%	-27.5%	-26.5%	-30.4%	-14.5%	-27.6%
2020/21	-18.2%		-23.4%	-75.0%	-44.1%	-37.1%	-25.6%	-16.4%	-3.6%	-2.0%

e. Ethnicity (Non-White/White)

Good Honours

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13										
2013/14										
2014/15	-7.0%		-10.9%	-35.7%	-9.2%	-8.2%	-27.0%	-4.5%	-10.0%	-1.0%
2015/16	-7.7%		-23.5%	-40.8%	-18.0%	-13.5%	-9.8%	-12.6%	1.1%	-4.0%
2016/17	-8.8%	-25.0%	18.5%	15.8%	-13.4%	-14.9%	-5.2%	-12.7%	90.0%	-14.0%
2017/18	-8.4%	6.3%	-31.7%	6.7%	-38.5%	-12.8%	-2.6%	-7.7%	-8.2%	-6.6%
2018/19	-13.0%	-11.1%	35.9%	-33.3%	-17.8%	-24.2%	-7.9%	-5.2%	-2.4%	-10.0%
2019/20	-9.1%	-26.2%	-4.0%	-55.0%	-2.7%	-19.9%	-1.8%	-10.6%	-5.4%	-7.9%
2020/21	-4.3%	-10.2%	-39.6%	-28.6%	-5.6%	-10.0%	-2.6%	-4.1%	-0.8%	-3.1%

First

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13										
2013/14										
2014/15	-14.6%		-7.2%	-11.3%	-32.5%	-21.3%	-17.7%	-12.6%	-9.5%	-13.0%
2015/16	-9.8%		-24.5%	-2.6%	-12.3%	-14.1%	-2.1%	-18.9%	1.7%	-13.7%
2016/17	-9.5%	25.0%	0.5%	0.0%	-23.5%	-6.0%	-5.0%	-14.8%	-16.3%	-16.6%
2017/18	-12.4%	-20.8%	-16.7%	13.3%	-13.6%	-21.1%	-9.5%	-7.5%	-5.9%	-12.1%
2018/19	-18.1%	-27.8%	-17.1%	-8.9%	-37.0%	-25.8%	-7.5%	-20.6%	-15.5%	-13.1%
2019/20	-17.0%	-32.1%	-18.6%	7.5%	-32.2%	-21.0%	-19.9%	-18.3%	-13.1%	-15.0%
2020/21	-9.1%	-41.8%	-4.6%	-71.4%	-43.3%	-23.8%	-10.5%	-4.7%	-0.6%	-1.3%

f. Gender

Good Honours

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-5.1%	6.9%	-1.0%	-20.1%	18.6%	-2.3%	-2.6%	-0.2%	-1.5%	11.3%
2013/14	-6.4%	31.0%	2.5%	-32.9%	-1.2%	-6.6%	-4.2%	-4.9%	3.7%	5.1%
2014/15	-3.6%		-13.3%	36.9%	10.0%	1.8%	-4.3%	0.5%	4.8%	9.5%
2015/16	-1.7%		-13.6%		26.7%	-7.5%	2.5%	-1.1%	7.0%	9.9%
2016/17	2.5%		31.8%	55.6%	28.7%	-1.4%	2.6%	8.3%	-0.4%	2.3%
2017/18	2.9%	34.0%	-6.2%	-40.0%	27.2%	-6.3%	12.0%	-1.6%	8.0%	6.2%
2018/19	-0.6%	-5.3%	-27.3%		0.2%	-9.0%	8.4%	-0.8%	1.4%	2.1%
2019/20	-1.9%	-4.4%	5.3%	-50.0%	7.1%	-11.9%	1.0%	-1.5%	-0.5%	4.3%
2020/21	0.7%	-12.5%	12.8%	21.4%	5.0%	-0.7%	3.4%	0.3%	3.0%	2.7%

First

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-4.5%	16.1%	-5.4%	-10.6%	6.9%	-0.6%	-4.6%	-14.9%	-1.5%	4.6%
2013/14	-9.9%	14.0%	8.7%	5.8%	-7.6%	-16.0%	-4.1%	-9.5%	-18.6%	-0.1%
2014/15	-6.8%		-10.0%	9.2%	-18.0%	-3.7%	5.6%	-9.1%	-10.3%	2.7%
2015/16	-8.8%		1.5%		28.9%	-12.8%	-0.1%	-11.1%	-0.8%	-3.6%
2016/17	-9.1%		7.1%	0.0%	23.3%	-17.8%	-2.6%	-4.7%	5.6%	-4.4%
2017/18	-6.4%	-1.0%	-1.4%	-80.0%	-0.2%	-14.2%	-2.1%	-11.7%	10.1%	-1.4%
2018/19	-3.7%	-63.2%	-25.8%		30.7%	-14.3%	7.0%	-7.5%	-0.7%	3.4%
2019/20	-4.5%	-13.2%	-2.4%	16.7%	23.7%	-13.3%	1.1%	-7.7%	7.0%	0.9%
2020/21	-3.8%	-31.3%	3.5%	42.9%	30.4%	-8.3%	9.7%	-10.7%	-5.3%	-3.5%

g. Index of Multiple Deprivation

Good Honours

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-14.7%		-6.7%	23.0%	-12.5%	-13.0%	-27.8%	13.5%	-46.4%	-12.8%
2013/14	-22.7%		-35.5%	-28.9%	0.0%	-16.5%	-4.4%	3.9%	0.0%	7.5%
2014/15	-26.7%		-55.0%	-43.8%	0.0%	10.0%	5.2%	3.9%	-3.3%	-11.7%
2015/16	-21.7%		-60.7%	-19.2%	-7.5%	13.0%	-28.6%	-2.5%	-2.7%	-13.7%
2016/17	-11.9%		-6.8%		8.3%	-32.1%	-11.4%	-8.7%	3.4%	6.0%
2017/18	-13.9%		-3.6%		-6.3%	-14.8%	-19.8%	-12.2%	-1.1%	-7.3%
2018/19	-19.9%		-29.3%	-100.0%	-14.3%	-9.0%	-17.4%	-3.3%	-7.7%	-18.0%
2019/20	-18.3%	-8.3%	-46.6%	-50.0%	0.0%	-32.8%	-6.9%	-2.6%	0.0%	-11.3%
2020/21	-8.7%	0.0%	-11.8%		-11.8%	-3.1%	-8.8%	1.7%	2.3%	-4.7%

First

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-9.3%		0.0%	-4.1%	-4.2%	15.5%	-11.1%	-21.2%	-10.7%	-19.2%
2013/14	-16.5%		-10.9%	-5.9%	-21.4%	-44.7%	6.9%	-35.3%	0.0%	1.7%
2014/15	-23.4%		-15.0%	-6.3%	-18.9%	-53.3%	-15.6%	-33.3%	0.0%	-15.4%
2015/16	-8.6%		-42.9%	-9.1%	7.5%	22.3%	4.9%	-36.8%	-4.4%	27.7%
2016/17	-10.0%		-4.7%		-16.7%	-25.0%	0.4%	10.1%	-18.5%	-9.5%
2017/18	-22.3%		-15.4%		-31.3%	-20.8%	-11.5%	-8.2%	-26.9%	-5.2%
2018/19	-19.1%		-2.1%	0.0%	-10.7%	-26.6%	-18.9%	-3.3%	-14.0%	-9.2%
2019/20	-20.8%	8.3%	-33.0%	0.0%	-8.3%	-17.2%	-12.5%	-11.8%	24.1%	-22.2%
2020/21	-29.8%	-21.4%	-17.6%		-71.6%	-11.3%	-20.6%	-21.1%	-7.9%	-38.4%

h. POLAR4

Good Honours

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-24.3%		-4.9%	10.8%	5.8%	-4.9%	-45.7%	-21.9%	6.1%	2.5%
2013/14	-36.3%		-5.6%	-33.3%	-29.3%	-5.6%	-8.5%	-23.6%	0.0%	-22.2%
2014/15	-9.6%		-0.7%	-32.1%	4.5%	-0.7%	7.5%	12.3%	15.6%	0.9%
2015/16	-18.2%		-4.0%	-15.6%	8.3%	-4.0%	-12.9%	9.2%	10.6%	-21.4%
2016/17	-18.3%		-4.5%	-100.0%	11.1%	-4.5%	-37.8%	-44.5%	8.7%	7.5%
2017/18	-1.7%	25.0%	-5.1%	100.0%	13.6%	-5.1%	2.1%	4.5%	13.2%	9.8%
2018/19	-9.1%		-2.7%		11.1%	-2.7%	-10.5%	-6.3%	3.8%	-6.3%
2019/20	-15.4%	-50.0%	-3.2%		0.0%	-3.2%	-11.0%	-21.1%	2.1%	12.5%
2020/21	-11.3%	0.0%	-17.5%	-50.0%	4.5%	-17.5%	-7.7%	-10.0%	1.3%	-10.8%

First

AcYear	FSS	Applied	LLL	Edu	Soc	Econ	Law	Phi	PAIS	WBS
2012/13	-9.4%		0.0%	2.4%	27.1%	-12.5%	-11.4%	-22.9%	81.8%	-10.0%
2013/14	-21.5%		-21.4%	-8.3%	-28.0%	-34.3%	12.3%	-35.2%	-27.3%	-15.9%
2014/15	-4.1%		-8.3%	-7.1%	68.2%	-29.0%	4.5%	-27.7%	24.0%	8.9%
2015/16	-3.2%		-35.3%	0.0%	50.0%	69.9%	6.4%	8.6%	9.4%	-16.4%
2016/17	-11.5%		5.9%	0.0%	-33.3%	-16.4%	-3.4%	-13.7%	0.7%	-7.0%
2017/18	-8.5%	-25.0%	-13.9%	0.0%	39.4%	1.9%	4.6%	-18.9%	-14.0%	2.7%
2018/19	-8.8%		0.0%		5.6%	19.2%	-0.7%	1.3%	-35.8%	-16.0%
2019/20	-5.6%	-25.0%	-27.2%		39.7%	-34.6%	12.7%	19.7%	-6.9%	10.7%
2020/21	-21.6%	-30.0%	-18.8%	-100.0%	-34.1%	-13.8%	-19.8%	-19.4%	-12.0%	-11.6%

Notes:

- Tables for Sociology (Soc), Economics (Econ), Law, Philosophy (Phi), Politics and International Studies (PAIS) and Warwick Business School (WBS) are colour-coded from red to green to indicate larger negative awarding gaps to narrower or positive awarding gaps.

- Source: Warwick Undergraduate Attainment Dashboard

A2. Reports

There are six reports attached to this report.

Report 1: ***“Measuring awarding gaps outside the standard UG courses”*** by Sanchia Rodrigues (Warwick Foundation Studies), Jennie Mills (Academic Development Centre) and Mark Pulsford (Department of Education Studies)

Report 2: **“Widening Participation (Contextual Offers and POLAR4 Q1)”** by Andreas Murr (PAIS), Lyla Latif (Law), Celine Tan (Law), Claire Edden (Education), Thalia Sheriff-Horner (Law) and Jeremy Smith (Economics)

Report 3: ***“Student Support: Personal Tutors”*** by Thalia Sheriff-Horner (Law) and Benjamin Foster (WBS)

Report 4: **“Postgraduate outcomes”** by Emily Davies (CTE), Alison Morgan (CTE)

Report 5: **“Home/International attainment gaps”** by Laura Gelhaus (PPE) and Altman Peng (AL)

Report 6: **“Race (in)equality”** by Anil Awesti (CLL), Isabel Fischer (WBS), Innan Sasaki (WBS) and Lynne Pettinger (Sociology)

Report 1: *Measuring awarding gaps outside the standard UG courses*

Theme	Measuring awarding gaps outside of standard UG courses
Names of contributors and departments	Sanchia Rodrigues (Warwick Foundation Studies) Jennie Mills (Academic Development Centre) Mark Pulsford (Department of Education Studies)
1. Which sources of data have you used?	
	Given the focus of this breakout group, we discussed the lack of quantitative data that might typically be captured and analysed. ADC doesn't collect such data and WFS are just beginning to. We therefore discussed what other forms of data we do have, such as more qualitative (practice-based) understandings of student attainment and experience.
2. What does the data show about the awarding (or continuation) gap you are focusing on?	
	As there is a dearth of data to explicitly show such gaps, we suggest working from the premise that the attainment gaps outside of standard UG courses are likely to follow similar patterns to those on standard UG courses. Yet remaining aware that this may not tell the full story.
3. Are there any gaps/missing data, or is any further quantitative research needed?	
	Collecting (new) data based on small cohorts raised questions, such as: What is the justification for collecting new types of data (w.r.t. GDPR)? How can we avoid identifying students and the other issues that come with a very small data set? Possibly explore the use of qualitative research, focused on the student experience that underpins attainment measures.
4. How does the data align to targets set out in University policies such as the Access and Participation plan , Education Strategy and Inclusive Education (including your department's action plan)?	
	n/a - no data for our departments
5. Looking beyond the quantitative data, how could student experience affect the identified gaps? Is any qualitative research (e.g. focus groups and interviews) needed?	
	Please see below. (It was easier for us to answer these two questions together!)
6. How could these gaps be addressed within the department(s)?	
	The lack of quantitative data for our departments does not remove the need for us to act. This is based on the principle that inclusive education benefits everyone – although more thought is required regarding which inclusive approaches might work best, given than we do not know the exact nature of any awarding gaps. In the absence of this data, we have instead assumed: (a) that there are awarding gaps in our departments; and (b) that they follow, to a greater or lesser extent, the major trends identified across the university. We therefore propose using the data of other departments to start

conversations within our own. This approach has been described by Allan Luke, among other researchers in the sociology of education, as a co-interpretation of data on racism and inequalities of access with different stakeholder groups.

With students, the invitation to comment on the experience of others may remove some of the practical and ethical concerns associated with conducting interviews with students from very small cohorts. With staff, the “action-on” approach might reduce defensiveness and other affective issues that often come into play when issues of decolonising are raised.

7. How can progress be measured?

Monitoring via ongoing qualitative data gathering e.g. focus groups, interviews, with multiple stakeholder groups.

Even though not able to produce differentiated data if there is a gap (and we have assumed that there is) this means that some groups are underperforming. Enhancement of performance overall would therefore indicate that awarding gaps are closing.

8. Which departmental committees, or roles, should be involved? (*e.g. in identifying gaps, producing and delivering the action plan, reviewing progress and for information/approval. How can students be involved?*)

There is potential for students to work as partners, as an ongoing process of dialogue and action given the absence of valid quantitative data and the need for a qualitative approach. Potential for moving from a data gathering plus response model to a co-creation model. This may reduce the risk of practical and ethical issues with small (easily identifiable) qualitative data responses. One potential negative aspect of this is increased labour of students of colour.

9. What further support would be useful?

- Funding opportunities to remunerate students participating in co-creation projects.
- Clarity around ethical approval required for this sort of activity.
- Resources (time/workload allocation) for colleagues engaged in this work, including time to research and networks with colleagues at other institutions facing similar issues re-data.

10. Any other comments, or suggestions?

Further questions for reflection and consideration might include: Why is there a lack of quantitative data for our departments? Why haven't we collected it? What structures does this serve to maintain? How would having access to this data disturb the status quo?

Report 2: "Widening Participation (Contextual Offers and POLAR4 Q1)

Theme	Widening Participation (Contextual Offers and POLAR4 Q1)
Names of contributors and departments	Andreas Murr (PaIS) Lyla Latif (Law) Celine Tan (Law) Claire Edden (Education) Thalia Sheriff-Horner (Law UG student) Jeremy Smith (Economics)
1. Which sources of data have you used?	Individual Department data, Departmental attainment gaps dashboard, analysis by the Department of Economics through the Academic progression working group.
2. What does the data show about the awarding (or continuation) gap you are focusing on?	<p>The dashboard does not show continuation rates.</p> <p>Across the faculty there is a clear underperformance of WP compared to non-WP students. The data can be variable for individual departments and is sometimes less significant in some departments, but the pattern is clear.</p> <p>In Economics, individual level data supports the general observation of an attainment gap. It also shows there is a substantial overlap between ethnic origin and WP and the evidence suggests that if you look at both characteristics together while the WP effect remains the ethnic origin one disappears. Please note that the differential attainment gap for WP students narrows if one controls for prior qualifications.</p> <p>Again in Economics if one looks into more detail, performance in assignment/tests in-year seems to be greater than end-of-year exams. There might be a variety of stories around this (working in jobs during term time, social isolation (and absence of networks to support in preparation of tests/assignments). The individual level data indicates there is less engagement (in terms of class attendance and Moodle engagement) by WP students (by around 10%). The performance of WP compared to non-WP students can be seen in year 1 and year 2 as well as in awarding gaps, therefore there is likely to be larger non-continuation rates for WP students. There is weak evidence the WP effect is smaller in year 2 than in year 1.</p>
3. Are there any gaps/missing data, or is any further quantitative research needed?	Continuation rates would be useful. But the analysis undertaken at an aggregate level using overall summary statistics is not as complete or comprehensive as it would need to be in order to understand the complexity of the problems and to get a feel for the intersectionality between different potentially overlapping characteristics (ethnic origin and WP).
4. How does the data align to targets set out in University policies such as the Access and Participation plan , Education Strategy and Inclusive Education (including your department's action plan)?	That the performance of WP compared to non-WP students needs more investigation as it will be hard to address all of the structures in the University to have a level playing field in the short-run. But are possible explanations around social isolation and networks (as would be consistent with improved performance in exams compared to in-year tests/assignments)

5. Looking beyond the quantitative data, how could student experience affect the identified gaps? Is any qualitative research (e.g. focus groups and interviews) needed?

1. How to approach reading for seminars and lectures
2. Understanding the role of the lecture
3. How to approach writing of lecture notes
4. Understanding the role of the seminar
5. How to approach seminar participation
6. How to ask for help/assistance in a lecture/class without appearing ignorant
7. How to use Advice and Feedback Hours
8. Feeling at home is not about having role models particularly (but this is of course very good), but about having people that appear to care. In order to address this should we have: Advisor to female students; Advisor to LBGTQ+ students; Advisor to O/S students; Advisor to students with disabilities; Advisor for report and support.; Advisor to WP students
9. WP mailing list.
10. Celebrating diversity around nationally diverse students, regionally diverse students, socially diverse students, sexually orientated diverse students etc.
11. Wellbeing Officers hosting check in for WP students and providing content to support their involvement and offer extra help on personal and career development (applying for vacation schemes etc)

6. How could these gaps be addressed within the department(s)?

See above, which is largely Departmental based activities.

7. How can progress be measured?

- Reduction in attainment and progression gaps.
- Decrease in WP students reporting problems or increase if under reporting is an issue
- Increase in mentoring of new WP students by older cohorts.
- Tracking WP internship opportunities – indicates their level of success as this has been a major concern during PT meeting
- Gathering feedback and survey responses from students and alumni of WP programs can provide valuable insights into their experiences and perceptions

8. Which departmental committees, or roles, should be involved? (*e.g. in identifying gaps, producing and delivering the action plan, reviewing progress and for information/approval. How can students be involved?*)

Economics has a working group looking at student progression and attainment and they work with the data to present results to senior management. Economics also has a Director of WP.

WLS also has a director of WP and a director of equality and diversity who are engaged in identifying gaps and recommendations to ensure student representation and involvement

PAIS has a Director of Student Experience and Progression, a Widening Participation Committee, and an Equality, Diversity, and Inclusion Committee.

9. What further support would be useful?

Providing access to individual level data to support Department and enable them to look into the more complex nature of the problems than is presented in the Attainment Dashboards.

10. Any other comments, or suggestions?

Please see the document "Understanding Engagement Social Mobility Students_SHRE.pptx which was prepared by colleagues within Economics for the SHRWE Conference in December 2022.

Report 3: “Student Support: Personal Tutors”

Theme	Student Support: Personal Tutors
Names of contributors and departments	Thalia Sheriff-Horner (Law UG student) Benjamin Foster (WBS UG student)
1. Which sources of data have you used?	
When creating this proposal, we did not use quantitative data, however, the proposal is guided by the lived and shared experiences of students in their interactions with personal tutors.	
2. What does the data show about the awarding (or continuation) gap you are focusing on?	
<p>The awarding gap refers to the differences in academic achievement between different groups of students, often based on their socio-economic status, race, or gender. We are aiming to make students feel less isolated with a focus on emotional wellbeing over academics.</p> <p>The continuation gap refers to the differences in the likelihood of students from different backgrounds to persist and complete their studies. Through our proposal, we want to make students' lives easier through improving their sense of belonging and purpose, especially when moving between university years and terms.</p>	
3. Are there any gaps/missing data, or is any further quantitative research needed?	
<p>Without data on the experiences and perspectives of students surrounding the Personal Tutoring system, it may be difficult to fully understand the challenges they face and to design effective support interventions - this may make it harder to fully understand the challenges they face and to design effective support interventions.</p> <p>Further research could involve surveys, focus groups, or interviews with students to gather their perspectives on the current provision of support and to identify areas where the proposed 'personalised' services are needed. It may also be useful to gather data on the outcomes of current support interventions, such as graduation rates or academic performance, to evaluate their effectiveness - and compare to when our plans are implemented.</p> <p>The current time frame of the project didn't allow us to carry out this survey, and we wish that we could have to further support our proposal.</p>	
4. How does the data align to targets set out in University policies such as the Access and Participation plan, Education Strategy and Inclusive Education (including your department's action plan)?	
<p>Access and Participation plan</p> <ul style="list-style-type: none"> 3.1.2: To ensure the student success objectives within this plan are achievements will require a holistic approach to student support whereby institutional practices reflect the needs of specific groups whilst ensuring departmental plans recognise the makeup of their student cohorts. <p>Education Strategy</p>	

- Diversity: We will ... Sustain a talented and diverse student and staff community and support all students to achieve at the highest level.
- Community and Global: Develop graduates and postgraduates who are community-minded, enterprising, inclusive and global in outlook, and able to make a positive social contribution
- Reciprocal Engagement: Ensure reciprocal engagement between staff and students, and that student representation is embedded within our governance structures and communication practices

Inclusive Education

- Create a community for staff and students, where differences of culture and identity are celebrated, where differences of opinion are welcomed and respected, and where prejudice and socially unacceptable behaviours are never tolerated.

5. Looking beyond the quantitative data, how could student experience affect the identified gaps? Is any qualitative research (e.g. focus groups and interviews) needed?

As previously stated, reforms to the personal tutor system need student input and consistent evaluation to ensure that students feel supported by their personal tutors throughout their time at university. Constant development and reform is needed to create a support system that adapts to the changing needs of its student body.

6. How could these gaps be addressed within the department(s)?

To address these gaps, the department(s) could consider implementing some of the following measures:

- Opt-In Targeted Personal Tutors (PTs) by certain characteristics if asked for (Sexuality, Gender, Ethnicity, Past Trauma Help...) to provide students with the option to work with a PT who shares a common background or has specialised training in certain areas.
- Improve student awareness of available resources by providing regular training sessions and workshops for PTs on Financial Aid, report and support, wellbeing, nightline, and local charities [24/7 advice].
- Encourage PTs to be aware of individual circumstances by providing training and resources on active listening and empathy.
- Increase accountability of PTs by setting up a midterm feedback system, where students can provide feedback on the support they have received from their PT.
- Emphasise both academic and personal support by providing regular training sessions and resources on the pastoral side of PT work.
- Foster good relationships between students and PTs by encouraging personal connection and commonality.
- Improve communication by encouraging good connection and meeting follow-through for issues (email check-in for larger ones).
- Increase the frequency of meetings with PTs, as one meeting a term may not be sufficient to provide the necessary support.

- Establish a code of best practice for PTs, with a PT award and follow-through to recognize and incentivize excellent performance.
- Provide a structure to meetings that allows for flexibility and is tailored to the student's needs (if students want to follow it - suggestion [academic, professional...]).

It is worth noting that some of these measures, such as the implementation of opt-in targeted personal tutors (such as in Law - in LGBTQIA+ or victims of SSVM [Student Sexual Violence or Misconduct]), have already been implemented in some departments. By continuing to prioritise student support and considering new initiatives, departments can work towards providing a more comprehensive and effective support system for their students.

7. How can progress be measured?

Reviews and evaluation by both personal tutors and students is needed to consider the effectiveness of the reforms introduced. We also believe that through academic performance we will see an improvement in marks, particularly with the correlation between a sense of belonging/community and performance with marks (this is especially true for students from marginalised backgrounds). Tracking the number of students who opt-in to this programme will also assist in measuring the success of the reform, and will be able to track the particular student groups (and years of study) that are most engaging with the new PT option. By also tracking PT meetings through student and staff notes, there will be more accountability for both engaging in meetings, and this ensures that meetings are as supportive and helpful to students as they can be.

8. Which departmental committees, or roles, should be involved? *(e.g. in identifying gaps, producing and delivering the action plan, reviewing progress and for information/approval. How can students be involved?)*

To ensure effective implementation of the action plan, the following departmental committees and roles could be involved:

- Wellbeing Support team: this team can provide valuable insights into the challenges that students face, and help identify areas where additional support may be needed. They can also provide input into the development of support programs and services.
- Equality, Diversity & Inclusion (ED&I) team: the ED&I team can help ensure that the support provided is inclusive and accessible to all students, regardless of their background or circumstances. They can also provide guidance on best practices for addressing diversity and inclusion issues.
- Personal Tutor (PT) team: the PT team already plays a crucial role in providing academic and pastoral support to students. They can also help identify students who may be struggling and connect them with appropriate additional support services. We would also need collaboration from people in these roles to implement fully.
- Academic Departments: the academic departments can help ensure that the support provided is aligned with the academic goals of the students. They can also provide input into the development of academic support programs and services.
- Widening Participation (WP) team: the WP team can provide insights into the specific challenges faced by students from disadvantaged backgrounds, and help identify areas where additional support may be needed.

- Student representatives: students can be involved in the process through various means, such as surveys, focus groups, and representation on committees. This can help ensure that the student voice is heard and that the support provided is tailored to their needs.

By involving these committees and roles, the university can ensure that the support provided is comprehensive, coordinated, and responsive to the needs of its students.

9. What further support would be useful?

Co-creation: Involving students in the design and development of support programs and services - as well as having wider staff involvement. This can help ensure that the support offered is relevant and responsive to the needs of the students, and supported by all departments.

Cooperation: Encouraging cooperation between different departments and services within the university to provide a coordinated and comprehensive approach towards the new support system. This can help ensure that students are not left to navigate a complex system of support services on their own - and consistency between departments.

Integration: Integrating academic and pastoral support services to provide a more holistic approach to student support. This can help ensure that students' academic and personal needs are being addressed in a coordinated and integrated manner.

Embracing the program: Encouraging staff to embrace the implemented programme and services that are available to their students, and promoting a culture of seeking help when needed. This can help break down the stigma associated with seeking help and encourage students to access the support they need.

10. Any other comments, or suggestions?

N/A

Report 4: “Postgraduate outcomes”

Theme	Postgraduate outcomes
Names of contributors and departments	Emily Davies (Primary Team) Alison Morgan (Secondary Team)
1. Which sources of data have you used?	
At CTE, we used on course and end of year completion data to replicate the PowerBI platform that has already been produced for UG students.	
2. What does the data show about the awarding (or continuation) gap you are focusing on?	
<p>The data has shown us that there is a historic awarding gap. The gap doesn't appear to have closed over the years the data has been taken from so actions need to be taken here.</p> <p>The continuation data shows that there is a higher percentage of BAME trainees (teachers) taking TWD/PWD compared to their white counterparts. The rate is almost double (11.36% compared to 6.8%)</p>	
3. Are there any gaps/missing data, or is any further quantitative research needed?	
<p>We would also like to gather more qualitative data from the TWD/PWD forms to get a better idea as to why students leave the course and at what times of the year this is happening.</p> <p>We would also like to gather data on results per module/assignment including those passes and resubmissions.</p>	
4. How does the data align to targets set out in University policies such as the Access and Participation plan , Education Strategy and Inclusive Education (including your department's action plan)?	
<ol style="list-style-type: none"> 1. The PowerBI looks at gender, disability, age as well ethnicity. We've also presented this data to the Athena Swan SAT. 2. We host the PGCEi and iQTS courses to diversify our offer. We embed inclusive practices within our own teaching and we are changing our assessments to ensure they're more inclusive for the 2023/24 academic year. 3. We have a strong support network and practices in place to support trainees with disabilities which is led by the work of the senior tutors. We have groups such as the dyslexia buddy group and the men's buddy group along with parents and carers and LGBTQUA+. Secondary work with Now Teach who are a charity aimed at career changers. 4. We have a primary and secondary SED which explores these themes (such as student service and experience). We also have trainees complete the TSSSES which explores themes of self-efficacy. 	
5. Looking beyond the quantitative data, how could student experience affect the identified gaps? Is any qualitative research (e.g. focus groups and interviews) needed?	
<p>Yes. We aim to collect some of this data from the exit interview form for TWD/PWD trainees.</p> <p>We also ask trainees to complete a number of evaluations across the year (interim and EOC). We maybe need to add some questions in specifically about inclusivity and diversity.</p>	
6. How could these gaps be addressed within the department(s)?	
<p>The introduction of more inclusive assessment is a big step forward for the PGCE at CTE.</p> <p>Looking to embed anti-racist practices within the department and also our school partnership following on from a one-day conference attended by AM and ED.</p>	

7. How can progress be measured?
We will continue to update the PowerBI data to monitor the awarding gap as well as continuation rates. Feedback from trainees themselves through evaluations and SSLC.
8. Which departmental committees, or roles, should be involved? <i>(e.g. in identifying gaps, producing and delivering the action plan, reviewing progress and for information/approval. How can students be involved?)</i>
The programme committees and the teaching and learning committees. Possibly the education committee as well (students attend this committee). Including inclusion and diversity on the SSLC agenda.
9. What further support would be useful?
Not at this time.
10. Any other comments, or suggestions?
Not at this time.

Report 5: “Home/International attainment gaps”

Theme	Home/International Attainment Gaps
Names of contributors and departments	Laura Gelhaus (PPE) and Altman Peng (AL).
1. Which sources of data have you used?	
<p>Attainment Summary Dashboard, anecdotal data from EFSS/sub-group/programme meetings and discussions with other programme staff.</p> <p>AL data source: RECM & Athena Swan Tableau Packaged Workbook</p>	
2. What does the data show about the awarding (or continuation) gap you are focusing on?	
<p>In PPE, there have been attainment gaps between UK and non-UK students throughout the period covered by the dashboard with the exception of 2016/2017 and 2020/2021. There is no clear indication of improvement or worsening of the gap over time. On average, the attainment gaps are larger for Good Honours (-8.4%) than for First Class (-6.5%) degrees. Compared to single honours degrees in the constituent departments, no clear pattern emerges. Attainment gaps between UK and non-UK students are larger in Economics for Good Honours (-15.9%) and First Class (-15.1%) degree classifications. In PAIS, the attainment gap is -7.9% for Good Honours and -4.7% for First Class degrees. In Philosophy, there is an attainment gap of -3% for Good Honours, and Non-UK students are outperforming UK students on First Class degrees (12.9%), even though this may be due to the small population size.</p> <p>The Applied Linguistics BA student cohort consists of roughly 75% White students and 25% BAME students. The female-male ratio is 4:1. BA Students from different ethnical backgrounds or gender groups are largely offered equal opportunities at admission.</p> <p>The AL PGT student cohort consists of 95% BAME students, with most of them being Chinese. The female-male ratio is 7:1 - 7:2. Patterns at admission are less clear compared with UG data.</p>	
3. Are there any gaps/missing data, or is any further quantitative research needed?	
<p>It would be helpful to have access to further disaggregated data for instance on nationality, the place of secondary education or English-language proficiency, as the factors explaining the attainment gap are currently unclear.</p>	
4. How does the data align to targets set out in University policies such as the Access and Participation plan , Education Strategy and Inclusive Education (including your department’s action plan)?	
<p>In general, NSS results for PPE and AL show that students are satisfied with their learning experience. There may be overlapping issues of the attainment gap between UK and non-UK students for instance with continuation, and there are likely intersectional impacts for instance considering socioeconomic standard, BAME students, disability, etc.</p>	

Considering the Education Strategy, International Reputation may be impacted by the attainment gap especially if it results from non-inclusive teaching practices. This thereby may have an impact on the strategic direction of Internationalisation.

Notable awarding (or continuation) gaps are not observed in the quantitative analyses for AL.

The lack of home and international students from outside of China has long been an issue with AL's master's programmes, but this is largely due to the popularity of these programmes with Chinese applicants. AL has been trying to promote the department's master's programmes elsewhere with an attempt to increase the diversity of the student cohort, but no sufficient progress has been made due to limited resources available.

5. Looking beyond the quantitative data, how could student experience affect the identified gaps? Is any qualitative research (e.g. focus groups and interviews) needed?

The difference in attainment for UK and non-UK students could be a symptom of a broader phenomenon on student inclusion and pedagogy that could have negative implications for student experience. For instance, if non-UK students are less involved in university life or their course, this may on the one hand have a negative impact on their attainment, but it will also mean that these students cannot fully benefit from the opportunities offered and therefore negatively impact their experience. Similarly, if pedagogy is not inclusive and attuned to needs of non-UK students, this is likely to have an impact both on academic performance and on student experience. It would be helpful if qualitative research could explore the reasons for the attainment gaps for instance through interviews or focus groups with different student groups.

Qualitative research in the form of focus groups would be very helpful in exploring the reasons for the attainment gap, its impacts on broader student experience, and ways to minimize the gap. As noted in the sub-group and as is visible from the dashboard data, this is not just a concern for the three departments/programmes in the sub-group, but for the faculty and the university as a whole. Therefore, while faculty-wide focus groups would be helpful as a first step, this could also be integrated into a university-wide project. Importantly, we discussed in the sub-group that the focus groups should draw from different departments and programmes as to increase the diversity of input but also to make it less likely that students feel singled out by the process.

AL has conducted a series of interviews with individual students from both UG and PGT programmes, as part of its Athena Swan Bronze Award application preparation. The main findings include:

- LGBTQ+ students raised issues about the lack of appreciation of their identity within the department (e.g., their preferred pronoun not being used).
- Students also raised issues concerning existing support for students with disability. Support infrastructure does exist, but it is sometimes not offered to students in a timely fashion.
- Lack of interactions between different ethnical groups is raised by both home students and BAME students, due to both language and cultural barriers.

6. How could these gaps be addressed within the department(s)?

As the reasons for the attainment gap are currently unclear, the programme could take first steps in exploring potential explanations, for instance through focus groups or talks with PPE students. However, as noted above, we would prefer a cross-department/programme approach to which PPE students are invited.

The above findings show that AL as a department needs to show more recognition of LGBTQ+ students' identities and offer students with disability support in a timely fashion to both increase student satisfaction and showcase its appreciation of diversity and inclusion. The department has tried to address the lack of interactions between students from different ethnical groups by organising additional social activities to offer them bonding opportunities.

7. How can progress be measured?

Progress could be measured through a decreasing attainment gap between UK and International students.

National student survey data and further focus groups conducted at university/faculty levels could also help to identify new issues emerged.

8. Which departmental committees, or roles, should be involved? (*e.g. in identifying gaps, producing and delivering the action plan, reviewing progress and for information/approval. How can students be involved?*)

For PPE and AL the Programme Director, Director of Student Experience, and Director for Personal Development should be involved in carrying out qualitative research on explanations for the attainment gap and its impact on student experience, as well as for producing and delivering an action plan, overseen by the Head of Department.

The PPE Office could be helpful in identifying students to contribute to explorations on the reasons for the attainment gap.

9. What further support would be useful?

In terms of student wellbeing support, the current infrastructure is largely built at a university level. Each department currently does not have a full-time member of staff dedicated to work on such issues. This often leads to delays in offering students support especially when it comes to issues of transitioning into university life, living in a new country, and a different educational system. It would be useful if additional support, including at the academic departmental level, could be offered

10. Any other comments, or suggestions?

N/A

Report 6: “Race (in)equality”

Theme	Race (in)equality
Names of contributors and departments	Awesti, Anil a.k.awesti@warwick.ac.uk (CLL); Fischer, Isabel Isabel.fischer@wbs.ac.uk (WBS); Sasaki, Innan Innan.Sasaki@wbs.ac.uk (WBS); Pettinger, Lynne L.Pettinger@warwick.ac.uk (Sociology)
1. Which sources of data have you used?	
<p>We used the Warwick Dashboard:</p> <p>The race-related UG degree awarding gap of firsts across all nationalities for social sciences in 21/22 was 20.7% (for good degrees 5.7%).</p> <p>When just looking at UK home students for social sciences the race-related UG degree awarding gap is even wider in 21/22: for firsts the gap was 25.4% (for good degrees 6.9%).</p>	
2. What does the data show about the awarding (or continuation) gap you are focusing on?	
<p>Based on additional information from previous years and the literature in this field we believe that going forwards one of the emphasis should be on the wider student experience, which includes</p> <ol style="list-style-type: none"> Student and Staff behaviour and attitudes, incl. how staff react to students’ behaviour, e.g. of sitting in homogeneous groups in the classrooms The inclusion of AI and other forms of emerging technologies to support students’ learning (where two independent small-scale research projects found an interest particularly with SoC). Awareness of the inequality built into algorithms (race, gender, etc.) needs to be questioned. Technology’s role in community building need to be critically assessed. We should also review the support and encouragement available to students by race around study abroad / placement year / intercalated year, both in the preparatory stage, as well as when studying abroad and when coming back to Warwick 	
3. Are there any gaps/missing data, or is any further quantitative research needed?	
<p>We have not yet found the information about the overlap of students commuting to campus / living at home in their first year of UG studies, and black / BAME students.</p> <p>Depending on the overlap, our recommendation might be to focus on the student experience of commuting students in their first year. Having a sense of belonging both to the university overall and also between other commuting students is very important.</p>	
4. How does the data align to targets set out in University policies such as the Access and Participation plan, Education Strategy and Inclusive Education (including your department’s action plan)?	
<p>Eliminating the black awarding gap by 2025. But this target doesn’t discuss intersections, nor other awarding gaps that are equally important (e.g., Chinese home students). We suggest it needs to be more contextualised, more resources provided, and clearer strategic direction for how to eliminate the gap.</p>	

5. Looking beyond the quantitative data, how could student experience affect the identified gaps? Is any qualitative research (e.g. focus groups and interviews) needed?

As mentioned depending on the overlap, our recommendation might be to conduct focus group discussions with current students in specific circumstances (e.g., commuting, caring responsibilities, and work responsibilities, etc.) in their first year, to find out what students feel could be done to create a community of belonging (e.g. cooking sessions which other students have in their hall of residence?).

Recognising the challenges many students face in making use of some of the student opportunities (e.g. internships).

Research shows that the awarding gaps the manifestation of student experience. The wider student experience – sense of belonging, sense of community, micro-aggressions, etc. need to be more closely examined.

Qualitative and quantitative evidence needs to be examined to see if any good practice could be transferred.

More resources and space is needed to complete the targets.

6. How could these gaps be addressed within the department(s)?

Raising awareness of the dashboard data and of additional statistics, e.g. of the potential degree awarding gap of commuting students and the intersection with other characteristics, such as race.

Specific workload for colleagues working on the action plans.

7. How can progress be measured?

Our attainment dashboard is excellent but could be expanded to track and measure by, course, department, and university overall:

- The NSS results by race and intersection with gender.
- Graduate outcomes by race and intersection with gender.

Data on first year progress and its relationship to final year achievement.

Upscaling the data – distance travel across the degree program (value added from entry to the final classification).

Speeding up updating the dashboard.

8. Which departmental committees, or roles, should be involved? (e.g. in identifying gaps, producing and delivering the action plan, reviewing progress and for information/approval. How can students be involved?)

Need to integrate into all the major committees rather than siloed as a separate committee.

Ensure that student-facing EDI is an academic-admin role that has a designated workload.

Getting a wide range of student involvement can be difficult due to unpaid and unrecognised labour, especially when they are already marginalised groups of students. Need to be paid and officially recognised work. SSLC has limitations in terms of representing the diversity of student body.

9. What further support would be useful?

See above.

10. Any other comments, or suggestions?

The structure, resources, and workload need to be re-examined for these efforts to be mainstreamed. Social Science Grand Challenge should start from inclusivity. The gestures need to be embedded.