UNIVERSITY OF WARWICK WIDENING PARTICIPATION COMMITTEE RESTRICTED MINUTES OF THE MEETING HELD ON 5 OCTOBER 2023 9.30-11.30AM			
Present	Professor Lorenzo Frigerio	LF	Vice Provost and Chair of the Faculty of Science, Engineering and Medicine (Chair)
	Paul Blagburn	PB	Head of Widening Participation, (Secretary)
	Adele Browne	ABr	Director of Student Experience
	Adam Child	AC	Academic Registrar
	Professor Matthew Clayton	MC	Head of Politics, Faculty of Social Sciences
	Dr Rebecca Freeman	RF	Dean of Students
	Baljit Gill	BG	Widening Participation Manager (Assistant Secretary)
	Professor Letizia Gramaglia,	LG	Head of Academic Development
	Associate Professor Lee Griffin	LGri	Academic Director, Postgraduate Taught Education
	Professor Ruth Hewston	RH	Director of the Centre for Lifelong Learning
	Dr Andy Hind	AH	Head of Academic Department, CTE
	Sue Jones	SJ	Head of Student Finance
	Mya Kaur	MK	Students' Union WP Part-Time Officer
	Nina Anne Lawrence	NAL	Head of Academic Department, Foundation Studies
	Professor Tim Lockley	TL	Head of History, Faculty of Arts
	Vaishnavi Ravi	VR	Students' Union Representative (Postgraduate)
	Holly Roffe	HR	Students' Union Representative (Education)
	Andy Smith	AS	Director of Wellbeing and Safeguarding
	Professor Patrick Tissington	PT	Academic Director of Employability and Skills
	Professor Derrick Watson	DW	Head of Psychology, Faculty of SEM
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity (from 10.30)
Attending	Claire Edden	CE	WP Faculty Co-ordinator, Social Sciences; WP Student Advisory Group Co-Chair
	Rosalyn Forbes	RF	Head of Philanthropy, Development and Alumni Engagement (representing Natalie Lloyd)
	Victoria Hill	VH	WP Faculty Coordinator, Arts
	Andy Johnson	AJ	Social Inclusion Manager (representing Kulbir Shergill)
	Cherryl Jones	CJ	WP Access and Lifecycle Manager
	Catherine McNicholl	CMc	Widening Participation Manager
	Dr Tammy Thiele	TT	WP Evaluation and Evidence Manager; Research and Evaluation Working Group Co-Chair

Ref	Item
001	**Apologies for absence** Apologies were received from: Amanda Bishop, (WP Faculty Coordinator, SEM); Elizabeth Hough, (Head of Admissions); Natalie Lloyd, (Deputy Director of Development); Sam McClenaghan, (Deputy Finance Director); Kulbir Shergill, (Director of Social Inclusion); Simon Stearn, (Chief Data Officer/IDG). The Chair welcomed new members to the Committee.
002	**Declarations of Interest** No new declarations were made.

003	**Minutes of last meeting on 29 June 2023**
	The minutes of the meeting held on 29 June 2023 (003-WPC051023{Protected}) were received and approved.

004	**Matters arising from last meeting on 29 June 2023**
	Item 052: **ACTION**
	The Head of Widening Participation to invite John Blake (Director For Fair Access and Participation, OfS) to attend the 5 October 2023 Committee meeting to share his reflections on the first wave of APP submissions and to connect with this group.
	PB has contacted the OfS; unfortunately John Blake is unable to attend this meeting or the one in November, but he has committed to visit the University at some point this academic year to discuss our approach to access and widening participation. John will also be speaking an event on Monday evening organised by the Development Office.
	There were no other matters arising from the meeting on 29 June 2023 that were not covered in the agenda.

	Chair's Update and Governance

005	**Chair's Business and Action**
	a) Education Priorities 23/24 - TEF/ITLR
	The University has been awarded TEF Gold, and the Chair commended everyone on the efforts made to achieve this. The Chair added that as an institution the University should recognise the outstanding work being undertaken and to look beyond the Russell Group and compare UoW to the best teaching-focused institutions. Access and Participation will be key to realising that aim. In terms of the ITLR, departments will be receiving their reports; the overall picture is excellent. A small number of areas will require improvement with targeted interventions.
	There were no other updates from the Chair.

006	**Terms of Reference and membership**
	The Committee received an update from the Head of Widening Participation (006-WPC051023{Public}
	a) There have been some changes to the Committee's membership following changes in role and terms coming to an end, while some terms have been extended, and minor changes to the Terms of Reference. These have not been updated recently and may need to be considered in the future as part of the academic governance review, and in light of development of the new APP reviewing the terminology and language used.
	b) It is proposed that the Widening Participation Student Success and Progression working group be displaced from the Committee's reporting structure. The group has not met for several years, and the Inclusive Education Board now has oversight of this work, providing reports to this Committee. The Inclusive Education Board does not currently have an official reporting route, and this may be considered during the academic governance review.
	c) A further proposal is to develop a new 'priority groups' working group to include a focus on students that are independent including care leavers and students estranged from their family. The University currently has a University of Sanctuary (UoS) Advisory Group to support the implementation of UoS commitments. This currently sits outside any governance framework and therefore the proposal is to amalgamate this group into a wider Priority Groups working group (name to be determined) which will report into this Committee and the Social Inclusion Committee. This change will ensure there is accountability and recognition for this important work, but also support a more agile decision making process.

	RECEIVED: The Committee **noted** and **approved** changes to the Committee Terms of Reference and Membership. **ACTION:** Terms of reference and membership of the new 'Priority Groups' working group to be brought to the next meeting.
	Strategy and Priorities
007	**Students' Union Education Priorities 2023-24** The Committee received a paper (007-WPC051023{ Public}) from the Education and Postgraduate Officers from the Students' Union a) **Cost of Living (Education Based)** Specific focus on mitigating the costs faced by International Students – for example, International Students are disproportionately affected by costs associated with accessing education such as transport to campus and Wi-Fi to access online content. To target hidden course costs, such as costs associated with stationary, books, and mandatory trips, as identified by the 22-23 SSLC reports which surveyed the hidden costs associated with each department. Ensure financial support is provided for postgraduate students. b) **Accessibility** Supporting the development of the Disability Code of Practice Working with the University to create and deliver training on disability and neurodivergence for all staff. Aim to work with the DSO, disability taskforce and the university disability team to ensure all disabled students are accessing the reasonable adjustments that they are entitled to. c) **Enhancing Communication** Aiming to improve the timetabling process, so that timetables are released earlier. Working to improve communication between SSLCs and the SU, from officers and from the Student Voice Team aiming for earlier release of exam timetables to facilitate productive revision. TL added that seminar groups do not open for signup until much later, causing challenges for students and welcomed any support that the Committee may be able to offer in this. d) **Lecture Capture** Continuing work on ensuring Lecture Capture is an "opt out" system rather than "opt in" Increasing the awareness of the importance of Lecture Capture for accessibility, but also amidst the Cost-of-Living crisis. e) **Students' Choice** Working to encourage the university to reverse its decision in limiting students' choice in assessment methods ensuring the ability to "overcat" is protected. f) **Decolonizing the Curriculum** Restarting the decolonization program by looking into rehiring student decolonization advocates whilst working closely with departments on this issue Collaborating with PTOs to organise teach-out style events to cover issues missed by mainstream curriculums Working with the library to enhance their efforts to decolonise the curriculum. g) **Postgraduate Priorities** Support the rights of postgraduate researchers as staff by working with UCU on the PGR as staff manifesto. Support PGR as staff manifesto by UCU with the following focuses: GTAs should be paid for all hours worked. The determination of the necessary hours should be consistent across the institution. GTAs should receive their employment contracts prior to starting work Agreed hours and pay should fully reflect the time that is required to perform the duties including: Delivery Preparation (including attending lectures to understand the content and enable preparation) Meetings Marking/assessment Student support (including online meetings and responding to emails) Training and development. **RECEIVED:** The Widening Participation Committee **noted** the report.

008	**Warwick's Contribution to Social Mobility**
	The Committee received an update from the Head of Widening Participation and the WP Evaluation and Evidence Manager (008-WPC051023{Public})

a) Much progress has been made by the UoW in positioning inclusivity and social mobility drivers at the centre of our educational mission, to ensure our students are key contributors and benefactors of social mobility, through harnessing potential and widening opportunities, irrespective of background. Measuring success is not always about benchmarking against others or through meetings KPIs, it is about understanding our context and recognising our role, our contribution, and the transformational difference our institutional interventions make. Reputationally, it is important to demonstrate leadership and ambition as this leads to collective action and engagement that will make a difference to national and sector-wide challenges.

b) *Unleashing Talent and Enabling Potential* is a new report on a five-year overview of the University's contribution to social mobility, reflecting on the whole student lifecycle view of our institutional commitments. The University does make a significant contribution to social mobility, and this is evident from the progress we have made as an organisation of the past five years. Positioning inclusivity and social mobility drivers at the centre of our educational mission is vital to ensure our students are key contributors and benefactors of social mobility, through harnessing potential and widening opportunities, irrespective of background.

c) Measuring the success of our vision is not straightforward. It is not always about benchmarking against others or through meetings KPIs, it is about understanding our context and recognising our role, our contribution, and the transformational difference our institutional interventions make. Reputationally, it is important to demonstrate leadership and ambition as this leads to collective action and engagement that will make a difference to national and sector-wide challenges.

d) National recognition includes: In 2023 the University was nominated in the 'University of the Year' category in the UK Social Mobility Awards, following being recognised for social mobility advancement in 2021; Warwick Scholars won the 'University Progression Initiative of the Year' at the 2023 Student Social Mobility Awards; Teaching Excellence- the University has been awarded TEF Gold, where our approach to inclusion and social mobility were features of excellence throughout our submission. Notably, Warwick is one of the few providers to achieve a gold rating across the board, including student experience and student outcomes; In 2022 the University was ranked in the top 20 institutions nationally in the English Social Mobility Index.

e) Furthermore Many Warwick students have been recognised nationally for their outstanding achievements in the Student Social Mobility Awards; Professor Margaret Low was awarded an MBE in 2021 for her services to public engagement and widening participation; Our alumni, partners and donors provide significant financial support to enable the University to deliver on its ambitions. They provide important funds to unlock opportunities to support the University to advance its approach. There are commitments to scale up this work in the future.

f) The Development Office is organising an event at the House of Lords. *The Power of Potential: Social mobility through education* will serve as a platform to celebrate students' achievements and reflect on the social mobility landscape in the UK. The event will hear from students supported by our access schemes and meet the community of alumni and friends whose philanthropy helps young people access higher education at Warwick.

g) The University will shortly mark its five-year anniversary with the social mobility partner IntoUniversity. As part of this, a short video to celebrate the work of the partnership and the benefit it brings to the local community and the young people directly was played to the Committee.

h) As the University moves towards its 60th birthday, celebrating and championing our progress and successes should be a key driver. Moreover, as part of these celebrations, it provides an opportunity to consider what our contribution to social mobility should look like in the future and how we should support our ambitions. A more detailed plan will be brought back to the Committee focused on profile raising, disseminating impact, and building on our reputational

<table>
<tr><td></td><td>proposition to advance social mobility.

RECEIVED:

The Committee **noted** the report.

ACTION:

A dissemination plan to be brought to a future Committee meeting.</td></tr>
<tr><td>009</td><td>**Warwick's Approach to Equality of Opportunity- a new access and participation plan**

The Committee received a paper (009-WPC051023{Protected}) from the Head of Widening Participation

a) PB provided an overview for colleagues new to the group. The University's existing APP provides detail of the University's ambitions and priorities to support this sector-wide objective, based on an institutional assessment of performance which focused where our gaps in outcomes for prospective and current students were the widest. Our existing plan was developed in 2019 and took effect in 2020-21, with a revision made in 2022 to reflect new national priorities. In March 2023, the Office for Students (OfS) updated Regulatory Notice 1 which outlines guidance for providers to prepare their access and participation plan. As part of the A1 regulatory conditions, the University is required to prepare a new access and participation plan (APP) to be submitted in Summer 2024 which will take effect from 2025-26 academic year. The University's access and participation plan is a key document that aims to understand and address equality of opportunity. The principles and plans in this paper will continue to focus the University's policy and practice to advance this work.

b) The recent change to the regulatory guidance expects that providers consider key risks to equality of opportunity and how it plans to address these, this includes having regard to the newly developed Equality of Opportunity Risk Register (EORR). Moreover, plans are expected to address new national priorities, including how they can address the risk posed to fair access and successful participation by knowledge, skill and attainment gaps emerging across childhood by making meaningful and effective contributions to supporting schools to raise pre-16 attainment; how they can expand and promote diverse and flexible pathways and provision; how they can improve the mental health of their students. Evaluation has always been a core feature of an APP, however there are now stronger expectations for providers to enhance and disseminate the impact of the provision it delivers through its plan.

c) Around 40 providers went through wave 1 and submitted their new plan in Summer 2023, with all other providers due to submit in 2024. It is expected that Regulatory Notice 1 will remain the same for wave 2 providers, however Regulatory Notice 6 and the EORR maybe updated to reflect any learnings from wave 1. The plan outlined in this paper focuses on the strategic principles and processes we should consider in the development of a new APP.

d) The timescales for developing an access and participation plan have traditionally been determined by the release of guidance from the OfS. Regulatory guidance could change to reflect the feedback from the wave 1 process, however, to support the vision, principles and process outlined below, we should assume that change will be minimal and plan accordingly using existing materials. Institutional context and priorities should form the basis for the plan, and therefore the plan should be informed by the circumstances of an individual provider and the characteristics, needs and views of its potential and current students.

e) The purpose of this process is to support, inform and enhance the University's approach to access and participation to fulfil regulatory expectations, but importantly to ensure this is seen in a wider context of the University's Education and Inclusion strategies. The University has positioned inclusion and social mobility commitments as central to its strategic priorities and therefore this should steer our focus over and above regulatory expectations. The development of a new plan provides an opportunity to consider our progress and priorities, and make new commitments where evidence suggests we have further to travel.</td></tr>
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f) To ensure the development of a new plan enables the opportunity to build institutional awareness and understanding of the key drivers, and consensus on the change needed to address risks, the following principles have been developed; using the plan development as an opportunity reflect on its progress and make an honest assessment of key areas of focus for next 4-5 years; student engagement is integral to the plan development and a separate Student Submission is encouraged and supported; a focus on continuous improvement, and the development of intervention that supports broader strategic aims; risks to equality of opportunity are primarily determined at an institutional level, and where appropriate consideration is given to risks that appear in different areas of the University, where underpinned by evidence; a whole institutional approach is supported to encourage engagement in the process, a broader understanding of the strategic priorities and an opportunity to contribute to implementation; the new APP informs the development of a new Education Strategy and is core to the University's Strategy refresh; the opportunity to learn from best practice across the sector, in particular Wave 1 providers.

g) Several challenges, mostly external, may impact on the approach taken to develop a new access and participation plan. The forthcoming review from wave 1 may lead to guidance being changed, the expectation is that changes for 2023-24 submissions would be released in March 2024.

h) To support the development of a new plan, a structure has been developed which reflects the regulatory guidance but offers an opportunity for wider dialogue and ensure our institutional expertise can add value to a stage most relevant to them. The process will be supported by an APP Oversight Group who will report to the Widening Participation Committee in conjunction with the reportable milestones outlined in the plan. A key part of the access and participation plan is the financial support provided to students, including the Warwick Bursary Scheme, and targeted support for specific groups of students, including Care Leavers and estranged students. There has not been a formal review of the University's financial support provision for over 5 years and it's timely to factor this into the APP development cycle. The scope will be defined separately but will include a review of strategic intent, eligibility, targeting, and impact. Moreover, cost pressures are outlined as a risk to equality of opportunity in the EORR, and therefore further consideration will be given to this area, aligned to the University's cost of living work, when reviewing the EORR in phase 1.

RECEIVED:

The Committee **approved** the approach to developing the University's new Access and Participation Plan.

ACTIONS:

Faculty Chairs to take this to Facility HoDs to ensure timely institutional engagement

PB to convene an APP Oversight Group to support the development of the Access and Participation Plan.

Monitoring and Practice

010	**Student Insight Feedback 22/23**
	This item was deferred to the next meeting.
011	**Indicative Enrolment update for 2023/24**
	The Committee received a verbal update from the Evaluation and Evidence Manager and Widening Access and Lifecycle Manager.
	a) TT presented an overview based on acceptance data, which usually translate to enrolment. Data for POLAR 4 indicates that, although the numbers have increased from 260 to 311, the percentage of students from POLAR 4 Q1 have decreased from 6.5% to 5%, which is indicative of the sector as a whole this year. Similarly the data on IMD shows a decrease in percentage from 11% to 7%,

although the numbers have increased from 442 to 462. There are 16 new students from 'priority groups': 2 Sanctuary Scholars (asylum seekers(, 3 care leavers and 11 estranged students.

b) CJ then provided an update on Warwick Scholars (WS) undergraduate enrolment. 121 Warwick Scholars joined the existing community of WS of 214 bringing this to 335 total, an increase on last year's figure of 108. 67% (81) of the incoming WS completed the Warwick Scholars Access Programme, an increase of 56.5% (61) last year. The remaining incoming WS students would have come through alternative programmes such as Pathways and Realising Opportunities, or are estranged, care leaver or Sanctuary students. Faculty distribution indicates that 45.5% entered SEMM, 41.3% entered Social Sciences and 13.2% entered Arts, possibly indicative of the Pathways Programmes (Law, Engineering and Banking and Finance).

c) Students are not selected on programmes on the basis of gender and ethnicity; 55% female and 44% percent male, 27% come from White background, with the majority of students coming from a BAME background, with 12.5% preferring not to say, suggesting that targeting is effective.

d) In response to a query from DW asking whether the three Faculties are doing different things in WP, CJ explained that Arts have to try harder to attract students regardless, particularly with the narrative around STEM in schools. VH added that the Faculty of Arts links with other WP programmes to promote Arts subjects. TL suggested there may be other data covering the wider WP population, although Arts make up only 19% of the general University student population. Other ways of promoting a more diverse range of subjects included utilising employers, working with CTE, exposure to a wider range of subjects in year 12, and engagement with other programmes led by the WP team. LF highlighted the importance of co-ordinating the offer made to schools, and ensuring that all outreach work is brought together.

RECEIVED:

The Committee **noted** the update.

Other

012	**AOB**
	There was no other business.

Close by 11.30
Next meeting: 30 November 2023