

UNIVERSITY OF WARWICK
WIDENING PARTICIPATION COMMITTEE
RESTRICTED MINUTES OF THE MEETING HELD ON 30 January 2024
10.45-12.45

Ref	Item		
Present	Professor Lorenzo Frigerio	LF	Pro-Vice Chancellor (Education) (Chair)
	Paul Blagburn	PB	Head of Widening Participation (Secretary)
	Adam Child	AC	Academic Registrar
	Professor Matthew Clayton	MC	Head of PAIS, Faculty of Social Sciences representative
	Professor Rebecca Freeman	RF	Deputy Pro Vice-Chancellor (Education)
	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
	Elizabeth Hough	EH	Head of Admissions
	Sue Jones	SJ	Head of Student Finance
	Mya Kaur	MK	Students' Union WP Part-Time Officer
	Professor Nina Anne Lawrence	NAL	Head of Academic Department, Warwick Foundation Studies
	Professor Tim Lockley	TL	Head of History, Faculty of Arts
	Vaishnavi Ravi	VR	Students' Union Representative (Postgraduate)
	Emily Reid	ER	Director of Student Experience, WMS
	Holly Roffe	HR	Students' Union Representative (Education)
	Kulbir Shergill	KS	Director of Social Inclusion
	Andy Smith	AS	Director of Wellbeing and Safeguarding
	Simon Stearn	SS	Chief Data Officer/IDG
Professor Patrick Tissington	PT	Academic Director of Employability and Skills (<i>until 11am</i>)	
Professor Derrick Watson	DW	Head of Psychology, Faculty of SEM representative	
Roberta Wooldridge Smith	RWS	Director of Student Opportunity	
Attending	Amanda Bishop	AB	WP Faculty Coordinator, SEM
	Megan Caulfield	MC	Senior Project Officer, Education <i>item 032</i>
	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) <i>item 031</i>
	Victoria Hill	VH	WP Faculty Coordinator, Arts
	Cherryl Jones	CJ	Widening Access and Lifecycle Manager
	Catherine McNicholl	CM	Widening Participation Manager
	Dr Tammy Thiele	TT	WP Evaluation and Evidence Manager; Research and Evaluation Working Group Co-Chair
026	Apologies for absence Apologies were received from: Adele Brown, (Director of Student Experience); Andy Hind, (Head of Academic Department, CTE); Natalie Lloyd, (Deputy Director of Development); Sam McClenaghan, (Deputy Finance Director).		
027	Declarations of Interest No new declarations were made.		

028	<p>Minutes of last meeting on 30 November 2023</p> <p>The minutes of the meeting held on 30 November 2023 (028-WPC30124{Protected}) were received and approved.</p>
029	<p>Matters arising from last meeting on 30 November 2023</p> <p>The Chair informed the Committee that the second half of the meeting would be in a workshop format, focussing on the development of the APP.</p> <p>There were no matters arising from the meeting on 30 November 2023 that were not covered in the agenda.</p>
Chair's Update and Governance	
030	<p>Chair's Business and Action</p> <p>a) A new Education and Student Experience strategy will be presented to Council in July. The process will begin with an event on 29 February, incorporating feedback from the ITLR, followed by a series of workshops at both Faculty and Professional Services level. The APP development work will feed directly into the strategy development.</p> <p>b) VH informed the Committee that registrations are open for the forthcoming student-led WP Conference on 6 March, exploring student success from a WP perspective.</p> <p>There were no other updates from the Chair.</p>
031	<p>Events celebrating and encouraging philanthropic support of students</p> <p>The Committee received a paper from the Head of Philanthropy, Development and Alumni Engagement (031-WPC300124{ Restricted})</p> <p>a) RF provided an update on the Power of Potential event held in October at the House of Lords. Power of Potential focusses on student mobility and student support to break down barriers to HE, engaging members of UoW alumni and the donor community. Speakers at the event included Professor Stuart Croft, John Blake, Director for Fair Access, Office for Students , and Hanna Amanual, a WBS alum pursuing a career in the financial sector. Whilst at Warwick, Hanna worked helping to inspire girls from underrepresented backgrounds. Also speaking was Prem Gill, a Scholar via the Engineering Pathway, who has since taken part in Warwick in Africa and Warwick Racing; Attal Shams, Head of Adult and Access to Higher. who came to the UK as a refugee in the early 2000s and completed both an BA and MA as a Scholar at Warwick. Attendees included major and leadership donors, regular donors, prospects trust and foundations, and corporates. Follow ups included doubled regular giving donation, with lapsed corporate donors considering renewing. The event offered greater visibility of WP programmes, and greater philanthropic knowledge of the donor/prospect pool.</p> <p>b) People generally give to Widening Participation for a number of reasons: advancement, sustained change, finding solutions to global problems, paying it forward, influencing policy, University pride, rather than crisis funding. The Primary to Post Grad event on 28th February 2024 will cultivate 40 prospects representing £9,393,500 in solicitations for student support. Speakers will include Professor Lorenzo Frigerio (Pro VC Education) Natalie Lloyd (Deputy Director of Development).</p> <p>c) KS asked how the team ensure that specific groups of students do not get left behind, due to lack of support; PB suggested that new types of intervention could be funded to address the risks identified in the EORR as part of the APP, together with the upcoming sixtieth anniversary of the University in 2025. RF explained funders are encouraged to support programmes like Warwick Scholars, rather than specific groups. The University is moving into a philanthropic fundraising</p>

	<p>campaign for about seven years, and the team are currently scoping potential projects. Most doners want to fund students, to see an impact of their donation.</p> <p>RECEIVED:</p> <p>The Widening Participation Committee noted the update.</p>
<p>Strategy and Priorities</p>	
<p>032</p>	<p>Inclusive Education Update</p> <p>The Deputy Pro Vice-Chancellor (Education) and Senior Project Officer, Education, provided an update (032-WPC300124{Public})</p> <ul style="list-style-type: none"> a) The Inclusive Education Model is a layered and whole-institution approach to ensure attitudinal and structural change across our student experience and education provision. It is the vehicle to deliver the education and student-facing elements of our inclusion strategy and includes immediate and long-term ambitions to support student success. Since receiving Senate approval in June 2021, there has been significant progress across the University, with developments happening centrally and at faculty and department levels. The development of the new Education and Student Experience Strategy and Access and Participation Plan (APP) in Spring 2024 provides an opportunity for us to consolidate this commitment and focus for the next 5 years. b) The Equality of Opportunity Risk Register (EORR) provides a useful lens through which to consider our work on inclusive education and the APP provides the opportunity to identify the largest gaps for access, success and progression within Warwick. It is important however, to acknowledge that Warwick’s inclusive education approach is about success for all students and goes beyond those identified in the APP. In developing Warwick’s APP and associated plans for future work, we need to acknowledge the specific experience and demographic of our students and build on work through the inclusive education approach to understand what works in the Warwick context. c) The Inclusive Education Model and associated activity considers data related to protected characteristics and demographics to reduce awarding gaps and create parity across student experiences. The Inclusive Education team works closely with departments to ensure that sensitive data is handled appropriately and to ensure that ongoing and future projects are as inclusive and accessible as possible. d) Student success is multi-faceted, with many contributing factors, and looks different for everyone. Initial analysis of data suggests that certain student groups may be at most risk in the student success stage of the student journey: Continuation - students with a mental health condition, mature students, students from lower socio-economic backgrounds; Completion – mature students; Degree award - Black students (when compared to white students), students from lower socio-economic backgrounds. Across the University, the following initiatives are supporting these groups: BAME students: Connecting decolonise work across the University - including DoS, the Library, SU, TRIW team, WIHEA; student-led Diversity in Maths poster and website development inc. decolonising maths, racial bias in medical statistics. Disabled students: Code of practice for disabled students and Neurodiversity Toolkit; Classics Supporting Neurodiversity event – included student led panel sessions, talk from Head of Disability Services. Mature students: Positive Digital Practices Project, supporting part time, mature and distance learner students; CLL research project to explore the ‘lived experience’ of mature students, e.g. by examining daily routines and challenges, motivations, self-esteem, perceptions of study. WP students: Social Mobility Student Research Hub – funded research projects for WP students; Economics transition support – for all students but predominately lower SES who have engaged so far. e) Next steps: launch updated Inclusive Education website with case studies and resources to help share practice; meet with each department and support with measuring the impact of work taking place; hold IE events in each Faculty and support wider university activity e.g. Decolonising

	<p>Symposium; continue to monitor data and insight to help inform the new APP and revised Education and Student Experience Strategy.</p> <p>RECEIVED:</p> <p>The Widening Participation Committee noted the report.</p>
033	<p>Social Mobility Student Research Hub</p> <p>The Committee received an update from the WP Evaluation and Evidence Manager (033-WPC300124{Public}).</p> <ol style="list-style-type: none"> a) The report provided an update on the outputs, outcomes, and impacts of the University’s Social Mobility Student Research Hub. The programme was funded by Research England in 2021-22 and 2022-23 to improve access to and participation in research for students from groups that are underrepresented in higher education. We have recently launched the programme for a third time, with funding from the Widening Participation team to enable ten students (undergraduate or postgraduate taught) from these groups to undertake research in areas related to WP, inequalities, diversity, and inclusion. b) Since 2021-22, the Research Hub has funded over thirty students to conduct research projects, which have explored a range of WP-related questions, using various methods and approaches (e.g., podcasts, videos, and more traditional reports). During a period of approximately six months, these students received ongoing support from postgraduate research students, who were recruited to act as mentors, and our project team, comprising staff from the WP team, Wellbeing and Disability Services, and academics. c) Both years, students attended various events as part of the Research Hub, including research training workshops and a conference, where they presented their final outputs. A few students have presented their research at external conferences (e.g., British Conference of Undergraduate Research). In addition, last year we facilitated opportunities for students to collaborate with external organisations and Higher Education institutions, including: University College Birmingham, The Sutton Trust, IntoUniversity, upReach and the University of Liverpool. d) Findings from surveys and interviews provide insight into how the Research Hub may help to widen access to, and participation in, research for students from underrepresented groups by: i) helping to address barriers that may prevent these students from pursuing research opportunities with funding/ guided support (for example); and ii) acting as a “gateway to future research”(e.g., by enabling students to gain research expertise, confidence, and interest to pursue future research possibilities. Students we interviewed and surveyed all felt that their project subjects were of personal significance to them, often covering issues that had affected them directly. Brief summaries of three projects from 2022-23 are included to exemplify some of the issues they raised that can affect the outcomes and experiences of students from underrepresented groups at Warwick. e) Offering students from underrepresented groups paid opportunities to conduct research in areas related to WP is important for not only widening access and participation in research and building research capacity amongst our student body, but also for allowing student voices and experiences to be heard. However, it is crucial to go beyond dialogue to enact positive change by responding to the challenges that are raised. f) It was suggested that future years of the programme could build a critical mass of evidence behind some of the work done by previous students, encouraging students to write up summary papers. Synergies were recognised with URSS, the early engagement of service providers, the impact of contextual offers and career pathways into PG study. Concerns were raised that departments might not be aware of this programme, and funding may be available to support a broader range of research topics. There is a lot of interest within the sector, offering potential opportunities to consider the programme on a national scale.

	<p>RECEIVED:</p> <p>The Widening Participation Committee noted the report.</p>
Monitoring and Practice	
034	<p>IntoUniversity Impact report 2022-23</p> <p>The Committee received an update on the IntoUniversity Impact Report from the Widening Participation Manager (034-WPC300124{Public})</p> <ol style="list-style-type: none"> a) The 2022/23 academic year represented IntoUniversity's 20th as an organisation and the University of Warwick's 5th anniversary of the partnership. IntoUniversity Coventry has had another successful year, improving young people's attainment and raising aspirations. The IntoUniversity model focusses on sustained, progressive engagement with those young people facing disproportionate challenges and barriers in their educational journey. It is a community-based model, working intensively with those young people living in the Hillfields area of Coventry. b) This report details the impact of the partnership with the University of Warwick during 2022-23: 1,487 students were worked with in total this academic year; 3,582 unique students were worked with in the five years since the funding partnership began; Coventry H.E. progression rate 71% vs 30% local average; IntoUniversity nationwide H.E. progression rate 61% vs 44% national average; 53 IU (known) students started at UoW in 2023, 316 in total from 2018-23. c) The report detailed a number of factors affecting progression to Higher Education. Disadvantaged students suffered nearly twice as much learning loss during lockdown as other students. School closures heavily disrupted their learning for end of school qualifications; for our 2023 school leavers, their GCSE exams were cancelled, meaning that many students went into A-Level with no prior experience of sitting external exams. Grade boundaries returned to their pre-pandemic level for the first time this year, meaning fewer students obtained top grades than in recent years. Early indications are that this had a disproportionate impact on less advantaged students. School attendance for all students has decreased since the pandemic. The biggest fall has been for disadvantaged students, 38% of whom are now persistently absent, double the rate for other students. The average annual rent for private student accommodation is now higher than the maximum maintenance loan available to students. 49% of school leavers have reconsidered going to university in the last year due to rising living costs, and 31% believe university is not affordable. Disadvantaged students are further behind their peers than at any point in the last decade. <p>RECEIVED:</p> <p>The Widening Participation Committee noted the update.</p>
035	<p>Access and Participation Plan Development</p> <p>The Head of Widening Participation and Deputy Pro Vice -Chancellor (Education) presented to the Committee and then facilitated a subsequent workshop.</p> <ol style="list-style-type: none"> a) Opportunities of a new APP offer a whole institutional approach to access, student success and progression that recognises existing work; develop greater understanding of the risks/barriers impacting access to higher education; better understand our student experiences and outcomes to help inform future insight work; supports the development of the Education and Student Experience Strategy; strengthen and understand our evidence base; contribute to sector improvement through rigorous evaluation; further develop our theory of change and processes and approach to evaluation. b) Process for developing Plan involve evaluating our previous commitments and progress; analysis of OfS data and our own insight into student experience; consultation with Warwick community (committees and workshops, students and staff); identify clear/realistic commitments; develop detailed packages of structural support and activity to address the biggest gaps with embedded evaluation; investment plan to enable this work – review of Warwick Bursary; student submission.

	<p>c) Student groups include those with protected characteristics, those who experience multiple barriers across the student lifecycle e.g. lower socioeconomic status, those eligible for free school meals, care experienced, estranged students. Analysis of the gaps between target groups and their comparator group, as well as performance over time to disaggregate data and intersections of characteristics and identify any gaps over 8%, the key risks and realistic goals.</p> <p>d) Access gaps – students from low SES; larger gaps for low SES and male, and low SES and white; recruiting fewer mature students. Student success (on course) - Biggest continuation gaps identified for students with a mental health condition compared to students with no disability; Completion - Mature students compared to under 21s; Degree award - biggest awarding gaps are for Black students (compared to White students) and low SES students based on IMD (Q1,2 compared to Q3,4,5); Progression - no high-level risks but low SES and some disability characteristics where there are moderate gaps will be monitored. Care Leavers, Estranged Students and LGBTQUI+ students will be considered separately.</p> <p>e) Discussion groups: Access, Student Success (Environmental), Student Success (academic), Progression focussed on the groups identified in the data, to consider the following questions: What might make someone from the identified group/s feel different from their peers? What issues, barriers or opportunities might the groups identified have in this area as a result? How can we support the removal of barriers for these groups and maximise opportunities?</p> <p>f) Consultation will be undertaken at key committees and HoDs forums and workshops – students, key academic and professional service departments from week beginning 5 February 2024. Further consultation will take place once areas of focus and plans have been identified.</p> <p>RECEIVED: The Widening Participation Committee noted the presentation.</p> <p>ACTION: Feedback from the workshop to be brought to the Widening Participation Committee at the next meeting.</p>
Other	
025	<p>AOB There was no other business.</p>
<p>Close by 12.45 Next meeting: 14 March 2024</p>	