

## University of Warwick

### OFFA Access Agreement for academic year 2017/18

#### 1. Introduction and overview

- 1.1. The University's [strategy](#) beyond 2015 'Looking Forward' reaffirms our commitment to widening participation and lifelong learning, accessibility is core to Warwick's values and mission. Our widening participation strategy (WP), '*Working Together to Realise Academic Potential*' (2013) develops this commitment further by setting out an institution-wide, life-course, approach to progression engaging our central Widening Participation and Outreach Team, academic departments, Centre for Lifelong Learning, Warwick Volunteers, Warwick Arts Centre and the Students' Union. Work will commence this academic year on a WP Strategy refresh which will build on what has been achieved to date and respond to the government's challenge to increase the participation of under-represented groups.
- 1.2. The University proposes to make changes and updates to its 2017/18 access agreement, building on some of the priorities from the HE Green Paper Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice, as well as our own institutional objectives. We will continue to develop our analytics so that we can ensure that our approach to access and WP is evidence based and that the interventions funded as part of this agreement are effective. We have introduced the following new targets this year: entrants from the lowest performing 40% of state schools; entrants from local state schools; the proportion of BME entrants. We have also increased intake our target from low participation neighbourhoods in response to the Prime Minister's challenge to double the number of entrants by 2020 (compared to a 2009 baseline).

#### 2. Strategic Priorities

- 2.1. Warwick's strategy takes account of all stages of a learner's engagement with the University from pre-recruitment through to retention and student experience and on to postgraduate study and employment. Annex 1 provides examples of how this is shaping practice in outreach provision as well as how it is influencing the support and retention of students once they have enrolled at Warwick.
- 2.2. Our common purpose is to enhance social diversity and participation in higher education by:
  - Pioneering programmes that are relevant to individual learners, teachers, schools and colleges and employers and which overcome barriers to achievement, enable progression and ensure that individuals reach their academic potential;
  - Providing all learners with an exceptional experience at Warwick that is founded in the highest standards of teaching, learning and supporting infrastructure shaped around individual learner needs;

- Working collaboratively to develop access routes into Warwick and into employment that are based on informed practices and scholarly research;
- Engaging with our local communities to ensure that they, and our students, benefit from the University's presence and facilities in the region;
- Engaging in the national and international policy arena to promote the economic and social value of increasing the diversity of those who participate in higher education;
- Contributing to the national widening participation and access policy discourse.

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

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

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

2.3.2. *More rigorous evaluation of activities with a longer term goal of ensuring that all of our practice is research informed.*

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

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

The University of Warwick Science Park Trust provided funding of £450k to support widening participation and, together with £60k of HEIF funding, this provides over £500k of investment in STEM support for the hardest to reach groups, care leavers and students with disabilities in Coventry and Warwickshire.

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

All academic departments at the University of Warwick have named academic widening participation representatives. Reports on widening participation are received by the University Council and Steering Committee. In addition, widening participation is a standing item on the Equality and Diversity Committee and the

Widening Participation Strategic Steering Group forms part of the governance of teaching and learning.

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

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

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

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

2.4. **Assessment of recent access performance**

2.4.1. The University of Warwick is pleased with recent performance on a number of widening participation indicators where it has made progress in 2014/15 with many metrics either exceeding target or indicating significant progress towards target. The development of sustained widening participation and access programmes seems to be starting to have an impact on progression to the University and HE. Where overall targets have been met the University has set more ambitious or additional targets.

2.4.2. The University has made continued progress in the number of entrants recruited from state schools, exceeding the target by +120. This marks a positive shift in undergraduate recruitment in 2014/15 compared to 2013/14 and reflects some of the steps taken to develop targeting and schools engagement work. The University has a more informed and evidence-based approach to schools targeting which has enhanced the impact of events and the number of participants engaged on sustained outreach programmes.

2.4.3. Low Socio-Economic Groups

2.4.4. The University has seen an encouraging increase in the number of applications received from students from NS-SEC groups 4-7, with a 9% increase from 2013/14 to 2014/15 and a 12% increase in offers made over the same period. Data on participants in our outreach activities analysed through the HEAT system indicated that our activities were reaching significant numbers of students from NS SEC groups 4-7.

2.4.5. Low Participation Neighbourhoods

2.4.6. We have made progress on the number of young entrants from low participation neighbourhoods (one of the Prime Minister's goals), from 2009 levels to date, in 2009 the proportion of entrants was 3.7% (100 students) compared to 4.5% in 2014/15. This marks a notable improvement given that the size of the overall undergraduate population has grown over this time.

- 2.4.7. The University saw a sharp rise in applications in 2014/15 (up 14% compared to 13/14) for this group which led to a parallel increase in offers (up 23% compared to 2013/14) and this led to an increase in the number of conditional firm offer holders. The main challenge has been that applicants have not met their offer at confirmation stage; it is evident that LPN applicants are performing below the required standard at level 3. The accuracy of predicted grades for applicants from quintile 1 has been lower than that for applicants from higher participation areas, with lower quintiles more likely to have over-inflated grade predictions. This is an issue the University will continue to monitor.
- 2.4.8. The University has conducted further analysis of its applicants from Low Participation Neighbourhoods to better understand trends in access for this group. This analysis highlights the potential factors that have hindered progress to date, these are primarily prior academic attainment and predicted grades.
- 2.4.9. Table 1 sets out Polar 3 quintiles, and analyses applicants by their likelihood to progress into Higher Education based on their home postcode. The table indicates that while there is little variance between the quintiles, the lower the polar quintile, the more likely predictions are to be over inflated.

**Table 1**

P3 quint.	Over by 5	Over by 4	Over by 3	Over by 2	Over by 1	accurate	Under by 1	Under by 2	Under by 3	over (%)	accurate (%)	under (%)
1	0	7	52	267	1148	1194	215	9	1	51	41	8
2	0	13	96	547	2303	2373	469	22	3	51	41	8
3	2	9	136	773	3243	3519	623	25	1	50	42	8
4	2	29	158	986	4608	5404	886	43	2	48	45	8
5	5	36	275	1595	8011	10301	1567	63	3	45	47	7

Breaking this data down further, Table 2 indicates that the over-predictions for those applying from Polar quintile 1 postcodes are most likely to occur in the higher predictions – (although noting that 10% of predicted A grades resulted in A\* grades).

**Table 2**

Grade	Over by 5	Over by 4	Over by 3	Over by 2	Over by 1	accurate	Under by 1	Under by 2	Under by 3	over (%)	accurate (%)	under (%)
A*	0	0	10	66	366	381	0	0	0	54	46	0
A	0	7	30	133	538	532	137	0	0	51	39	10
B	0	0	12	53	204	225	0	7	0	54	45	1
C	0	0	0	15	34	48	0	2	1	49	48	3
D	0	0	0	0	6	8	0	0	0	43	57	0

- 2.4.10. HEAT data related to the targeting of students on outreach and access interventions has demonstrated that University is performing well. Our sustained intervention programmes have seen increases in the percentage of students from POLAR

quintiles 1 and 2 engaged with activity. About 58% of those engaged in our interventions are from an LPN background. The University continue to proactively target schools in low participation neighbourhoods and uses the HEFCE participations maps to inform targeting.

### 3. Fee Levels for 2017 entry

- 3.1. The University will charge Home/EU full-time PGCE and undergraduate students who enter the University in 2017-18 (including MBChB) £9,250 for the 2017/18 academic year with the exception of students on 2+2 programmes and the WBS Foundation Year<sup>1</sup> whose fees will be £6,750 and foundation degree and part-time students whose fees will be £6,165.
- 3.2. The University's planned Home/EU full-time undergraduate intake for the 2017/18 academic year is 3,621 students of whom 100 are likely to be 2+2 students and 20 WBS Foundation Year students.
- 3.3. Fees for all 2017-18 entry full-time and part-time Home/EU undergraduate students and PGCE students will rise in subsequent years of a student's course in line with any permitted inflationary uplift as determined by the UK Government on an annual basis. Fees for pre 2017-18 entry full-time and part-time Home/EU undergraduate students and PGCE students (i.e. pre 2017-18 entry) will stay at the 2016-17 fee level (i.e. full-time £9,000, part-time £6,000) and will not rise in subsequent years of their course despite any permitted inflationary uplift as determined by the UK Government on an annual basis.
- 3.4. Students who enter the University in 2017-18 and undertake an Erasmus year as part of their programme and students who enter the University in 2017-18 and undertake a work placement or exchange programme as part of their course will be charged at the maximum fee permitted by the Government for the relevant years when they are away from the University. For 2017/18 Academic year the maximum fee permitted for an Erasmus year is £1,385 and work placement is £1,850. These fees apply for all courses that incorporate an intercalated/mandatory year out as part of the course.
- 3.5. Fees for accredited part-time courses run through the Centre for Lifelong Learning will be no more than £6,165 for the 2017/18 academic year pro rata to the number of modules and the relevant CATS points for the individual student's course of study. Undergraduate part-time students can study up to and including a maximum of 75% FTE in any one year.
- 3.6. A proportion, in line with our general Access Agreement commitments, of any income from part-time students above the basic level outlined above will be committed to outreach and access measures for part-time students. The financial support on offer to part-time students is outlined in section 6 below.

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<sup>1</sup> Fees will revert to £9,250 when students progress to Year 1.

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

### 4.1. Access and outreach investment

The University is committed to spending £9.75m on access, student success and progression activities and financial support to students to support our widening participation strategy in 2017-18. This can be broken down into:

- £6.35m on financial support to students
- £3.4m for access, student success and progression activities

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

4.1.2. In its 2012/13 Access Agreement the University committed to an investment of £1.05m to support its widening participation and access aspirations. Being mindful of the need to invest additional resource in our access and outreach programmes we have increased our level of investment to £1.65 million in 2014 to reach £3.4 million by 2017/18. This represents an increase in HFI for access and outreach of 5% in 2012/13 to 8.8% in 2017/18, noting increases in student numbers.

4.1.3. We will target this funding on initiatives which address our strategic priorities including: the sector-wide widening participation agenda; the need to ensure that the University is able to achieve its own ambitious access targets and addressing challenges students face when progressing into graduate level employment.

### 4.2. Retention and student success

4.2.1. The University currently meets its retention benchmarks and hence investments targeted to improve retention are limited to the financial support arrangements described in section 7 below. The University will continue to focus its efforts on the more challenging targets to increase student intakes from state schools, from lower socio-economic backgrounds, from low participation neighbourhoods, BME groups, and mature entrants.

4.2.2. The University conducted a full scale survey of first year Warwick Bursary recipients in 2014. The purpose of the survey was to evaluate the level of the students' awareness of bursary funding before they entered higher education. Also, to assess the influence of additional bursary support on students' decisions to study at the University and the impact of bursaries on their first year student experience.

4.2.3. Almost half of the students said that receiving a bursary had reduced the need to undertake paid work, although approximately 60% of bursary recipients continue to work whilst studying. 73% of students said that the receipt of the bursary would allow them to consider an unpaid work placement to enhance their employability prospects.

4.2.4. Over 80% said that receipt of the bursary had helped them to feel confident about completing their course successfully and achieving the academic progress they hoped for. The bursary was overwhelmingly seen as helpful in allowing students to participate fully in extra-curricular opportunities, including volunteering and social and sporting

activities. Of the students who responded positively to these questions, just over 70% were from the lowest income groups (under £25k).

- 4.2.5. The Student Funding team will carry out a second survey in 2016 to assess the impact and value of financial support to its students throughout the student lifecycle. The team will run a further survey once OFFA publishes its own tool on assessing the effectiveness of financial support. We intend to use the survey questions, methodology and user guide issued by OFFA to inform the design of the survey and to evaluate and disseminate its findings.

## **5. Additional Access and Student Success Measures**

### **5.1. Priorities for our 2017/18 access agreement**

The University has identified a number of priorities for its access agreement in 2017/18.

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

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

5.2.1. In line with national and institutional evidence the University will be enhancing and intensifying its approach to ensure that targets are achievable and deliverable, with a stronger emphasis on improving academic attainment, both at GCSE and post-16 stages, ensuring that students from targeted groups are not only inspired by the opportunities HE provides, but are equipped academically to reach their potential. Opportunities within the admissions cycle will be explored to enhance the use of contextual information, as will efforts to expand new and alternative pathways to Warwick degrees.

5.2.2. The University invests significant resource in activities to enhance progression to HE from disadvantaged and underrepresented groups, particularly from the local area in Coventry and Warwickshire. Relationships exist between the University and the majority of secondary schools in the sub-region, including Initial Teacher Training, WP

partnerships, volunteering and departmental outreach and there is great appetite to strengthen these further in a strategic manner. The University's WP strategy aims to create pathways to ensure entry to Warwick's degree programmes (and those of other Research Intensive Universities and Russell Group) are attainable, this must include a role in enabling more people to achieve their academic potential, especially given the challenges posed by GCSE and A Level curriculum reform and the decline in the numbers of students attaining AAB at A-level nationally.

**5.3. Long term outreach work**

5.4. A summary of the University's sustained programmes of outreach and access work can be found in the table below.

Activity	Target Group	Focus	Partners/collaborators
<b>Warwick Bright Stars</b>	Primary Schools	Coventry and Warwickshire	Children's University Warwick Volunteers Lloyds Scholars Warwick Arts Centre
<b>Great Children's University Programme</b>	Primary Looked After Children (LAC)	Coventry and Warwickshire	Coventry and Warwickshire Virtual Schools Children's University
<b>Experience Warwick Partnership Programme</b>	Secondary Schools working with Y7-13 Parents Teacher CPD	Coventry and Warwickshire	
<b>Warwick Sutton Scholars</b>	Secondary Schools, Years 8-9	West Midlands	The Sutton Trust
<b>Student Progression Team</b>	Secondary Schools, Years 9-10	Coventry and Warwickshire	
<b>UniTracks</b>	Secondary schools, Y10-13	National	Lloyds Bank The Brilliant Club The Brightside Trust
<b>Experience Warwick Year 10 Summer School</b>	Secondary schools, Y10, LAC	Coventry and Warwickshire + UniTracks	
<b>Experience Health Sciences Summer School</b>	Year 11	West Midlands and London	Queen Mary, University of London
<b>Experience Warwick Y12 Summer Schools</b>	Year 12	National	
<b>The Sutton Trust Summer School</b>	Year 12	National	The Sutton Trust
<b>Pathways to Law</b>	Years 10-13	National	The Sutton Trust 10 other Research Intensive Universities
<b>Pathways to Banking</b>	Years 10-13	West Midlands and London	The Sutton Trust LSE
<b>Realising Opportunities</b>	Years 12-13	National	14 other Research Intensive Universities
<b>Teachers' and Advisors' Conference</b>	Teachers and Advisors	National	

<b>Academic Department work</b>	KS2-5 Mature learners Teachers	Varied	
<b>IGGY</b>	Year 9-13	National	
<b>WP Development Fund projects</b>	Various	Varied	

#### 5.4.1. Key stage 3 programme- Sutton Scholars

In partnership with the Sutton Trust, the University has launched a new programme for highly able Key Stage 3 pupils in the West Midlands called Warwick Sutton Scholars. The aim of the programme is to ensure highly able students in years 8 and 9 are stretched, enthused and challenged and have their aspirations raised towards

progression to research intensive universities. The two year programme will facilitate transition to the University's own highly able programme, UniTracks, from Year 10 to

Year 13 as well as facilitate progression on to other Sutton Trust funded programmes and other universities' outreach provision.

#### 5.4.2. Sutton Trust Summer Schools

A further element of our partnership with the Sutton Trust is participation in the prestigious Sutton Trust Summer School programme from 2016, offering a residential academic experience for over 100 Year 12 students from across the UK, in Classics and Ancient History, Economics, Law, Physics and Politics and International Studies.

#### 5.4.3. Pathways to Banking

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

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

5.4.5. The University is a lead partner of the Royal Society of Chemistry National Widening Participation programme 'Chemistry for All'. The project is five years in duration and builds on our core strategy to build sustained and collaborative interventions and will contribute to positioning Warwick as an innovator and leader in this field. The programme of interventions started in September 2014 and will run for five years through to the school year ending in 2019. One cohort of students will be tracked over the five year period of the project. A second cohort will be starting in September 2016. The activities will present chemistry in a way that allows students from low participation backgrounds to make informed choices. Alongside this activity programme, a five year longitudinal research study will be commissioned separately, with the aim of providing

evidence on the impact of chemistry interventions on students from low participation backgrounds.

5.4.6. The University is also building on the success of existing teaching fellow appointments in the physical sciences, whose remit is to work within academic departments to develop subject specific outreach activities with schools. To date, the departments of Computer Science, Theatre Studies, Modern Languages, WMG, Law, English and Politics have also funded Teacher Fellow posts (some part-time), providing a dedicated subject specialist, whose role is to develop networks of subject teachers and heads who can contribute to the University's understanding of the needs for students of those particular subjects.

5.4.7. The University has been working with Coventry and Warwickshire Local Authorities to monitor progression rates to Warwick, in order to measure whether the package of

support collaboratively offered by the Authorities and the University is effective (for the past three years, application rates from both regions have been increasing). The University is also activity engaged in a 'Closing the Gap' project with Warwickshire

County Council to examine the challenges faced by disadvantaged students and developing intervention and support that promotes better attainment and progression outcomes from KS2-5.

5.4.8. Looked after Children/Care leavers

Looked after Children have the poorest educational outcomes of all groups in society with only 13.2% of children in care obtaining five good GCSEs compared with 57.9% of all children, and only 6% of care leavers go to university compared with 42% of all young people. Through the STEM innovation project and other collaborative work the University has fostered strong relationships with the Virtual Schools in Coventry and Warwickshire. We have initiated new activity and support for local looked after children to improve aspiration and academic progression. We have started with Primary School Looked after Children and will extend towards KS3 and 4 over time.

5.4.9. Enhancing Student Attainment thematic work

The University has invested more resources to support A Level students in their exam preparation, by offering a range of supplementary, school holiday and weekend extension revision sessions. In 2016 a Year 13 revision Bootcamp will be offered in six subjects. The programme also aims to work with a defined number of schools to pilot new activities, both in-school and on-campus, which enable students from WP backgrounds to be supported for a sustained period of time during the final year of KS5. The model will be tested and evaluated in the 2015/16 academic year with a view to wider rollout in 2016/17, dependent on the outcomes and impact of the pilot.

The overall objective is to improve learner attainment by one grade. Other attitudinal and skills based surveys will be used to get a holistic view of any impact made. Intended outcomes include:

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

## 5.5. New access initiatives

- 5.5.1. The University has revised its position regarding the Realising Opportunities (RO) national outreach scheme as part of a sustained approach to meeting widening participation targets and supporting academic excellence (See section 5.9 below). Successful completion of the two year RO programme will now result in academic recognition at the offer holder stage, acknowledging the additional academic work (EPQ or RO Academic Assignment) that a student will have completed as part of the RO programme and will provide students with an additional incentive to apply to the University of Warwick. The University is taking a similar approach with other core long term outreach programmes, e.g. UniTracks and Pathways to Law and is examining how cohort tracking data can support this in the absence of formal UCAS data.
- 5.5.2. The University will also be exploring the opportunity to develop and launch its own Access Scheme for 2017/18 and will be conducting a feasibility study to address the viability of such a programme.
- 5.5.3. Warwick Business School (WBS) launched a BSc (with Foundation Year) in Accounting and Finance, and a BSc (with Foundation Year) in Management, in 2015-16. The Foundation Year is common to both degrees and aims to equip students with the skills and knowledge they will need for successful progression to Year 1 of the existing 3-year BSc degrees in these subjects. The Foundation Year is targeted at students from non-traditional backgrounds who have the potential to succeed on the WBS UG Programme, but who for reasons beyond their control have no realistic prospect of meeting the standard requirements for direct entry.
- 5.5.4. Discussion is also underway about developing a range of foundation year pathways in other disciplines.
- 5.6. The University is exploring ways in which contextual data can be used to inform and support its access and widening participation objectives. As part of the Realising Opportunities programme the University offers students an alternative offer of up to 40 UCAS points across all courses. Initial work is focusing on the ways in which contextual data can be used to support the targeting of outreach activity, the impact of contextual data on the admissions process, and the tracking of students with whom we have worked through our outreach events.
  - 5.6.1. The University has a strong record of retention and hence will be focusing its resources on measures to promote access and widening participation in the first instance, but contextual data will be included in subsequent monitoring of retention and student performance and action will be taken to improve retention in future access agreements should issues be identified.
  - 5.6.2. The University opened a University Technical College, WMG Academy for Young Engineers in September 2014 building on its expertise in this area providing education for 14-19 year olds through an applied, problem-solving based curriculum. WMG will be opening a second UTC in Solihull in September 2016.
  - 5.6.3. The University's Widening Participation Strategy 2013-includes a growing number of departmental and faculty initiatives. In order to further support this work, a Widening Participation Development Fund has been established. Bids are encouraged at a departmental and faculty level and where possible projects should have a two year life span and consider sustainability options beyond the end of the project. Priority is given to collaborative and innovative proposals which can be for developments of existing provision or new programmes.

5.6.4. Aims of the fund:

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

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

- Programmes to support disadvantaged pupils with the Computing curriculum
- A Year 12 Essay writing competition enabling enhanced research and study skills
- Teacher CPD resources for supporting highly able students

5.7. **Strengthening collaborative and partnership activity**

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

5.9. **Realising Opportunities**

5.9.1. The University is a member of Realising Opportunities (RO), a unique collaborative partnership of research intensive universities developing and delivering a national fair access scheme which promotes social and geographic mobility for students from under-represented groups. RO has a robust evaluation framework which incorporates contextual data, student aspirations and the longitudinal tracking of students through the HEAT database and UCAS.

5.9.2. The award-winning Realising Opportunities programme, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research intensive university. These interventions are offered locally and nationally and include a National Student Conference, ongoing support and encouragement from a trained student mentor and an assessed academic element. Successful completion of RO will result in additional consideration given to applications through UCAS from all Partner universities, and the potential for an alternative offer worth up to 40 UCAS points. Each participating institution has committed future funds to ensure the on-going delivery of RO to 31 July 2019. For 2017 – 2018 this will be a maximum of **£37,000** per Partner.

5.9.3. In October 2015, UCAS undertook analysis of applicant data for RO students. The results demonstrated that RO is robust in its dual targeting of high attaining students from disadvantaged backgrounds; provided evidence of elevated application, offer and entry rates for RO students applying to HE against a UCAS-identified control group; highlighted that RO seems to 'neutralise' background differences across the different measures of disadvantage, and suggests that RO participants are more successful at getting offers from research intensive universities.

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

The University of Warwick and Queen Mary, University of London entered into a collaborative agreement in 2012, and a substantial component of this partnership is widening participation. Both institutions' outreach teams are continuing to share good practice and draw on experiences of working to widen participation in two quite different geographical areas. Following a successful evaluation of our 2014-15 work we are again delivering a five-day residential summer school in July 2016, split across both institutions' campuses. Maintaining a focus on health science pathways this collaborative event will allow participants to understand better the different routes into health related subjects including taking part in laboratory work, studying anatomy and meeting professionals from a wide variety of NHS careers. It will also expose these participants to a different region and the idea of geographical mobility. Queen Mary and the University of Warwick will continue to jointly evaluate all collaborative activities to ensure that plans for activity in 2016-17 are evidence-based.

#### 5.9.5. **Think Higher- Coventry and Warwickshire Collaborative Outreach Network**

The University leads and hosts the Coventry and Warwickshire Network, Think Higher (part of the National Networks for Collaborative Outreach (NNCO) initiative), in collaboration with Coventry University, North Warwickshire and Hinckley College, Warwickshire College and the respective local authorities. The network engages directly with the Coventry and Warwickshire Local Enterprise Partnership (LEP) to build a sustainable approach to this work beyond the life of the funding, including exploring approaches to higher skills and progression, using European Social Fund grants.

#### 5.9.6. **Russell Group**

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

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

Advancing Access complements the excellent work already carried out at the University and other partner institutions by engaging those areas that have historically been hard to reach and may be in geographic 'cold spots'. It is a cost-effective approach to equipping teachers and advisors with the information they need to advise

students with confidence. Initially funded through HEFCE's collaborative outreach network scheme, further funding options are currently being explored.

#### **5.9.7. The Warwick University/ RSA Partnership**

The Warwick-Royal Society of Arts (RSA) Partnership continues to provide long term support to RSA Academies from Year 7 through to Year 13. The RSA Family of Academies currently comprises five schools: Whitley Academy in Coventry; Holyhead School in Birmingham; the RSA Academy in Tipton; Arrow Vale RSA and Ipsley CE RSA Academy both in Redditch. All schools serve communities with above average levels of deprivation which ensures that activity is targeted to our WP target population. The programme has a core focus on enhancing progression through a progression framework, working in a sustained manner across all year groups, to raise aspirations, increase awareness of university options and improve attainment. This long-term outreach approach enables robust evaluation to be built which contributes to a stronger evidence base and provides the opportunity to create a test-bed for innovative curriculum enhancement activity.

#### **5.9.8. The Sutton Trust**

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

#### **5.10. Enhancing progression to employment or postgraduate study**

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

5.10.2. Through the Benefactors Scheme students that enrol at Warwick via one of our outreach scheme, UniTracks, Realising Opportunities and Pathways to Law, in addition to receiving a financial scholarship, are also exposed to additional employability opportunities including internships and overseas volunteering placements. Similar opportunities are presented through schemes like the Lloyds Scholars programme and the Multi-Cultural Scholars Programme (MSP).

5.10.3. The University was part of a consortium of six HEIs (including Sheffield, Leeds, Manchester, Newcastle and York) who were successful in securing £2.9M funding from the HEFCE Postgraduate Support Scheme (PSS) 'Widening Access to Postgraduate Study and the Progressions'. The consortium piloted new innovative academic programmes and targeted interventions relating to information, advice and guidance (IAG) intended to remove barriers for students from under-represented or disadvantaged backgrounds. This is a strategically important area of work for the University to better understand the challenges associated with progression to postgraduate level study for under-represented groups, our longer term approach will be informed by the outcomes of the pilot work.

## 5.11. Provision for mature and part-time students

- 5.11.1. The University has made progress in the recruitment of part time and full time mature students. This is particularly pleasing given the national trend of decreasing applications from this group. The success of the BEng Applied Engineering Programme, a part time route for employees of engineering and technology based companies delivered by Warwick Manufacturing Group (WMG), has contributed towards meeting the University's overall mature student target. This programme is expected to grow year on year and will provide a sustainable platform from which to build new industry related routes. Warwick's 2+2 programmes in partnership with local FE providers have also shown a growth in enrolments.
- 5.11.2. The Centre for Lifelong Learning (CLL) offers a range of accessible and flexible undergraduate and postgraduate programmes and makes a significant contribution to recruiting and supporting Warwick's mature and part-time student population. Many students have few or no formal qualifications on entry and share demographic characteristics that are consistent with the criteria outlined in this Access Agreement and the University's WP Strategy. Students often combine study with caring for children or other family members and/or working. The Centre provides support, advice and guidance to Warwick departments on mature and part time students and its programmes are often offered in partnership with FE Colleges.
- 5.11.3. The importance of the Centre for Lifelong Learning in the University's range of outreach activity is reflected in the lower fees for our 2+2, part-time and Foundation Degree programmes which make a significant contribution to increasing the number of mature entrants, particularly those from lower socio-economic groups.
- 5.11.4. In response to evidence of challenges in part time and mature student access to higher education, the University via CLL has sought to develop its programme offer, to strengthen advice and guidance pre entry and to enhance the student experience to support both progression and success. CLL offers a 'Gateway to Higher Education' programme that prepares students for HE study and offers guaranteed entry to the part time Social Studies programme. Other activities include: extension of the 2+2 Social Studies intake; a planned revision of the part time degree programme; investment in posts to support mature learners and outreach, including a Student Experience Manager and a Community Engagement Officer; and enhanced communication and financial advice to outline the funding opportunities available.

## 6. Targets and Milestones

- 6.1. The University has revised its targets up to 2020/21 taking into account recent progress and identifying new targets which are more aligned to our core provision. The targets set are viewed as suitably ambitious and stretching in the context of our strategic priorities, location, and subject mix and map well with OFFA's sector outcome objectives 1 and 2<sup>2</sup>. We will continue to monitor them periodically to ensure that

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<sup>2</sup> To make faster progress to increase the participation rate of higher education entrants from under-represented and disadvantaged groups, and narrow the participation gap between people from the most and least advantaged backgrounds

To make faster progress to increase the entry rate of students from under-represented and disadvantaged groups entering more selective institutions, and narrow the participation gap between people from the most and least advantaged backgrounds at such institutions. OFFA (2015)

emphasis is placed on progress and on developing a longitudinal evidence base. As the strategic student lifecycle approach is embedded, future targets and investment will be refocused where appropriate.

- 6.1.1. For 2017/18 the University will introduce new targets to ensure greater alignment between access targets and widening participation and outreach interventions, demonstrating further an institutional commitment to widening participation and fair access, whilst responding to national drivers.
- 6.1.2. As the policy landscape becomes clearer and the availability of data to inform priorities and targets emerges, the University will monitor and analyse institutional and sector data to address multiple indicators of disadvantage and under-representation, including white working class males and gender diversity in certain STEM disciplines.
- 6.1.3. The UK Performance Indicators Steering Group announced in December that HESA will not be publishing the NS-SEC indicator as a UK WP PI after 2016, however it appears that UCAS will continue to collect the data. The University will retain its target on low socio-economic groups using NS-SEC until an alternative measure for social class is determined as we believe that it continues to provide a useful indicator of under-representation.
- 6.1.4. Due to the changes to Initial Teacher Training recruitment, with the growth of the Schools Direct programme the University will remove its target on recruiting male Primary School trainees, since we are no longer primarily responsible for the selection of these teacher trainees.

## 6.2. **New targets and revisions**

- 6.2.1. In line with the Prime Minister's ambition to double the proportion of young disadvantaged students by 2020 the University has raised the bar to support this objective by increasing its Low Participation Neighbourhood target to 200 by 2020/21, which if achieved will represent a doubling in the number of entrants from 2009 levels.
- 6.2.2. The University does not consider that the state school indicator provides an accurate measure of disadvantage or underrepresentation, more a broad metric based on HESA PIs. The University will therefore introduce an additional target for state schools related to increasing the proportion of applicants and entrants from the lowest performing schools in the country. The rationale to introduce this target is to demonstrate further that the University is committed to supporting and recruiting students from a range of schools with different educational outcomes. The target will be based on KS5 attainment data targeted at the bottom 40% of schools and colleges nationally, and will consequently form the basis of a schools targeting strategy and will foster greater opportunity to use contextual data in the admissions process.
- 6.2.3. The University plays an important role in the development of the regional agenda, through the higher skills and economic work of the LEP and working with schools, colleges, local authorities and industry. The University concentrates significant outreach activity within the Coventry and Warwickshire area, (whilst still maintaining wider regional and UK reach) however the proportion of applicants and entrants from schools and colleges in the area remains comparatively low. Therefore a new target based on increasing the number of applications and entrants from local schools and colleges will be introduced.

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

6.3. The University's targets are to:

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

6.3.1. Table 4: A summary of targets for 2017/18 and how they extend to 2020/21.

Target Group	Baseline Year	Baseline data	2017-18	2020-21
<b>State Schools</b>	2013-14	2115	2200 (65%)	2320
<b>Low Socio-economic class</b>	2013-14	427	470 (14%)	575
<b>Low Participation Neighbourhoods (LPN)</b>	2013-14	133	162 (4.8%)	200
<b>Mature entrants</b>	2013-14	586	600 (16.7%)	680
<b>WBS Foundation Year</b>	N/A	N/a	18	25
<b>Applications from the lowest performing schools and colleges</b>	2015-16	13.8%	14.3%	15.8%
<b>Entrants from the lowest performing schools and colleges</b>	2015-16	11.4%	12.0%	14.0%
<b>Applications from state schools in Coventry and Warwickshire</b>	2015-16	2.6%	3.0%	4.2%
<b>Entrants from state schools in Coventry and Warwickshire</b>	2015-16	2.9%	3.4%	4.5%
<b>BME entrants</b>	2013/14	25.9%	26.5%	27.3%

- 6.4. The WBS Foundation year recruited its first students in September 2015 and as a means to facilitating improved access pathways to a world-class Business School we have introduced stretching targets which will allow the programme to grow in a sustained manner, acknowledging it as an unknown entity which will require careful monitoring following the baseline year.
- 6.5. As a member of the Realising Opportunities partnership, we are committed to a collaborative target that 36% of the students starting the RO programme in Year 12 in 2015 will progress to a Research Intensive University in 2017/18, with this increasing to 39% by 2019/20. In addition to this, the programme has agreed to introduce a new target focussed on progression to an RO Partner University, with a target of 25% per year up to 2019/20.
- 6.6. The University will work collaboratively with Queen Mary, University of London to jointly deliver a Summer School to 30 participants each year up to 2017/18.

## 7. Financial Support For students

- 7.1. The University is seeking to ensure that, wherever possible, financial barriers to taking up the opportunity to study at Warwick are overcome by offering a package of financial support to our students at the point of entry and throughout their academic careers.
- 7.2. Students who are already studying at the University are entitled to the support package in place during their year of entry for the remainder of their course and are subject to the entitlement criteria relevant to that support package. Full details of our existing support packages for full-time Undergraduate students are available on our website at <http://www2.warwick.ac.uk/services/academicoffice/funding/undergraduate/>.
- 7.3. **Analysis of Financial Support offered to students under previous Access Agreements**
- 7.3.1. The following table shows our analysis of full-time entrants receiving financial support in previous academic years and how they contribute to our OFFA targets:

Target	11/12	12/13	13/14	14/15	15/16
Intake population	2886	2505	3151	3221	3677
Number of Award Holders	821	799	973	884	942
Income less than £25k	572	521	658	614	651
As a % of those getting support	70%	74%	77%	80%	77%
Students in LPN (POLAR quintile 1)	74	77	73	57	64
As a % of those getting support	9%	11%	8%	6%	7%
State School Students	606	689	825	753	919
As a % of those getting support	74%	97%	97%	98%	98%

Low SEC students	214	217	253	237	287
As a % of those getting support	26%	31%	30%	31%	30%
Mature students	84	87	92	110	125
As a % of those getting support	10%	12%	11%	14%	13%
Level of support to <£25k	1500	4500	4500	3000	3000

7.3.2. The table shows that the University is increasingly directing financial support at those most in need and those targeted under our Access Agreement. Since 2012/13 the University has made some notable progress towards its targets under its Access

Agreement and this is reflected in increasing proportions of students receiving financial support. Analysis of our 15/16 population to date continues that trend. The University begins the process of approving financial support for incoming students during the application cycle so that each year, students are aware of the support they will receive if they are successful in taking up their place at Warwick well in advance of starting their University career. The University guarantees support to all students who meet the eligibility criteria to ensure that no student is deterred from taking up their place at University due to a lack of appropriate financial support.

#### 7.4. Support for students entering the University in 2017/18

7.4.1. The University will offer a broad package of financial support for students entering the University in 2017-18 to support its strategy for improving access and widening participation. The support will encompass a bursary package for students targeted at those on the lowest incomes and students from our most vulnerable groups. The package will be guaranteed to all students who meet the relevant criteria and will be offered for each year of their course. Fee waivers will be offered to part-time students who are in receipt of means tested benefits. In addition the University will provide a hardship fund to ensure that students in receipt of financial support from the University are able to succeed at their studies. This support will be provided in line with NASMA guidance under the Access to Learning Fund and will augment any support via HEFCE funding for 2017-18. To support our employability aims the University will offer additional funding to students undertaking work placements or unpaid internships during their course of study.

#### 7.4.2. Warwick Bursaries

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

7.4.4. The criteria for receiving a **Warwick Bursary** from the University for 2017/18 entry are as follows:

- You must be a full-time Home/EU student for fee purposes
- You must be studying for your first undergraduate degree
- You must be starting at the University for the first time in the 2017/18 academic year

- You must be in receipt of a tuition fee loan and maintenance loan support from the UK Government for the relevant academic year
  - You must have a family income below £35,001 (as determined by the Student Loans Company (SLC) for student support)
  - You must have completed sixth form education in England within the state school sector or at a Further Education College (or on a full fee paying means-tested bursary at an Independent School or college in England)
  - 
  - You must not be entitled to any other statutory support in the form of either a grant or fee waiver for your course
- 7.4.5. The Warwick Bursary will offer support up to a maximum of £3,000pa for each year of a student's course on a sliding scale determined by family income as follows:
- £2,000pa for family incomes less than or equal to £16,000
  - £1,500pa for family incomes greater than £16,000 and less than or equal to £25,000
  - £1,000pa to family incomes greater than £25,000 and less than or equal to £35,000
- 7.4.6. To ensure that the maximum bursaries are targeted at those most in need, the University will pay additional support of £1,000pa to students who meet one or more of the following criteria:
- Students who are Care Leavers or who are from a Foyer background
  - Mature students aged 21 or over at the start of their undergraduate course in 2017-18
  - Students in receipt of the Special Support Element of Maintenance Loan, Childcare Grant or Adult Dependents Grant from the UK Government as part of their student support package
  - Students classed as independent students for student support purposes
  - Students in receipt of Disabled Student Allowances, Personal Independence Payments or Disability Living Allowance
- 7.4.7. Additional support will be offered to Warwick Bursary students going abroad under the Erasmus Programme (whose family incomes are less than or equal to £25,000) to cover the amount of fees charged for that Erasmus year (£1,350 for 17/18). For Warwick Bursary students whose family incomes are between 25,001 and £35,000, a reduced fee waiver of £650 will be offered in their year abroad.
- 7.4.8. Students whose family income is reassessed during the 2017/18 academic year and who no longer meet the criteria of the award will not receive any further payments during that academic year. Amounts already paid to the student prior to the date of the re-assessment will not be reclaimed. Students who become eligible for the **Warwick Bursary** during the 2017/18 academic year will be entitled to the full award. Any instalments due prior to their entitlement being determined will be paid as an initial payment during the term in which the student is first entitled to the award. Subsequent termly payments will then be made as normal during the academic year.
- 7.4.9. No further eligibility criteria will be applied beyond securing and retaining a place at the University. Bursary support will be paid directly to students via BACS on a termly basis by the Student Loans Company (SLC) on behalf of the University. Students will not need to apply for the bursary. Entitlement for the bursary will be determined as part of the student's application to the SLC for a tuition fee loan and student maintenance loan from the UK Government. Students and their parents will need to agree to data sharing

as part of that application process in order that their entitlement to the **Warwick Bursary** can be assessed.

We aim to target in excess of 80% of the support offered by the University to new entrants in the 2017/18 academic year to students with a residual family income of less than £25,001. Our analysis of entrants also shows that there are a significant number of students from the lowest socio economic classes whose family income falls between £25,001 and £35,000, and that is why we have targeted a proportion of bursary support at this group.

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

7.4.11. The University will continue to provide a hardship fund to ensure that students in receipt of financial support from the University are able to succeed in their studies. We anticipate more students may need additional support due to the replacement of the maintenance grant and special support grant by loans. The hardship fund spend in the 2016/17 Access Agreement was £150k/year and this will be maintained at this level in the 2017/18 Access Agreement.

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

7.5.1. The University will continue to offer support in the form of fee waivers to part-time Home/EU undergraduate students who meet the criteria set out below for each year of their course of study. A maximum fee waiver of £3,000, pro rata to the number of modules and the relevant CATS points for the individual student's course of study, per annum will be payable to part-time Home/EU students starting their course in the 2017/18 academic year who:

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

#### 7.6. **Additional support for undertaking work placements and unpaid internships**

7.6.1. In recognition of the importance of employability the University is giving additional funding up to the value of £1,000 to recipients of Warwick Bursaries undertaking any form of unpaid internship or work placement during their course of study. The funding is paid pro rata for the number of weeks of the placement and is aimed to cover the costs associated with travelling to and from the work place and any additional accommodation costs that may be incurred as a result. Funding will vary from student to student depending on the nature of the placement/internship undertaken.

## 8. Provision of Information to prospective and existing students

- 8.1. The provision of clear and accessible information, advice and guidance (IAG) is a key component of the University's approach to outreach. The University will ensure that information regarding fee levels and funding is available to applicants at the earliest stage possible. We intend that fee levels will be printed in our prospectus, in our online prospective applicant web pages and in offer letters. Additionally, course fee information will be available via UCAS course search and this information will be highlighted in workshops and at open days.
- 8.2. IAG on student funding provision, including statutory support and support offered directly by the University, will be available on the University website, at University open days, departmental open days and other recruitment events, including those intended for students from under-represented groups such as part-time and mature students. IAG on a one to one basis will be offered by telephone, email and an online enquiry service.
- 8.3. Two dedicated posts within our student funding team now provide a source of IAG and financial outreach to local schools, colleges and interested groups. The primary purpose of the posts is to provide information, advice and guidance on fees and funding and access to Higher Education. In order to do this in an interactive and engaging way, workshops have been developed to help students understand University as both a personal and financial investment.
- 8.4. Workshops have been delivered to students at local state secondary schools in Years 9, 11 and Post 16 in line with our schools targeting model. Our aim in targeting these year groups was to support the decision making process students undertake at significant points in their school careers, so that they can make informed choices when accessing Higher Education.
- 8.5. A database has been created to help target local WP schools using selection criteria such as school post code, OFSTED results, and pupil premium /free school meal data. This database will dovetail with the HEAT service outlined below for targeting and analysis purposes and be able to track the number of fees/funding IAG interactions at each school
- 8.6. The University aims to further develop the support it has located in the Student Funding team in order to provide individual assistance to prospective and current students, their families and supporters. The student funding team has developed a resources section of the student funding website. These resources are for teachers to use and download IAG materials creating ongoing relationships and support for schools and colleges we are engaging with and to encourage engagement from others. The aim of the website will be to advertise the full range of services available to schools across all outreach activities and to foster the ongoing relationship that we want to build with schools year on year over the age ranges from 9 to 16. We have also developed our existing online budgeting calculator extending its use to a budgeting App. Prospective and existing students can use the App to help them develop good money management and budgeting skills. The funding outreach team will also use both the calculator and budget App as teaching resources in schools outreach work to help students think about money management as a lifelong skill. The team also provide outreach resources and run workshops for academic and central administrative departments so that they are equipped to provide information to prospective and current students.

- 8.7. IAG relating both to nationally available financial support, and to Warwick's fees and support is embedded in many outreach activities, and we will develop a series of case studies to help prospective students to establish the level of financial aid they are likely to receive.
- 8.8. To ensure that all prospective students understand the new funding system and see the benefits rather than the headline figures, leaflets and web pages have been designed specifically for 2+2 and Part-time students. The leaflets have been distributed via student ambassadors and at recruitment events, and sent to all enquirers. One of the main anxieties for these students in the first few months is finance and particularly the outlay for study costs around the start of their course. To address this concern the funding outreach team work with partner colleges at induction events to provide IAG around the costs of university and help encourage students apply for the finance early in order to help with longer term budgeting whilst at University.
- 8.9. A dedicated widening participation website has been developed and populated with the details of aspiration and attainment raising events. The website, including distinctive age-focussed IAG pages, has received twice as many hits in its first year as the previous online provision, and was awarded the 2013 Higher Education and Liaison Officers' Association (HELOA) Innovation and Best Practice Award. Links to finance and funding information has been added to this website for potential students, teachers and advisors. We have also developed specific parent/carer IAG facts sheets around student finance and applying to University to be used at schools parent/carer evenings.
- 8.10. The University is committed to providing timely information to UCAS and SLC to facilitate fully informed applications from students.
- 8.11. Looking forward to 2017/18 the key aims include:
- Developing a targeted approach to outreach work with our current students, maximising on opportunities with departments and the Students' Union.
  - Working with postgraduate students to develop resources and explore the best ways to communicate key messages to prospective staff and students around the new postgraduate loans.
  - Develop and update our current offering of post-16 workshops and explore new ways of increasing involvement of parents/carers.
  - Work with academic and support staff in University departments, recruitment and admissions services and the Centre for Lifelong Learning to enable their confident dissemination of funding messages through staff briefings and relevant supporting materials.
  - Continue to develop our online materials and social media outlets to ensure that information is comprehensive and accessible to all interested parties.
  - Promote the use of the Warwick Student Budget Calculator as a tool to support students with budgeting skills whilst studying at University.

## 9. Equality and Diversity

- 9.1. The University is proud of its diverse community of staff, students and visitors, and is committed to maintaining its excellent record in teaching and research by ensuring

there is equality of opportunity for all, fostered in an environment of mutual respect and dignity. The University has been operating a Single Equality Scheme since 2008 which ensures compliance with Equality Objectives and with any of the University's equality and diversity initiatives.

- 9.2. We have ensured that the mainstreaming of diversity, through for example including 'Widening Participation' as a standing item on the agenda of our Equality and Diversity Committee, will meet the needs of diverse groups of students and hence ensure we deliver an optimum student experience. The University has a Pro-Vice Chancellor (People and Public Engagement) where responsibilities include student wellbeing and the University's equality and diversity strategy. The Head of Widening Participation regularly attends the Equality and Diversity Committee and is an active member of the Athena Swan and Race Equality Charter Mark working groups.
- 9.3. The University is submitting an application to the Equality Challenge Unit, for the Race Equality Charter Mark this year and through this process the working group have started to consider institutional data on ethnicity across the student lifecycle which will help inform any specific access or performance gaps from different ethnic groups, providing recommendations to strategic groups

## **10. Consultation with Students**

- 10.1. The Students' Union President is a member of the University's Steering Committee at which access and widening participation matters are regularly discussed and which formally approves the Access Agreement annually as well as being a member of the Widening Participation Strategy Steering Group which oversees the development of strategic initiatives. The group, chaired by the Pro-Vice Chancellor (Teaching and Learning) meets regularly to develop a Widening Participation strategy that is robust, effective and takes into account the views of all stakeholders including the student body.
- 10.2. The Students' Union have been consulted specifically on the changes to the financial support package encompassed within our 2017/18 Access Agreement and are generally supportive of the University's offering for 2017/18 entrants. Meetings were held with the Students' Union Officers and the Students' Union Management and Welfare representatives to outline the University's proposals for financial support for new entrants and gain their support for the changes. The changes made reflect the preferred choice of support for our student population. We will continue to work with the Students' Union to ensure that the mechanisms for delivering the support on offer are in the best interests of students. Dialogue and discussion with the Students' Union will also extend towards considering the use of contextual data to inform applicant decision making and supporting the understanding of Warwick's impact locally through outreach and volunteering.

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

- 11.1. The University's Access Agreement, along with supporting strategies and policies, will be reviewed regularly and at least on an annual basis by the Senate Steering Committee, prior to consideration by the Senate and the Council. At an operational level, the delivery of the University's widening participation activity and progress

towards the specific milestones included in the Access Agreement will be monitored by Widening Participation Strategy Steering Group.

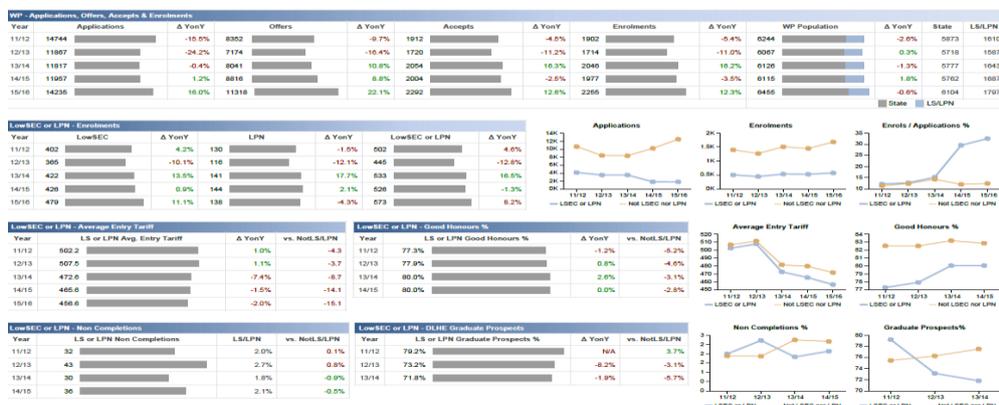
11.2. The University uses analytical tools to analyse and monitor trends in recruitment of WP groups at a University, Faculty and Departmental level. Each academic department is provided with a workbook which provides access to applications, offers and enrolments for each of the core access milestones. Through educational analytics dashboard technology each academic department is able to drill down for current and historical WP characteristics and performance for the specified department.

11.3. The University has promoted the engagement of the academic research community at Warwick with WP activities and evaluation. The Centre for Educational Development Appraisal and Review (CEDAR), the Centre for Education Studies (CES) and colleagues from the Economics department have provided their expertise

to strengthen the institutional evidence base through qualitative and quantitative methods through bespoke evaluation work. The CEDAR have commenced this year a longitudinal evaluation programme for the University's flagship outreach programme UniTracks. Many of the University's collaborative outreach activities are evaluated by external organisations, for example Realising Opportunities.

11.4. The University continues to strengthen its evidence base on access and student success measures across the student lifecycle. The University will use the evidence gathered from a range of sources to inform future alignment of additional fee income expenditure. In addition to the University's internal recruitment data and HESA performance indicators, further annual monitoring will focus on the impact of financial support on retention and the student experience including an examination of institutional performance outcomes for WP groups, including:

- Surveying students in receipt of financial support to assess impact of support packages on the student experience
- New educational analytics widening participation dashboards (see below) have recently been developed providing data on outcomes across the student lifecycle, including admissions, retention, good honours and graduate employability. These are available at departmental and University level and provide a comparative overview of defined WP groups compared to their peers. The data will be used to support departmental strategy development but will also inform TEF developments when further technical details emerge.



- 11.5. The University is committed to supporting the development of national evaluation, for example we led and hosted the inaugural symposium on understanding methods, praxis and approaches to evaluating outreach across the sector, in collaboration with OFFA and other HEIs.
- 11.6. The University has developed a widening participation evaluation framework approved by the Widening Participation Strategic Steering Group. The framework is central to the development of any new provision promoting appropriate aims and objectives and methodologies to evaluate outreach. The framework encourages reflective practice and sharing of good practice to understand ‘what works’ and how intervention can be improved to foster enhanced progress. This supports the new widening participation strategy, and provides a mechanism to evaluate practice to determine effectiveness and value for money. The framework includes qualitative and quantitative measures and was developed through a partnership between academic and professional colleagues. This framework directly responds to one of the key underpinning principles of the University’s Widening Participation Strategy 2013-17 in ‘that a research-informed and evaluative approach is employed to ensure that all activity ... is rigorous, evidence-based and effective, and promotes self-reflection and evaluation at individual, department and university levels to enable learning from those for whom change is directed’. An evaluation sub-group of academics and practitioners will be created to formulate innovative approaches to evaluation that will include exploring data linkage, including linkage to national, administrative and longitudinal and datasets, by:
- 11.6.1. Introducing a common evaluation approach to initiatives delivered by all departments in the institution, enabling best practice to be followed in any individual evaluations along with comparative evaluations which robustly indicate which interventions are the most effective.
- 11.7. Higher Education Access Tracker Service (HEAT) which assists members in the targeting, monitoring and evaluation of both their individual and their collaborative Fair Access activities. HEAT allows member universities to demonstrate outreach participation in relation to success at key transition points, to collectively explore best practice in combining qualitative and quantitative research on outreach and in the future perhaps, could facilitate the development of collaborative targets.
- Membership of the HEAT service assists the University in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach, something which is made possible by the collaborative nature of the service. Individual members use the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. Collectively this allows the central HEAT service to analyse the timing and combinations of activities that show most impact on enrolment in HE.
  - It can take some time for data about young participants in outreach to mature to the point of understanding their patterns of enrolment in HE as well as their retention and success rates. In the meantime the HEAT service has developed a model of matching a number of different administrative datasets to the HEAT database which will afford the University of Warwick a better understanding of the relationship between outreach and key educational outcomes at both pre and post 16, before any enrolment takes place. The collective size and diversity of the database will mean this relationship can be explored against multiple participant characteristics, contributing to the University’s and the sector’s understanding of outcomes for different underrepresented groups and recognising that widening participation students are not a homogenous group.

- Where HEAT data has matured it allows the University to understand the relationship between outreach participation and HE enrolment, retention and success. The University is able to see if and when its outreach participants enrol in HE. Crucially this data shows enrolment not only to the University of Warwick but to all other HEIs. This allows the University to demonstrate its contribution to the sector as a whole. Furthermore, as data has matured, the University can now build a picture of the retention and degree classification of its outreach participants, as well as seeing destination data. For the first time in 2016/17, the HEAT service will also be able to show members postgraduate enrolment data.
- 11.8. The University has invested in a new development to harness a community of academic evaluation and impact expertise called the [Warwick Observatory for Social Mobility](#). The aims of the observatory are:
- contribute to the development of a national framework for evaluation that enables cumulative evaluation of interventions and the bridging of quantitative and qualitative data;
  - develop toolkits for those interested in implementing interventions that support social mobility;
  - support capacity development through the provision of training and professional development in evaluation and impact processes and methodologies;
  - provide the infrastructure for the coordination of research to inform social mobility by:
    - i. developing the infrastructure for data linkage to a range of administrative and social survey datasets
    - ii. providing a searchable database for researchers, policy makers and students.