

# Access and Participation Plan

## 2019-2020

### University of Warwick

The University positions widening participation (WP) and social inclusion as core to its mission, embodied by our commitment to provide an outstanding educational experience for all students, enabling the achievement of outstanding academic and career outcomes. Our approach to widening participation is fully conceptualised across the whole student lifecycle where we ensure background has no profound impact on the ability to access, succeed in, and progress from higher education. We recognise that these stages are synergetic and therefore our strategy, approach and practice encapsulates this. Our ambition is clear that we wish to be a leading university in the country for enhancing social mobility and be regarded as a beacon of excellence for our approach to WP evidence-based research and practice nationally and internationally.

This Plan articulates our strategic ambition to evolve our approach to deliver sustained improvement across all phases of the student lifecycle in 2019/20 and beyond. We are currently producing a new Widening Participation Strategy, a core strand of the University's new Education Strategy, where this agenda will be fostered and embedded across the institution. We reflect on our progress and challenges to shape our focus, approach and strategy, including how our investment will be deployed to sustain and develop pioneering evidence-led practice. Our recent developments outline how we have made important strides with our evaluation work and how widening participation is governed across the institution.

#### **1. Part 1- Assessment of current performance**

The University has made sustained and concerted progress towards the commitments and priorities outlined in previous access agreements, including demonstrating progress in all annual milestones as articulated in the 2016/17 access agreement monitoring cycle.

Through effective monitoring and evaluation processes it is important that the University remains cognisant of the challenges through an assessment of current performance outcomes across the whole lifecycle. Our assessment considers groups where national data indicates there are significant sector-wide equality gaps, including concentration on where gaps are widest at an institutional level. Our approach to understanding our performance considers a range of datasets, both internal and external, including recent HESA data and relevant TEF metrics, and examines trends over a period of time.

Given the University's context, our focus has predominantly been orientated towards improving access, reflected by the targets and measures outlined in previous access agreements. Conversely, we have continually examined and monitored our performance across other stages of the lifecycle to ensure we take an evidence-based view of our priorities.

##### **1.1. Access performance**

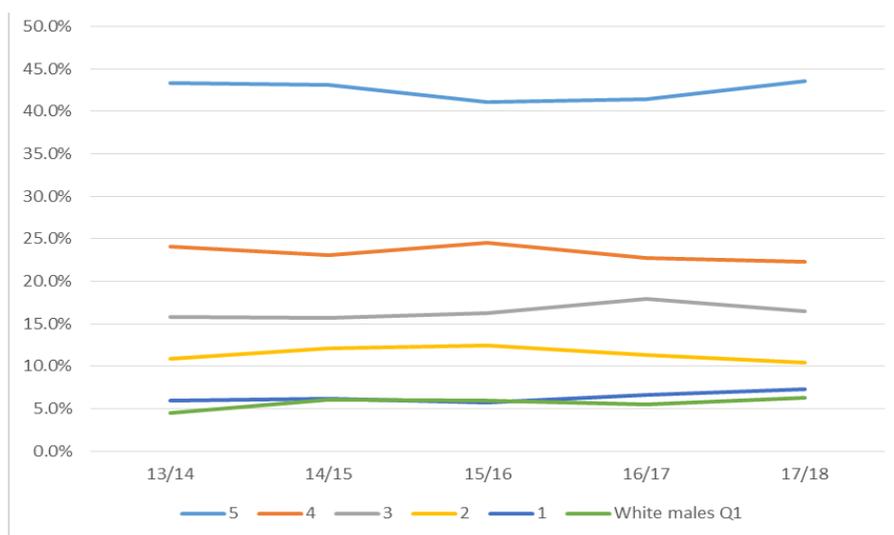
The University has demonstrated continued improvement with its WP indicators with all yearly milestones either exceeding target or indicating significant progress towards target in 2016-17. The development of sustained widening participation and access provision is demonstrating to have an impact on progression to the University and HE. Where overall targets have been met previously the University has set more ambitious or additional targets to address deeper diversity challenges.

The University has made progress with the number of entrants from Low Participation Neighbourhoods (LPN), where in 2016/17 the University exceeded its annual milestone for the first time. This reflects some of the focussed efforts to engage schools and learners in these areas and also recognises the rise in

applications the University has received from POLAR quintile 1 areas. As our contextual data approach matures we expect to make further progress with this target group.

In 2016/17 the University made progress in increasing the number of LPN entrants, outperforming the annual milestone by 19 entrants, which is the first year that the University has met or made any progress towards this target group. Both internal and external data verifies that access performance is improving for students entering Warwick from a LPN, for example HESA figures indicate that 6% of entrants were LPN, just short of our benchmark of 6.2%. This compares positively from 2013/14 (our baseline year) where 4.2% of entrants came from a LPN. Yet despite this positive trend there appears a persistent gap between entrants from the highest participation neighbourhoods and those from the lowest, evident in figure 1.

Figure 1: Young participation rates at Warwick from 2013/14 to 2017/18 for POLAR 3 quintiles 1-5 including white males from quintile 1 backgrounds



When assessing some intersections of characteristics, figure 1 also signifies further disparities for white males from ‘disadvantaged’ or low participation neighbourhoods when compared to their more affluent counterparts. These figures correlate with national trends for this specific sub-group, although at an institutional level the numbers are small.

Access performance for particular ethnicities was identified as a specific target in our 2017/18 access agreement with a focus on BME entrants. Whilst institutional data is not published for comparative purposes, the University has explored access outcomes based on ethnicity through the HESA Heidi plus service, where data indicates the University is performing well against comparator institutions. Warwick has the third highest number of home undergraduate BME entrants across Russell Group institutions, the top outside of London, with a similar statistic for the proportion of black entrants. Recent 2017/18 entrant data suggests improved access rates for BME groups when compared to baseline data.

The University exceeded its overall target for mature entrants in 2016/17, including an increase in entrants of 17% compared to 2015/16, which largely accounts for a modest increase in full and part time entrants in Social Sciences.

Access performance for care leavers remains disappointing with only 0.2% of our entrants coming from a care background. Application data from this group appears to have improved from 45 in 2013/14 to 82 in 2017/18, however further analysis is necessary to understand and improve the access trajectory for this under-represented group.

Understanding our institutional access performance is clearly important, especially how it relates to improving the diversity of our student body, however our access drivers extend beyond improving institutional outcomes and contribute to sector-wide and sub-sector challenges. Our widening participation practice supports and promotes access to higher education as well as encouraging applications and progression to Warwick, yet data to underpin the impact of our sector-wide contributions is limited or at a programme level. Collaborative practice appears to have contributed towards positive outcomes through the Realising Opportunities (RO) programme.

UCAS analysis shows evidence of elevated application and offer rates for RO students for 2017 entry to HE. HEAT analysis for students entering HE between 2011 – 2015 indicates that higher numbers of RO students are entering both HE generally and research intensive universities (RIUs) than comparator groups. RO increases the number of students it works with annually and since 2014 has seen the number of students progressing to RIUs increasing both as a percentage of the cohorts and as a real number of students (65 more students progressed to RIUs in 2016 than 2015; 85 more in 2017 than 2016. 264 more RO students entered RIUs in 2017 compared to the first RO group in 2011).

## **1.2. Student Success**

This section explores student success performance focussed on student retention and degree outcomes for specific target groups, using internal and external datasets. There have been positive improvements in student outcomes for specific groups across some performance indicators compared to previous years and we will continue to monitor and evaluate these to better understand the context and challenge.

### **1.2.1. Student retention**

Continuation rates are high at Warwick and the TEF 3-year indicator of 95.4% is within 0.4% of the threshold for very high absolute values. The University has demonstrated a gradual improvement in its non-continuation rate reducing from 4.5% in 2014/15 to 3.5% in 2015/16 (HESA, 2018), and more significantly the non-continuation rates for LPN (Q1) has reduced from 7% in 2014/15 to 3.2% in 2015/16. The number of students reflected in this data are very low which can skew the proportions year on year, however despite negative flags in TEF (POLAR Q1&2), these outcomes should appear more positive when the next HESA year is included. TEF data indicates no positive or negative flags for full-time mature students, however for part-time mature students there is a double positive flag. The challenge appears stark for disabled students with a negative flag for continuation.

### **1.2.2. Degree outcomes**

There is evidence to suggest that there are attainment gaps between specific groups when examining degree performance from 2012-2017 data. There appears to be a negative difference of over 5% points in good degree outcomes (1<sup>st</sup> or 2:1) when comparing students from POLAR quintile 1 with those from POLAR quintile 5. This gap widens when considering good degree performance for BME groups compared to white students. Moreover, the gap magnifies when intersected with gender, with male students from BME groups having poorer outcomes than any other intersects of gender and ethnicity. The group with the lowest proportion of good degrees were mature students and a further disparity between students with a mental health<sup>1</sup> disability compared to students with no disability in achieving a good honours degree. This data has been considered in isolation of other factors including prior attainment, subject variations and grade inflation, which will warrant further investigation to understand context, however evidence still points towards attainment challenges for identified groups, which appear consistent with national findings.

The RO programme aims to prepare students for successful transition to higher education. In July 2017, HESA data provided by HEAT data showed that 77% of students received a 1<sup>st</sup> or 2:1 compared to 66% of all students nationally, including those from the most advantaged backgrounds. 94% of RO students who graduated in 2014/2015 were in work or study six months after graduation, compared to 90% for all leavers from all UK HEIs.

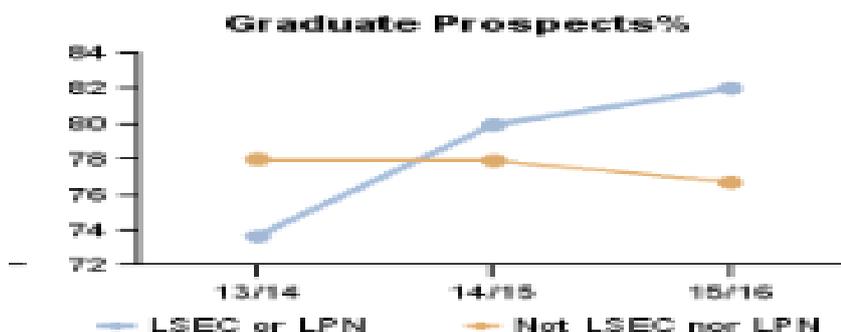
## **1.3. Student Progression**

Recent Destinations for Leavers of HE (DLHE) data signifies an improvement in graduate outcomes for some WP groups. Figure 2 highlights that students from Low SEC or LPN backgrounds have outperformed students not from low-SEC or LPN over the past two years using the DLHE graduate prospects measure, and specifically in 2015/16 the gap widened.

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<sup>1</sup> Defined as students with a declared mental health (MH) issue, specific learning difficulties (SpLD) and ASD.

Figure 2: Graduate Prospects by low socio-economic groups or LPN compared to not low-SEC or LPN students



Source: WP dashboard (LSEC and LPN) as at 15/Feb/2018

Our latest TEF data reveals that for ‘disadvantaged’ students (defined by POLAR Q1 or 2) there is a positive flag for highly skilled employment or further study. This indicator looks equally as positive when considering the supplementary LEO metrics with a positive flag (above benchmark) for above median earnings threshold or further study. Moreover TEF data indicates that there has been a general positive improvement in the highly skilled employment or further study category, with positive flags for BME and disabled groups.

Our strategy will ensure that our evaluation and research underpins our understanding of performance across the student lifecycle, specifically to move beyond what gaps and challenges persist, to why they exist and what has caused them to occur. The University has established a Widening Participation Evaluation and Research Working Group which will explore any interrelated correlations between the three lifecycle categories. Investment for further resource where evidence suggests a deeper-dive investigation is necessary will be prioritised through this group and the Widening Participation Committee.

## **Part 2: Ambition and strategy**

### **2.1. Ambition and approach**

The University has made considerable progress to enhance its widening participation approach over the lifespan of the previous WP strategy period 2013-17, however changes to the internal and external environs necessitate the need to analyse, strengthen and accelerate our approach. We recognise that to deliver transformational change requires a strategic vision with a range of complementary approaches, endorsed by university leadership and governance and embedded at all levels across the institution. Furthermore, despite recent positive performance we are committed to ensure our ambition is reflected through a new strategy taking a whole student lifecycle view. Whilst emphasis will still be on aspirational access outcomes, focus will also be placed on ensuring that students are equipped to succeed and thrive during their Warwick experience. Our approach will be place-based, student-centred and evidence-led to ensure barriers and gaps are lowered and outcomes are positive across all stages of the lifecycle.

Central to this strategy refresh will be a move towards a holistic strategic institutional approach where core strategic principles and priorities are reflected and embedded at all levels of the institution. This framework however will encourage flexibility and autonomy to harness innovation and promote departmental approaches. Our new WP Strategy will drive our objectives and ambition as outlined in this Plan, and ensure our approach remains evidence-led and at the forefront of best practice.

The underpinning foci for the new widening participation strategy should be the accepted understanding that a diverse student population across all education provision enhances the student experience, subsequently contributing to positive student outcomes. The strategy will underpin how the University engages and supports its key target groups, whilst evaluating the extent to which current ambition goes far enough.

The Widening Participation Strategy will empower staff and students to understand the University’s mission and commitment towards WP, social mobility and diversity, and ensure that there is a collective approach where stakeholders can recognise their role to support the agenda.

The following priorities provide an insight to our student lifecycle approach within the forthcoming strategy. All departments will consider how their work and priorities fit within the framework, demonstrating a coherent and joined-up approach across the institution.

Table 1: A summary our WP strategy priorities

	Strategic priority	
1	To widen <u>demand</u> and increase support to facilitate a talent <u>pipeline</u> for widening participation target groups to consider higher education	Underpinning research and evaluation nexus to enhance impact and strengthen the evidence base
2	To accelerate <u>access</u> of undergraduate intake to Warwick from a range of WP backgrounds nationally	
3	To improve <u>student success</u> outcomes for WP targeted groups	
4	To enhance <u>progression</u> outcomes to PG and graduate employment for Warwick students from WP groups	
5	To enhance Warwick's <u>commitment</u> to WP- sector leading at the <u>policy</u> forefront shaping and influencing	
6	To enhance opportunities for 'targeted' people in the <u>region</u> to access and progress to higher education	

All academic departments and relevant professional service departments will develop a three year 'WP plan' which is linked and connected to the WP strategic principles. Departments will articulate how they plan to support the WP Strategy, ensuring that data, evidence and research informs all stages. There will be a clear outline of rationale for WP target groups and how work will be coordinated. Plans will be overseen by the Widening Participation Committee in conjunction with resource allocation groups, and other relevant strategy groups including TEF.

## 2.2. Strategic governance

The University has reviewed and strengthened its widening participation governance model to maximise institutional input and to ensure synergy exists between strategic and operational planning. As part of an academic governance review a Widening Participation Committee has been formed which reports directly to a new strategic Education Committee, the Senate and reported to Council. Newly formed Faculty Education Committees will also take a strategic approach to influence and implement the widening participation strategy.

The University's Access Agreements, along with supporting strategies and policies, are reviewed regularly and at least on an annual basis by the Senate Steering Committee, prior to consideration by the Senate and the Council. The development and implementation of the University's widening participation strategy including monitoring progress towards the specific milestones is overseen by the Widening Participation Committee.

Central to this commitment is the desire to establish an evaluation and research framework which allows the University to enhance its evaluation efforts across the WP lifecycle, including financial support, access, student success (retention and attainment) and progression. This includes analysis to support access agreement work, TEF metrics and evaluation work to inform impact/what works.

## 2.3. Evaluation strategy

The University has strengthened its approach to delivering an evidence-led strategy through effective governance, building a supportive culture to optimise the vast expertise across the institution by linking research and practice together. Through the creation of the Widening Participation Committee, a core recommendation as part of the strategy refresh was to establish a Widening Participation Evaluation and Research working group, co-chaired by an academic and practitioner. This group met for the first time in March 2018 and has representation from many of the relevant research centres and departments who have

a lens on data, evaluation and WP research. This group will be guided by the Widening Participation Committee on strategic priorities with a view that the group will translate challenges and develop an appropriate evaluation framework to underpin institutional work and evolve the understanding of performance through deeper-dive research. This work will also include the dissemination of effective research and practice, internally and externally, contributing to strengthening the national evidence base. We look forward to the development of the Evidence and Impact Exchange to enhance this agenda further.

The University has invested in its evaluation capability to ensure it can fulfil its commitments towards building a robust evidence base to support outcomes across the student lifecycle. This will include the evaluation of pre-entry activity, access and contextual data work, the effectiveness of financial support, evaluation of interventions to support student success and progression outcomes, ensuring evidence is embedded in broader University strategic work. A core evaluation unit has been established which facilitates expertise between practitioner orientated evaluation and research with academic research streams. This includes the appointment of a new role of Widening Participation Evaluation and Evidence Manager to shape and develop this area, alongside some Research Associates to underpin the outputs from the evaluation strategy.

This work will focus on:

- Developing and implementing an evaluation strategic framework to underpin practice
- Supporting the institutional evidence-base development work from a research and evaluation perspective, across the student lifecycle, including access, financial support, student success and progression
- Ensuring academic departments have access to relevant datasets which are aligned to institutional priorities to enable effective decision making and collaboration
- Work to inform and shape internal and external policy and practice- championing and demonstrating impact, including leading internal and external 'impact' and CPD events and publications
- Fostering an evaluation and research exchange which facilitates practitioner and academic expertise across the University to deliver evidence on 'what works' and build an internal knowledge bank of data to inform strategic priorities and performance, including harnessing the Warwick Observatory for Social Mobility as a potential forum to accelerate research objectives
- Providing effective data and evidence to inform future work, priorities and resource allocation.

The University of Warwick is a member of the Higher Education Access Tracker (HEAT) membership service which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity. The University is represented on HEAT's Steering Group.

By working collaboratively, we can critically reflect on our approach to outreach data management which in turn helps us to continuously improve the way we monitor, evaluate and build evidence of impact. HEIs who subscribe to HEAT have developed a student data tracking system and a set of reports which allow annual tracking of outreach participants longitudinally from Key Stage 2 data through to entry to HE, postgraduate study and employment. Using these reports the University can assess the relationship between outreach programmes, disadvantage, attainment and patterns of progression into HE.

HEAT membership allows the sharing of costs for this type of outreach participant level monitoring and evaluation and for collaborative evidence-based evaluation. The membership works together in the research and development of effective, fit for purpose evaluation practice to inform outreach planning and assess impact. HEAT research aims to provide evidence that engagement in outreach activity has a positive impact on outreach participant outcomes and to assess whether our work is:

- Reaching and engaging disadvantaged and/or under-represented students
- Delivering a progressive and complementary set of outreach activities to a range of year groups
- Contributing to increased attainment at KS4 and KS5
- Increasing the HE entrant and success rates of disadvantaged students

Educational analytics WP dashboards have 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

the University population. The data is used to inform university and departmental strategy development. The data compares particular groups against institutional averages, for example LPN and Low SEC groups are combined together and modelled against 'not LPN or Low Sec'. A similar comparison is available comparing state school versus non-state school applicants and students. New dashboards are in development examining outcomes for students with disabilities, ethnicity groups and mature students, including where numbers permit the, the ability consider intersections of characteristics across priority groups.

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 applied to bespoke evaluation work. CEDAR are leading a longitudinal evaluation programme for the UniTracks programme. Many of the University's collaborative outreach activities are evaluated by external partners which provides wider and deeper impact insights.

Through its collaborative provision the University benefits from robust and evidence-led approaches to evaluation. Realising Opportunities (RO) has a robust evaluation framework which incorporates contextual data, evidence related to student aspirations and the longitudinal tracking of students through the HEAT database and UCAS. Evaluation work has indicated the impact of RO on a number of levels. Independent analysis has shown RO is robust in its dual targeting of high attaining students from disadvantaged backgrounds – 100% of students meet this criteria.

#### **2.4. Collaborative provision to support success**

The University recognises the value of effective collaboration as a contributor to its own institutional priorities but also to the national widening participation agenda to support sector-wide challenges. We consider a meta approach to collaboration offers opportunity for deeper-dive evaluation and research to evolve and support the evidence base and share best practice. Measuring this wider collective impact is a key priority as the University intends to include 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, local authorities, third sector and charitable organisations and sector bodies and industry.

Our collaborative provision and partnerships span all aspects of the student lifecycle from raising the aspirations of KS3 Looked after Children, to improving access to research intensive institutions, to enhancing information, advice and guidance for teachers, and to support the progression to and success in postgraduate taught study for BAME and POLAR quintile 1 groups. Some examples of our collaborative activity are below.

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

The University leads and hosts the Coventry and Warwickshire Network, Think Higher (formerly part of HEFCE's National Networks for Collaborative Outreach (NNCO) initiative), in collaboration with Coventry University, North Warwickshire and Hinckley College, Warwickshire College Group and the respective local authorities. The network engages directly with the Coventry and Warwickshire Local Enterprise Partnership (LEP) to build a sustainable approach to the higher skills and progression agenda. This collaborative network manages the National Collaborative Outreach Programme (NCOP) and leads on work to support Looked after Children and Care Leavers, supported by the virtual schools in Coventry and Warwickshire.

The Think Higher network has developed a new programme called UniversityGo which provides aspirational activity for looked after children in years 7-9 delivered in partnership by the two universities. The programme has been developed in collaboration with the two virtual schools to respond to local outcomes and need for this group.

##### **National Collaborative Outreach Programme (NCOP)**

Warwick is the lead institution for the Warwickshire focused NCOP consortium in partnership with Coventry University, Warwickshire County Council and local FE Colleges. It is a highly targeted programme primarily focused on nine 'hub' schools in Rugby, Nuneaton and Bedworth and North Warwickshire areas. The model delivers bespoke provision for targeted groups, however it also ensures that engagement with existing activity is also promoted to schools in these areas as data indicates that these are 'cold' spot activity areas. The

approach was developed in consultation with all partners where the focus is to ensure support is targeted to students in schools and colleges with staff based in the hub schools on a weekly basis.

## **Realising Opportunities**

The University is a member of Realising Opportunities (RO), a unique collaborative partnership of research intensive universities delivering an innovative national fair access scheme which promotes social and geographic mobility for able students from under-represented groups.

The award-winning RO programme, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research intensive university. These interventions are offered locally and nationally and include a National Student Conference, ongoing support and encouragement from a trained student e-mentor and an 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 where successful completion of RO is worth two A Level grades of equivalent. Participating universities have committed future funds to ensure the on-going delivery of RO to 31 July 2022.

## **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 and practitioners, the group 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, the universities are now funding directly.

## **2.5. Equality and diversity alignment**

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.

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.

One of Warwick's Equality Objectives 2016-2020, as agreed by Council, is to further embed the principles of gender equality and Athena Swan beyond the STEM disciplines and to extend the general principles of Athena Swan to other protected characteristics by being mindful of intersectionality when exploring issues and developing solutions. As part of our commitment to equality and diversity the University is preparing submissions to the Equality Challenge Unit for the Race Equality Charter Mark bronze award and the reaccreditation of our Athena Swan institutional silver award. Many of our academic departments hold Athena Swan awards, including notable successes in many of our social science departments. Significant work has been invested examining institutional data on gender and ethnicity across the student lifecycle to underpin any performance gaps and inform institutional action plans.

The University aims to ensure students with disabilities are not disadvantaged as a result of the recent DSA modernisation agenda and the ongoing disability related barriers to success. The University is committed to offering a range of high quality support to students to address any gaps in DSA funding. These include the subsidy for ensuite on campus accommodation, the support offered with the £200 contribution towards DSA equipment, on campus networking of assistive software and the continuation of funded and non-funded NMH support.

## **2.6. Student consultation and engagement**

Students play a pivotal role in the shaping and development of widening participation policy and practice at the University. There are currently plans afoot to create a specific student advisory panel to act as a forum where students from a range of backgrounds can support the University to enhance its practice to support specific groups across the student lifecycle. Our evaluation strategy aims to facilitate student engagement at all levels, including using our PGR community to research and explore specific issues, and using current student's feedback to enhance understanding of the challenges and to develop supportive practice. There is student representation on our widening participation evaluation and research working group. Our student ambassadors and volunteers are integral to our access work as they support and lead activity where appropriate, including in our primary school programme, creating subject specific modules and materials for delivery in schools.

The Students' Union President is a member of the University's Steering Committee, Senate and Council which receives progress reports on widening participation and access agreement monitoring. There are two students' union representatives as members of the Widening Participation Committee which oversees the development of strategic WP work. The group, chaired by the Pro-Vice Chancellor (Education) meets twice a term to develop and steer a Widening Participation Strategy that is robust, effective and takes into account the views of all stakeholders including the student body.

The Students' Union have been consulted specifically on the changes to the broader development and changes in this Access and Participation Plan and are supportive of the University's offering for 2019/20 entrants. Previous 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.

## **Part 3: Targets**

The University's targets are outlined in Table 8 of the resource plan which reflects our ambition across the student lifecycle, and demonstrate balance in how we intend to diversify our entrant population and support the broader national WP mission. The targets set are viewed as suitably ambitious and stretching in the context of our strategic priorities, location, and subject mix and map well to sector-wide challenges specifically on access. There is a balance of targets focused on addressing gaps at institutional level whilst supporting national priorities, including access to the most selective institutions through collaborative targets and synergy with our sustained outreach programmes. Our access targets outline our ambitions to consider diversity through education, individual, locality, and subject based characteristics, all which dovetail with our intervention measures.

Through our self-assessment and monitoring processes the University recognises that the recent positive improvement in access is a result of a multitude of factors. However, the University also acknowledges that the credibility of our strategy relies on appraising our current targets to ensure targets reflect our longer-term ambitions. Following OfS's pending review of the access and participation landscape in 2018, we will extend and expand our targets in 2018/19.

The University continues to monitor and analyse institutional and sector data to address multiple dimensions of disadvantage and under-representation. This includes examining intersections of students' background characteristics, for example access for white males from socioeconomically disadvantaged backgrounds and gender diversity in certain STEMM disciplines. The University is confident that its targeting and practice models address these challenges without the need to introduce further targets at this stage.

Building on internal analysis we have developed a student success target focused on the retention of LPN students, and we have articulated in the measures and investment sections below our intent to enhance support and outcomes for specific groups. We consider this target as provisional in nature as we are currently conducting further research into the underpinning reasons why students don't continue. We will build on this element of our strategy in 2018/19 where effective baseline data and robust evidence can be ascertained to demonstrate and work towards potential new targets where the greatest challenges exist. Our new evaluation unit and working group will support the development of robust baseline data to reinforce any targets on student success and progression. Our efforts to develop specific measures in response to specific challenges will be designed to improve outcomes and experiences including reducing performance gaps where relevant.

The University is still in the early phases of a new governance structure where the Widening Participation Committee has started to examine the lifecycle outcomes for specific groups, including students with certain disabilities, care leavers, mature students and specific ethnicity groups. The outcomes of these groups are also considered through TEF Strategy Group and through the Education Committee.

#### **Part 4: Access, student success and progression measures**

The University has developed a range of activities and support measures to enable goals and strategic priorities across the student lifecycle. This provision has evolved over time in response to specific institutional or sector-wide challenges and forms a core component of our evaluation strategy to demonstrate an evidence-led approach. Our interventions map across four areas, many of which intersect and overlap, including our approach to access, student success, progression and financial support. Many of our student success and progression activities are in the early phases of development as they are designed to respond to specific trends and challenges.

##### **4.1. Access**

The scale and depth of our access work is significant given the relatively low proportions of students from underrepresented groups and reflects our mission to enhance social diversity and participation in higher education and the institution. Where our work contributes to sector-wide ambitions directly we need to ensure data and evidence is part of a national approach to understand impact and therefore we welcome the opportunity to engage with the Evidence and Impact Exchange once developed.

##### **4.1.1. New access provision**

The University intends to scale-up and enhance its access approach over the next few years, both building on existing provision and developing new activity to accelerate access outcomes. These new interventions will include further sustained measures to raise aspirations and attainment of young people from primary school age, through to advancing the social diversity of Warwick's entrant population. Other activities are also being considered as part of a broader Social Inclusion Strategy, currently under development.

- i. The University of Warwick will co-sponsor an **IntoUniversity** centre in Coventry. The centre will be a higher education presence in the local community, which will provide a range of programmes working over the long-term with young people aged 7-18. These programmes include after-school Academic Support, Mentoring, aspiration-raising FOCUS programmes including visits to the University, early intervention work at primary schools, tailored secondary school provision, family learning and employability and careers programmes. In the first year of opening, the centre will work with a minimum of 450 students and once established with a minimum of 900 students each academic year.

**IntoUniversity** centres are based in areas of disadvantage and students are carefully targeted to ensure they are from groups underrepresented in higher education – for example, white working class, BAME, looked after children. In order to access the programme students (or schools) must meet at least one of **IntoUniversity's** strict widening participation 'primary' criteria (Free School Meals, pupil premium, household income below £25,000, living in social housing, child looked after) *or* meet multiple 'secondary' widening participation criteria, all of which are indicators of lower progression into higher education (e.g. first generation applicant, young carer).

Nationally, **Into**University works closely with 233 schools and The University of Warwick partnership with **Into**University will include collaboration with multiple local primary and secondary schools. This collaboration includes the charity and the University (e.g. volunteers, academics and/or WP staff) working with whole classes from target primary schools and with secondary schools to identify students for specific interventions in school, at the **Into**University centre and at the university.

ii. Warwick Access and Mobility Programme

The programme aims to enhance the University's approach to widening access and improve social diversity. This regionally orientated programme will target learners from the most disadvantaged backgrounds in the latter stages of their KS5 studies. The Warwick model will be a truly transformational social mobility programme, supporting students to get in, get on and give back. The scheme will give confidence to students through providing educational opportunity to realise their academic potential and support them to fulfil their career ambitions. Whilst contextualised offers will be made, the programme really intends to enhance attainment outcomes and preparation for study at university through intensive tutoring support and academic skills development. The programme is designed to improve access to the University from the most disadvantaged groups, and promote opportunity through their Warwick journey where we will consider relevant targets to measure impact, including student success and progression outcomes. Whilst the programme is still under development, it is expected to be launched in 2018/19.

Provision will include:

- Academic insight sessions, potentially through a residential experience
  - Application advice and guidance
  - Attainment tutoring and academic/research skills support (prep for 1<sup>st</sup> year study)
  - A guaranteed lower offer
  - Progression on to the Warwick Scholars Programme- focused on building social, cultural and economic capital.
  - A scholarship to enhance their student experience and remove the need to rely on part-time work and facilitating opportunity to volunteer in the community or support a peer mentoring culture.
  - Remove barriers to participation/promote in employability opportunities, internships, study abroad schemes
  - Professional mentoring with Warwick alumni
- iii. The University is current developing and expanding its provision around Degree Apprenticeships and expects that this route will contribute towards supporting social diversity in the future.

## 4.2. Outreach work

The University delivers a range of targeted outreach and widening participation activities engaging all pre-entry phases with a broad geographical coverage. This activity portfolio sees us engage with around 13,000 students per year from primary school to adult learners. The majority of this provision is developed through sustained activity using robust data to ensure activities are targeted effectively.

Our targeting approach uses a basket of indicators which reflect national and institutional drivers, including individual and prior educational context. At an individual level students from LPN, Looked after Children and Care Leavers, mature students, and students with no parental history of HE are specifically targeted. Schools and colleges that demonstrate persistent attainment performance below the national average and that have higher than average deprivation values are prioritised.

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

Activity	Category	Target Group	Geographical Focus	Partners	Beneficiaries per year
<b>Warwick Bright Stars</b>	Aspiration	Year 6	Coventry and Warwickshire	Warwick Arts Centre, Academic departments	850
<b>Young Explorers University Programme</b>	Aspiration and IAG	Primary Looked After Children (LAC)	Coventry and Warwickshire	Coventry and Warwickshire Virtual Schools	25
<b>UniversityGo!</b>	Aspiration and IAG	Looked after Children	Coventry and Warwickshire	Coventry and Warwickshire Virtual Schools Coventry University	45
<b>Experience Warwick Partnership Programme</b>	Aspiration IAG Partnership	Secondary Schools working with Y7-13 Parents Teacher CPD	Coventry and Warwickshire	30 Targeted schools in Coventry and Warwickshire	4500
<b>Warwick Sutton Scholars</b>	Aspiration Attainment raising	Years 8-9	West Midlands	The Sutton Trust	160
<b>Student Progression Team</b>	Aspiration IAG	Years 9-10	Coventry and Warwickshire	N/A	190
<b>UniTracks</b>	Aspiration Attainment raising IAG Transition	Y10-13	National	The Brilliant Club The Brightside Trust	400
<b>Experience Warwick Year 10 Summer School</b>	Summer School	Y10, LAC	Coventry and Warwickshire + UniTracks	N/A	40
<b>Experience Health Sciences Summer School</b>	Summer School	Year 11	West Midlands and London	Queen Mary, University of London	30
<b>Experience Warwick Y12 Summer Schools</b>	Access	Year 12	National	N/A	80
<b>The Sutton Trust Summer School</b>	Access	Year 12	National	The Sutton Trust	120
<b>Pathways to Law</b>	Access IAG	Years 10-13	National	The Sutton Trust 10 other Research Intensive Universities	180
<b>Pathways to Banking</b>	Access IAG	Years 10-13	West Midlands and London	The Sutton Trust LSE	200
<b>Realising Opportunities</b>	Access IAG	Years 12-13	National	14 other Research Intensive Universities	150
<b>Academic Department work</b>	Aspiration IAG Access	KS2-5 Mature learners Teachers	Varied		
<b>Attainment Bootcamps</b>	Attainment raising	Year 11 and 13	Local national and		200
<b>Advancing Access</b>	IAG	Teachers and Advisors	National	Russell Group	
<b>WP Development Fund projects</b>	Various	Various	Varied		

### 4.3. Strategic relationships with schools and colleges

The University has a range of partnerships and relationships with schools and colleges, both formal and informal and has a firm commitment to strengthen these through a variety of means. These include through widening participation and outreach partnerships and provision, through initial teacher training (ITT) routes, collaborations with local FE colleges for 2+2 programmes and ITT, as well as a range of relationships with schools through academic departments.

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.

The University sponsors two University Technical Colleges (UTC), WMG Academy for Young Engineers based in Coventry and Solihull, building on its expertise in this area providing education for 14-19 year olds through an applied, problem based curriculum. The academies are overseen by the WMG Academy Trust which was established in 2015 and in which the University is a partner.

The University is a partner in the University School Trust focused on schools in East London, formed through the partners of the St Paul's Way Trust School. The Trust (UST) comprises a unique partnership of like-minded universities, companies, and community organisations, which work with the member schools to ensure the highest possible educational outcomes for students. Queen Mary are the lead sponsor of the UTS, and the current vision is that the MAT will look to expand to around 12-15 schools (both primary and secondary) as it builds its strategic plan over the next five years. There are currently two schools in the MAT, St Paul's Way Trust School (SPWT) and the Royal Greenwich School. St Paul's Way Trust School is an outstanding school in the heart of Tower Hamlets. The underpinning mission of the University Schools Trust is to provide a culture for young people from some of the most deprived communities in the UK to consider and progress to higher education. At SWPT in 2017 95% of Year 13s embarked on a University Degree course. Of these, 60% are attending Russell Group Universities. The school's intake, in terms of social disadvantage, has not changed during this period.

### 4.4. Attainment-raising activity

The University recognises that it needs to play a role in supporting student attainment in schools and colleges to enhance progression to HE. We continue to focus 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. Our approach to supporting attainment is multifaceted and includes direct provision through intensive exam support to enhancing access and improving outcomes through Foundation Year pathways.

The University has expanded its provision to support GCSE and A Level students in their exam preparation, by offering a range of supplementary school holiday revision programmes in targeted subject areas. We have developed intensive bootcamps, delivered by teachers, to support students in years 11 and 13 in their final push towards their exams. The programmes are targeted towards students who are part of the University's sustained WP activities, Warwick offer-holders and students from locally targeted schools who meet the criteria.

A core element of the IntoUniversity partnership focuses on supporting attainment. All **IntoUniversity** programmes include elements designed to support improved attainment. For instance the Primary FOCUS programme includes a study week, the content of which is agreed in advance with teachers to support their teaching of the national curriculum. The most intensive strand of the **IntoUniversity** programme, and the one placing the greatest emphasis on attainment, is called Academic Support.

Academic Support is an after-school programme offering students support with their learning, coursework and revision. At the **Into**University centre students have access to resources taken for granted in many better-off homes such as books, a computer, revision guides and a desk. Primary students can either receive support with their homework or take part in **Into**University's bespoke curriculum which links to university degree topics and national curriculum learning. Secondary students can receive support with their homework, coursework or revision or take part in **Into**University's secondary curriculum which includes project-based work developing independent learning skills.

The University is developing a new strand of work to enhance its commitment to support the educational outcomes of learners from disadvantaged and underrepresented groups in local schools and colleges. This is planned to take a multifaceted approach covering student attainment outcomes, teacher engagement and CPD, and school governance support. A stakeholder group will develop this vision and facilitate opportunity for school and college leaders and other relevant groups to shape the work.

Part of this expansion of support for learners will be to explore the feasibility of establishing a Warwick Attainment Academy. The Attainment Academy would host a range of initiatives designed to improve the attainment of targeted students at KS4 and 5, to facilitate better access rates of disadvantaged and underrepresented groups to the University. Provision is likely to include an expansion of revision and extension classes during weekends and school holidays, in-school tutoring, and support with study skills and transition to HE.

Our Centre for Lifelong Learning has developed the GAIN (**G**CSE **A**chievement, **I**nclusion and **e**Ngagement) programme offering GCSE English and Maths study support to current and potential future mature undergraduates, particularly students who entered the University without the level 2 qualification. The project is an outreach activity, offering supportive booster workshops to local adult learners who are currently studying GCSE English and/or Maths with an FE college or LA Adult Education service. The University is in the process of establishing a University of Warwick GCSE/A level English and Maths Centre of Excellence (WEMCE).

Warwick Business School (WBS) offers a BSc (with Foundation Year) in Accounting and Finance, and a BSc (with Foundation Year) in Management. 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 widening participation groups 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. Outcomes to date are positive with 98% of the 2016/17 cohort successfully progressing to year one. Student support has been adapted and strengthened over time, specifically around mathematics, to ensure the year is transformative and prepares students effectively for the duration of the course.

#### **4.5. Contextual information**

The University of Warwick is committed to making a high quality and challenging university education available to those who are capable of benefiting from it. The University's Contextual Data policy recognises individual and educational circumstances when assessing applications. Applicants who meet specific criteria would be eligible for a lower offer of up to two A Level (or equivalent) grades below the standard University offer (to a minimum of BBB). Criteria include:

- Attend a school/college performing below the national average at KS4 or KS5
- Attend a school with above the national average entitlement/ eligibility for Free School Meals
- Spent time in local authority care
- Live in a low participation neighbourhood or deprived area

An integral component of the contextual data policy will be to monitor and examine the retention and student success outcomes of entrants that progress to the University through this route.

## 4.6. Student Success

### Student mobility

The recent Universities UK International (UUKi) study into mobility highlighted the inequity of access to these opportunities, with disproportionate uptake by Home (UK) students from the most advantaged backgrounds compared to those from the most disadvantaged. Moreover, Warwick has started to analyse trends in student engagement in study abroad and mobility opportunities. We plan to pilot intervention initially through our alliance with Monash University in Australia to enhance opportunity for WP groups to study abroad, with longer term plans to support more short-term mobility and disciplinary opportunities.

### Student skills and research

The Undergraduate Research Scholarship Scheme (URSS) provides a highly supportive environment for students to develop research skills. They receive mentoring, skills training and funding for summer research projects, many of which are undertaken abroad, thereby also enabling students to stretch their learning and broaden their intercultural skills. Over 600 students have benefitted from URSS awards from 2014/15 to 2016/17, with over £560k having been allocated in awards in the period. Student engagement in research challenges students' skills and abilities and offers intellectual stretch. Through a Widening Participation Development Fund project, there is an appraisal of the scheme to ensure more students from disadvantaged and underrepresented groups can access and benefit from the scheme in future.

The Centre for Lifelong Learning delivers 2+2 programmes for mature students and student returning to study and has in place a set of specific support measures including a student support team with specialist staff working in the areas of welfare and well-being, e-learning, and student engagement and communication. As a result, withdrawals from the programme on non-academic and academic grounds are close to zero, and well below national trends in adult learner non-completion rates.

The University is committed to developing provision for students with disabilities and has been investing resources in this area to both minimise barriers to study and enhance the overall student experience. Some of the support includes:

1. An early arrival induction programme for students with ASD to facilitate a smooth transition and access to University life and study.
2. The Occupational Therapy student placement programme that has been running in Term 1 for the past 2 academic years to promote independent living skills and widen access to Warwick Sport and the Library for students with disabilities.
3. A Wellbeing Walk through the Mental Health & Wellbeing team open to staff and students to promote wellbeing, productivity and enhance performance.

## 4.7. Progression

The University's widening participation targets are orientated towards improving access measures; however our strategy encompasses a whole lifecycle approach which also focuses on excellence and progression. To this end we have invested and developed our approach to promote progression to postgraduate study and graduate level employment for students from disadvantaged backgrounds. Whilst recent evidence suggests that the University is performing well in supporting students to make the most out of Warwick experience, to support sustained improvement the University continues to strengthen its approach at departmental and institutional levels.

We have developed a partnership with the charity upReach to enhance support for targeted groups to increase their prospects of moving in to graduate employment. Initially the programme has been targeted towards Warwick Scholars Programme students and students that have come through the WBS Foundation Year. UpReach provide a three year targeted programme of support for eligible undergraduate students from less advantageous backgrounds, focussing on professional development of students. Interventions include tailored 1-1 support through professional mentoring from partner employers, providing a psychometric reasoning test training programme and career courses, and providing professional insight events and work

experience for Associates with partner employers. In total the Charity plans to work with up to **30** eligible undergraduates in 2017-18, **60** in 2018-19 and **90** in 2019-20.

The Warwick Scholars Programme (WSP) supports students that enrol at Warwick via one of our outreach schemes, UniTracks, Realising Opportunities and Pathways to Law. The scheme started in 2013/14 with 9 students, and has expanded to a cohort of over 70 students. Similar opportunities are presented through the Multicultural Scholars Programme (MSP) which provides support to low-income students from poorly represented ethnic groups within Law, Engineering and the Warwick Business School. The schemes support students for the duration of their degree providing a financial scholarship, additional employability opportunities including internships and overseas volunteering placements and networking support for developing social capital and employability, and alumni mentoring. Many MSP graduates have gone on to have careers at 'magic circle' firms in the City of London, having worked abroad or contributed to their communities through charitable projects. MSP gives students a greater chance of realising their academic potential, with the vast majority graduating with a 2:1 or higher.

The University continues to build on the evidence developed through the Postgraduate Support Schemes in prioritising resource to support the progression to postgraduate study for underrepresented groups. In recognition of some of the barriers to PG study the University has committed up to £500k per year in continuing the Warwick Taught Masters Scholarship Scheme (WTMSS) which provides targeted students with a £5k scholarship, in addition to any financial support they are eligible for.

The University is a partner of a HEFCE Catalyst Fund project, in collaboration with the universities of Leeds (lead), Manchester, Newcastle, Sheffield and York. The two-year project focuses on addressing barriers to student success, specifically progression to and success in taught postgraduate study by students who are BAME and from areas with low participation in higher education.

Warwick Volunteers (WV) enables students to experience volunteering in schools and the local community, and to benefit from extending and learning new skills, connecting with other students and supporting the well-being of themselves and others, and demonstrating an aptitude for employability. WV is co-led by students and staff and has more than 75 student project leaders at any one time. WV is physically located in the Students' Union to maximise accessibility for students. Project leaders are provided with training to support developing their leadership and project management skills.

#### **4.8. Financial Support**

The University will offer a broad package of financial support for students entering the University in 2019/20. The support will encompass a bursary package for students targeted at those on the lowest incomes and students from our most vulnerable groups. We aim to target in excess of 80% of the support offered by the University to new entrants in the 2019/20 academic year to students with a residual family income of less than £25,001. The package will be guaranteed to all students who meet the relevant criteria and will be offered for each year of their course.

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/>

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 for the Access to Learning Fund and will augment any support via OfS funding for 2019/20).

##### **4.8.1. Warwick Bursaries**

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 mandatory periods of study away from the University where a student meets the eligibility criteria in that period.

The criteria for receiving a Warwick Bursary from the University for 2019/20 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 2019/20 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 in England (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.

The Warwick Bursary programme 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

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 2019/20
- Students in receipt of the Special Support Element of the Maintenance Loan, Childcare Grant or Adult Dependants' 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 Students' Allowances, Personal Independence Payment or Disability Living Allowance

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 (£1,385 for 19/20). For Warwick Bursary students whose family incomes are between £25,001 and £35,000, a reduced fee waiver of £650 will be awarded.

Students whose family income is reassessed during the 2019-20 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 reassessment will not be reclaimed. Students who become eligible for the Warwick Bursary during the 2019-20 academic year will be entitled to the full award.

Bursary support will be paid directly to students 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 who have taken part in widening participation and access programmes at the University of Warwick prior to starting their undergraduate course at Warwick will be eligible to apply for additional support through our Warwick Scholars Programme. 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 HE.

The University plans to 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 1/3 of the full-time home student tuition fee, pro rata to the number of modules and the relevant

CATS points for the individual student's course of study, per annum will be due to part-time Home/EU students starting their course in the 2019/20 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 of fee waiver for their course.

The University will review the support for part-time students in light of the impact of maintenance loans on part-time student numbers from 2018-19.

#### **4.9. An evidence-led approach to financial support**

The University seeks 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. Our commitment here is also underpinned by evidencing and understanding the financial challenges faced by students.

The University conducted a full scale survey of first year Warwick Bursary (16/17 entrants) recipients in the summer of 2017. The purpose of the survey was to evaluate the effectiveness of financial support and focused on the impact of bursaries on the student experience in the first year, and the extent to which financial support enables students to achieve their goals and aspirations.

69% of students indicated that receiving a bursary had reduced the need to undertake paid work (compared to 65% of students who answered a similar question in 2016), although approximately 21% of bursary recipients continue to work in term time.

Just over 90% said that receipt of the bursary had helped them to concentrate on their studies without worrying about finances. The bursary was overwhelmingly seen as helpful in allowing students to participate fully in extracurricular opportunities including social and sporting activities. Of the students who responded to these questions, just over 77% were from the lowest income groups (under £25k).

The University will continue to carry out an annual survey to assess the impact and value of financial support to its students throughout the student lifecycle. The team will use the survey questions, methodology and user guides issued by OFFA to inform the design of the survey and to evaluate and disseminate its findings.

The University has followed OFFA's recommendation and adopted the statistic model and the financial support survey developed by OFFA in evaluating the effectiveness of our financial support packages. The model suggested that our financial support was effective in terms of student retention, completion, good degree and employment outcome. The University will continue to develop a longitudinal understanding of the value of the financial support we offer our students and will continue to take an 'evidence-based' approach to providing targeted support to students who need it most.

### **Part 5: Investment**

The University is committed to spending £10.8m on access, student success and progression activities and financial support to students to underpin our widening participation strategy in 2019-20. This expenditure represents approximately 29 per cent of our higher fee income (HFI), with incremental investment increases in student success and progression compared to 2018-19. From 2019-20 onwards, we will continue to increase expenditure specifically to support student success and progression. Our Access and Participation Plan investment commitment for 2019-20 is outlined below:

- £6.275m on financial support to students (including hardship funds)
- £4.6m for access, student success and progression provision

- £3.5m on access provision (9.3% of HFI)
- £0.6m on student success (1.6% of HFI)
- £0.5m on progression (1.3% of HFI)

We have maintained our access expenditure forecast in line with previous access agreement commitments as there is little evidence to suggest that further investment would lead to a step change in outcomes. Moreover, we wish to ensure that any additional higher fee income is prioritised towards improving student outcomes and experiences and therefore we have increased our expenditure projections for student success and progression categories.

Our investment commitments reflect a measured balance between the relevant categories and our strategic priorities to deliver sustained improvement. 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, retention and success priorities and addressing challenges students face when progressing into graduate level employment or postgraduate study.

This additional investment should also be seen in the context of other externally funded work the University is leading on or connected with, for example the National Collaborative Outreach Programme (NCOP) and an OfS Catalyst Fund project supporting the progress to and success in postgraduate study.

The University receives generous support from donors, sponsors and partners in funding its widening participation commitments and will continue to expand and diversify these routes to support widening participation priorities and outcomes.

## **Part 6: Provision of information to students**

The provision of clear and accessible information, advice and guidance (IAG) is a key component of the University's approach to widening participation. The University will ensure that information regarding fee levels and funding support is available to applicants at the earliest stage possible. Fee levels are printed in our prospectus, on our website 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. All of this will be compliant with Competition and Markets Authority (CMA) requirements.

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.

Two dedicated posts within our Student Funding team provide a source of IAG and financial outreach to local schools, colleges and interested groups. In order to do this in an interactive and engaging way, a range of workshops and activities have been developed and delivered to students at local state secondary schools in line with our schools targeting model. Our aim is to ensure that prospective students can make informed choices when accessing Higher Education.

The University has further developed student funding outreach support in order to provide individual assistance to prospective and current students and their families. We have a resources section on our website for teachers to use and download IAG materials creating ongoing relationships and support for schools and colleges. We have 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 Student Funding outreach team 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.

To ensure that all prospective students understand the funding system and see the benefits rather than the headline figures, leaflets and web pages have been designed specifically for mature students. One of the main anxieties for these students in the first few months is finance. To address this concern the Student

Funding outreach team work with partner colleges at induction events to provide IAG around the costs of university and help encourage students apply for student finance early.

A dedicated widening participation website has been developed and populated with the details of aspiration and attainment raising events, including distinctive age-focussed IAG pages. Links to finance and funding information have been added to this website for potential students, teachers and advisors. We have also developed specific parent/carer IAG factsheets around student finance and applying to university to be used at schools parent/carer evenings. Significant resource has been targeted at providing IAG on maintenance loans to prospective part-time students.

The University is committed to providing timely information to UCAS and SLC to facilitate fully informed applications from students. Our previous access agreements and this access and participation plan will be published in an accessible form on our website for prospective and current students



\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The University may increase fees in line with any inflationary uplift as determined by the UK Government, if permitted by law or government policy, in subsequent years of eligible course.

Full-time course type:	Additional information:	Course fee:
First degree	UG full-time excl Foundation and 2+2 degree pathways	£9,250
First degree	2+2 degree pathway	£6,750
Foundation degree		*
Foundation year / Year 0	WBS foundation year	£6,750
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	PGCE	£9,250
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	<b>Other statistic</b> - State School (please give details in the next column)	Raise the number of full-time young entrants to the university from state schools from the 13/14 level of 2115 to 2320 by 2020/21	No	2013-14	2115	2200 (65%)	2200 (65%)	2320 (65%)			
T16a_02	Access	Socio-economic	<b>Other statistic</b> - Socio-economic (please give details in the next column)	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 2020/21	No	2013-14	427	500 (15%)	530 (16%)	575 (16.1)			
T16a_03	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Location (please give details in the next column)	Raise the number of full-time young entrants to the university from low participation neighbourhoods from 133 in 2013/14 to 200 by 2020/21	No	2013-14	133	175 (5.1%)	185 (5.4)%	200 (5.6%)			
T16a_04	Access	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	Increase the number of mature UK learners registered on full-time and part-time programmes from 586 in 2013/14 to 680 by 2020/21	No	2013-14	586	620 (17.3%)	650 (18.1%)	680 (18.1%)			Our numbers of mature students here include our Graduate Entry MBCHB programme. The MBCHB programme is a key strand to our widening participation programme, offering students a second route into the Medical professions. The University has revised its baseline year from 2009/10 to 2013/14, and so has not changed its 2015/16 milestone due to being mid-cycle
T16a_05	Access	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Raise the number of entrants on the WBS Foundation Year from 15 in 2015 to 25 in 2020	No	2015-16	n/a	22	25	25			

T16a_06	Access	Multiple	<b>Other statistic</b> - Applications (please give details in the next column)	Increase the number of male primary school trainees from approximately 31 to 42.	No	2011-12	31	0	0	0			This target has been discontinued
T16a_07	Access	State school	<b>Other statistic</b> - Applications (please give details in the next column)	Increase the proportion of applications from the low performing schools and colleges	No	2015-16	13.8 %	14.8%	15.3%	15.8%			
T16a_08	Access	State school	<b>Other statistic</b> - State School (please give details in the next column)	Increase the proportion of entrants from the low performing schools and colleges	No	2015-16	11.4%	12.5%	13.5%	14%			
T16a_09	Access	Other (please give details in Description column)	<b>Other statistic</b> - Applications (please give details in the next column)	Increase the proportion of applications from state schools in Coventry and Warwickshire	No	2015-16	2.6%	3.4%	3.8%	4.2%			
T16a_10	Access	Other (please give details in Description column)	<b>Other statistic</b> - State School (please give details in the next column)	Increase the proportion of entrants from state schools in Coventry and Warwickshire	No	2015-16	2.9%	3.5%	4%	4.5%			
T16a_11	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Increase the proportion of BME entrants from 25.9% in 2013/14 to 27.3% by 2020/21	No	2013-14	25.9%	26.8%	27%	27.3%			
T16a_12	Success	Low participation neighbourhoods (LPN)	<b>HESA T3b</b> - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Improve the non-continuation rate of LPN Q1 Young, full-time students.	No	2015-16	3.4%	3.1%	2.9%	2.7%	2.6%	2.4%	

**Table 8b - Other milestones and targets.**

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	State school	Outreach / WP activity (other - please give details in the next column)	Increase the number of secondary schools/colleges in Coventry and Warwickshire that we work with to 40 by 2016/17	No	Other (please give details in Description column)	32	n/a	n/a	n/a			Target complete and being reconsidered
T16b_02	Access	State school	Outreach / WP activity (other - please give details in the next column)	Increase the number of primary schools in Coventry and Warwickshire that we work with to 16 by 2016/17	No	Other (please give details in Description column)	6	n/a	n/a	n/a			Target complete and being reconsidered
T16b_03	Access	State school	Outreach / WP activity (other - please give details in the next column)	Increase the number of secondary schools/colleges that we work with nationally to 150 by 2016/17	No	Other (please give details in Description column)	113	n/a	n/a	n/a			Target complete and being reconsidered
T16b_04	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to a research intensive university	Yes	Other (please give details in Description column)	n/a	38	39	n/a			Shows the target for the percentage of RO participants entering a research intensive university. As RO Partners have already stated targets until 2019 - 2020 in their 2017 - 2018 agreements, and RO is currently set to continue until July 2019, it is appropriate not provide additional targets at this point.

T16b_05	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to an RO Partner university	Yes	Other (please give details in Description column)	n/a	25	25	n/a			Shows the target for the percentage of RO participants entering an RO Partner university. As RO Partners have already stated targets until 2019 - 2020 in their 2017 - 2018 agreements, and RO is currently set to continue until July 2019, it is appropriate not provide additional targets at this point.
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	To work with Coventry and Warwickshire Virtual Schools to support up to 25 Primary school pupils that are looked after children	No	Other (please give details in Description column)	n/a	25	25	25			
T16b_07	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of applications from UniTracks students to study at the University of Warwick	No	2015-16	10	19	21	23			Shows the target for the number of applications from UniTracks students to study at the University of Warwick
T16b_08	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Increase the number of students taking part in University supported Revision Bootcamps	No	2015-16	80	110	120	140			