University of Warwick

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

1. The University of Warwick's outstanding research-led education and student experience develops confident, capable graduates with the agency to learn beyond boundaries and succeed in the world around them, regionally, nationally, and internationally. Our mission is to inspire and empower individuals to realise their full potential, to advance knowledge and understanding across disciplines, and to contribute positively to society through innovation, creativity, and collaboration. We strive to cultivate an inclusive and diverse environment that encourages critical thinking, intellectual curiosity, and ethical leadership.

2. The University is a thriving and diverse community of 28,622 UG and PG students – full-time (25,649), part-time (3,153), mature (2,029, UG only), home (16,712) and international (11,910). We have 31 academic departments and over 50 research centres in three Faculties: Arts, Science, Engineering and Medicine, and Social Sciences. Alongside traditional undergraduate degree provision the University also offers a range of degree apprenticeships.

3. Inclusion is a fundamental principle at Warwick and a core pillar of the University Strategy *'to remove economic, social and cultural barriers that have prevented talented people from working and studying at Warwick and be recognised as best in class in our approach to diversity and social inclusion, for staff and students*.' A commitment which is formalised through our Education, Research and Social Inclusion strategies and sub strategies relating to access, success, experience and wellbeing. These strategies drive institutional commitment, action and cultural change to deliver a more inclusive environment at all levels.

4. Our work on widening access is longstanding and we have made significant progress in driving diversity within our student community over the last 5 years. We take pride in our impact on underrepresented groups as recognised in the 2022 English Social Mobility Index, where Warwick ranked 20th out of 101 institutions overall. Additionally, we were recognised for social mobility advancement in 2021 and 2023 in the 'University of the Year' category of the UK Social Mobility Awards.

5. The University achieved Gold in the Teaching Excellence Framework (TEF) 2023, highlighting our outstanding student experience and outcomes. Our commitments to social inclusion include being awarded the Race Equality Charter Mark (2022), an Institutional Athena Swan Silver Award (2018) and Gold Employer status from the Stonewall UK Workplace Equality Index (2022) for our work with bi and trans communities. We are a University of Sanctuary and have made pledges to enhance our approach for care leavers and students estranged from their families through the Care Leaver Covenant and the Stand-Alone Pledge.

6. We play a leadership role in the economic, social, and cultural growth of our region. Partnerships support and enable these ambitions, and we have excellent partnerships with regional industry, communities, charities, and educational institutions. Our partnership with University College Birmingham (UCB) is an example of how we are collaborating to enhance social mobility in the West Midlands.

7. Our Access and Participation Plan outlines the institution-wide, holistic approach that we are taking to address the risks to equality of opportunity identified in our analysis of our performance and sets out how we intend to share our evaluation and research to benefit the wider sector.

Risks to equality of opportunity

8. As part of the University's approach to assessment of performance we have identified the most significant institutional risks to equality of opportunity. We also set out what we consider to be the underlying causes to these risk indicators, based on institutional and sector evidence and the consultation undertaken in the development of the APP with students and staff.

9. Our assessment included detailed analysis across all stages of the student lifecycle for a range of student characteristics compared to their associated comparator groups (4-year average) and is benchmarked against sector and comparator institution data. We also considered the statistical significance of the risk areas.

10. The most significant indicators of risks to equality of opportunity at Warwick are outlined below. We recognise that these risks may magnify based on characteristics intersecting. A cross cutting theme across most of the identified risks is the impact of cost pressures on HE (Higher Education) affordability. The University has commissioned a programme of work that explores the impact of cost of living on students, linked to national evidence, and has set about implementing a range of measures to make the university experience more equitable.

11. For a full analysis of our assessment of performance, please see Annex A.

Access

Institutional Risk 1 (IS1) Nationally, students with care experience are less likely to progress to higher education. At Warwick, care experienced students are significantly underrepresented. Moreover, students that have experienced care are less likely to continue with and complete their studies than students who have not.

Evidence indicates that multiple societal factors contribute to positive outcomes, including increased information and knowledge of HE, positive perceptions of HE and role models in local and school communities, prospective students being able to see themselves belonging and mattering in HE and opportunities that alleviate cost pressures. Institutional evidence indicates that having access to affordable accommodation all year round has an impact on student experience and completion. This is also true of other students classified as independent, including estranged students.

Institutional Risk 2 (IS2) At Warwick, students from low socio-economic status (SES) backgrounds (IMD Q1 and students eligible for free school meals) are significantly less represented in our student community than students from high SES backgrounds (IMD Q5 and students not eligible for FSM).

Evidence indicates that multiple societal factors contribute to positive outcomes, including increased information and knowledge of HE, positive perceptions of HE and role models in local and school communities, prospective students being able to see themselves belonging and mattering in HE and opportunities that alleviate cost pressures. National evidence indicates that prior attainment is a principal entry level barrier to HE participation for students from low SES backgrounds when combined with wider factors to lower application, offer, and acceptance rates. Course competitiveness may also be a factor. Intersectional data analysis suggests there are particular risk factors associated with males and white students within this group.

Institutional Risk 3 (IS3) Mature students are underrepresented at Warwick and there has been a steady decline in the proportion of mature students since 2017-18.

Evidence indicates that factors which contribute to positive outcomes include opportunities that alleviate cost pressures and the provision to offer flexible and diverse pathways to HE to enable students to engage with their studies alongside additional responsibilities. Prospective students being able to see themselves belonging and mattering in HE may also be a factor.

Continuation

Institutional Risk 4 (IS4) Students with a declared mental health condition are less likely to continue their studies at the University after year one compared to students with no registered disability.

Evidence indicates that multiple factors influence positive outcomes including opportunities for enhanced personal or wellbeing support, opportunities for enhanced transition to HE support, support for students navigating academic regulations and the clarity, accessibility and design of those regulations, enhanced support for students as they adjust to new environments. National and institutional evidence suggests that care leavers, students estranged from their families, and students that identify as LGBTQUI+ and neurodiverse students are more likely to experience mental health conditions and are more likely to withdraw from their course.

Completion

Institutional Risk 5 (IS5) Mature students are less likely to complete their studies compared to young students.

Evidence indicates that multiple factors influence positive outcomes including opportunities for enhanced personal or wellbeing support, support and culture which enhances student belonging and support for students navigating academic regulations and the clarity, accessibility, and design of those regulations. Dependent on the personal circumstances and age range, the challenge to balance academic study with home circumstances and part time work may also be a contributing factor.

Institutional Risk 6 (IS6) Students from low SES backgrounds (IMD Q1 and students eligible for free school meals) are less likely to complete their studies at the University than students from high socio-economic status backgrounds.

Evidence indicates that multiple factors influence positive outcomes including opportunities to alleviate time, and cost pressures on students for example flexible and relevant part-time work opportunities, opportunities for enhanced academic or personal support, support and culture which enhances student belonging, and support for students navigating academic regulations and the clarity, accessibility, and design of those regulations.

Degree Awarding

Institutional Risk 7 (IS7) Black students are less likely to be awarded a First-Class or Upper Second-Class degree at the University than White students.

When combined with socio-economic status the degree award outcomes for Black students shows no significant difference between high SES and low SES. Institutional evidence indicates that multiple factors influence positive outcomes including enhanced assessment and feedback processes (Black students report lower satisfaction (NSS, 2023)). National evidence suggests that positive role models in academic staff, enhanced and inclusive wellbeing support, well developed inclusive curriculum, pedagogies and support and a culture which enhances student belonging within the University community contribute.

Institutional Risk 8 (IS8) Students from low SES backgrounds (IMD Q1 and students eligible for free school meals) are less likely to be awarded a First-Class or Upper Second-Class degree at the University than students from high SES backgrounds.

National evidence suggests that multiple factors influence positive outcomes including positive role models in academic staff, enhanced and inclusive wellbeing and academic skills support, well-developed inclusive curriculum and pedagogies, provision of financial support and opportunities for part time work that are flexible and relevant.

Monitoring emerging risks and intersectionality

12. Our assessment of performance has highlighted several further risks that we intend to monitor over time, and should the risk level change materially, we will consider how best to address these. This include indicator values where student population numbers are low or where limited data exists.

13. Intersectionality has been considered across characteristics and will continue to be part of the risk monitoring process. We recognise from our data and student insight that the specific experience of LGBTQUI+ students and neurodiverse students is important for us to consider across all our objectives and interventions. We have also combined socio-economic status and other characteristics where relevant to provide a richer understanding of the associated risks.

14. There are student groups that we have not been able to consider using institutional data, including estranged students, students with caring responsibilities, commuter students, and refugee and asylum-seeking students. We have used national data to consider the risks to equality of opportunity for some of these groups and commit to enhance our institutional data to better understand their outcomes and experiences.

15. As detailed in the whole provider approach (page 33) there has been significant work and focus on access and student success over the period of the last plan and some of the outcomes from this effort may not yet be visible within our data sets due to the lag between implementation and impact. As such, the activity in the plan builds on this existing work and the collective impact will be evaluated over time.

16. The University's progression to graduate employment and further study outcomes are strong and higher than sector and comparator group levels. We commit to supporting all students to thrive and will ensure opportunities for enhancement are well targeted to mitigate any potential risks to equality of opportunity.

Objectives

17. Our objectives form the basis our institutional commitments over the next five years and beyond. We recognise that it takes time to implement and see the impact of specific interventions in the data. The objectives reflect our long-term ambitions as well as clear commitments for where we aim to be during the period of the plan to ensure continual focus and momentum. Our objectives signify an intent to improve outcomes and experiences for all targeted groups. We recognise that there are awarding gaps that are unjust and a consequence of systemic and structural issues and we commit to eliminating the gaps in those areas.

    Objective 1: To ensure that students with care experience have equal opportunity to make a successful application to Warwick and have equality of opportunity across the student lifecycle by 2028-29. We will do this through ensuring that students with care

experience are clearly recognised and supported across the University and by embedding targeted interventions across the student lifecycle.

Objective 2: Warwick will increase the proportion of entrants from the lowest socio-economic status groups (IMD quintile 1) from 11.4% in 2021-22 to 13.4% by 2028-29. We will do this by expanding our collaborative work to improve prior knowledge and attainment, expanding our Warwick Scholars access programme to improve application and conversion rates alongside improving the quality of transition to the University, and enhancing our contextual admissions approach.

Objective 3: We commit to reducing the continuation gap between students with a declared mental health condition and students with no disability, **from 7.8% in 2020-21 to 3% by 2028-29**. We will do this through the delivery a new Start Well programme, roll out of guidance and training on the co-created Disabled Students Code of Practice and a range of activities outlined in IS3.

Objective 4: We commit to reducing the completion rate gap between mature and young students, **reducing the 4-year average gap from 10.6% to 7% by 2028-29**. We will do this through piloting a bespoke THRIVE programme embedded in a new programme which has been developed with mature students in mind, embedding of the OfS Positive Digital Practices resources for students (digital literacy) and staff (assessment, good practice for mature and part time students) and a range of other activities as outlined in IS4.

Objective 5: We commit to reducing the completion rate gap between low socio-economic backgrounds (IMD Q1) and high socio-economic backgrounds (IMD Q5), reducing the 4-year average gap from 7.1% to 4% by 2028-29. We will do this by building on the work of our Student Inclusion Officers on inclusive personal tutoring to develop a University Belonging Framework, enhancements to the Warwick Bursary package, the Warwick Scholars Programme and a range of other activity as outlined in IS5.

Objective 6: We commit to eliminating the awarding gap between White and Black Students by reducing the gap from 12% in 2021-22 to 6.5% by 2028-29, and to 0% by 2035. We will do this by building on current training for all students to cover University values, anti-racism and microaggressions, increasing the diversity of our staff through inclusive recruitment, promotion and reward, further development and embedding within quality processes of work on inclusive curriculum, pedagogies and assessment and a range of other activity as detailed in IS6.

Objective 7: We commit to eliminating the awarding gap between students from low socio-economic backgrounds (IMD Q1) and high socio-economic backgrounds (IMD Q5), by reducing the gap from 10.8% in 2021-22 to 5% by 2028-29. We will achieve this by building on current training for all students to cover University values, anti-classism, and microaggressions, increasing the diversity of our staff through inclusive recruitment, promotion and reward, continued support through the Warwick Scholars programme and other activity as detailed in IS7.

18. Although the University has identified several potential risks for students eligible for Free School Meals (access, completion, degree award) we do not have sufficient longitudinal data through the admissions process, nor a robust system to identify students through their studies. We will continue to prioritise eligible students in our access work and will develop new targets and associated interventions strategies where appropriate.

19. We recognise that access rates for mature students have been in steady decline, reflecting national trends. We are actively exploring opportunities that the Lifelong Learning

Entitlement (LLE) may bring to diversify our student community and will monitor the impact of our flexible pathways to HE, including Degree Apprenticeships.

Intervention strategies and expected outcomes

20. The objectives outlined in the previous section have been translated into the following intervention strategies. These approaches are underpinned by theories of change and contain well evidenced activities that will help us in achieving our goals.

21. Our intervention strategies build on the extensive existing work across the institution and include areas of work which are new or are being adapted to better meet our objectives. There are a number of interventions which overlap across the objectives outlined and where this is the case, the spend has been divided equally across the sections. We recognise that this work involves our whole institution, and we are proud of the commitment that our student and staff community give to this. Some of the interventions are designed to support all students, taking a human-centred approach to ensure that they meet the needs of specific student groups.

22. We will continue to ensure our institutional efforts to widening access to higher education and student success reflects all student groups where we recognise there to be risks to equality of opportunity. The journey to and through higher education is complex and multifaceted and we commit to enhancing equitable and inclusive policy and practice that improves outcomes and experiences for all students. Our intervention strategies below are underpinned by the following commitments:

- To **work in collaboration** with existing and new partners to address risks to equality of opportunity across the whole student lifecycle.

- To **co-create activity with students** to enhance institutional policy and practice, specifically those students who are most at risk of equality of opportunity.

- To take a **whole institutional approach** throughout.

- To **enhance evaluation** and build the national and international evidence base on what works to improve inclusion and social mobility.

- To continue to **innovate** and respond to external drivers, including a commitment to **enhance diverse and flexible pathways** to HE and **support to address attainment gaps** in pre-16 education.

Access

Intervention Strategy 1			
Objective:	To ensure that students with care experience have equal opportunity to make a successful application to Warwick and have equality of opportunity across the student lifecycle by 2028-29.		
Risk to equality of opportunity:	Knowledge and skills, application success rates, information and guidance, perception of Higher Education, prior attainment, cost pressures, role models in HE, sense of belonging.		
Activity	**Inputs**	**Outcomes**	**Cross-intervention strategy?**
A strategic commitment to support students with care experience to access and succeed in higher education and the University, including an institutional pledge to the Care Leaver Covenant and the National Network for the Education of Care Leavers (NNECL (National Network for the Education of Care Leavers)). (Expanded activity)	Staff time to support institutional commitments.	Improved institutional awareness of the risks to equality of opportunity for students with care experience. Improved staff understanding will lead to improved and more inclusive support.	IS2, IS5
Collaborative work (Expanded activity) Collaborative activity in Coventry and Warwickshire (with Uni Connect and Virtual Schools), including University Explorers programme targeted at KS2 looked after children. Collaboration with the EY Foundation to support care experienced young people with knowledge and skills to navigate post-18 options for education and employment.	Collaborative costs for activity development and delivery. Staff time to deliver the programme. Evaluation staff resource.	Care Experienced students have increased knowledge and awareness of higher education options. Increased number of young people who disclose they are care experienced on UCAS (Universities and Colleges Admissions Service) application. Improved knowledge and skills to make the progression to HE.	IS2

Pre-HE/Widening Access (Expanded activity) Named contact for support and advice from the point of application to graduation. Contextual Offers for care experienced students. Guaranteed places on the University's flagship social mobility programme Warwick Scholars access programme for care leavers who are given an offer on a Warwick course. Targeted support on Open Days and Offer Holder Open Days for care experienced students.	Staff resource as a named contact Evaluation staff resource. Evaluation staff resource. Financial support to enable students to attend open days where appropriate.	Increased application and conversion rates to Warwick, students feel supported to progress into HE. Students see Warwick as a place for them and believe they would fit in academically and socially. Students feel confident they can get the grades they need to get to Warwick and believe that they will be successful if they apply. Increased sense of belonging for care experienced students.	IS2
Transition and on course support (Expanded activity) Named contact for support and advice from the point of application to graduation. Enhanced welcome packs for students. Opportunity to join the Warwick Scholars undergraduate programme on enrolment for enhanced opportunities and additional support. Enhanced Financial Support- Care Leaver Bursary (see further details under the Provision of Information for Students section below) 52 weeks on campus accommodation for care leavers.	Staff resource as a named contact Financial support costs Evaluation staff resource.	Increased knowledge and awareness of the academic and wellbeing support available at Warwick. Increased knowledge of the extracurricular opportunity at Warwick. Increased continuation and completion rates. Decrease in students reporting cost pressures, decrease in students applying for the Hardship fund, increase in self-reported levels of part time working. Increase in sense of belonging. Students have consistent accommodation base during their studies	IS5, IS7

Estimation of spend required to deliver the intervention strategy over 4 years	£463k

Summary of evidence base and rationale

The interventions and measures introduced to support students who are care experienced were developed based on evidence of the unique challenges and needs faced by this group. This included data on HE access and success rates for students who are care experienced, as well as personal accounts gathered by supporting staff from the University detailing the specific obstacles they encountered. Insights gained from partners such as NNECL and EY foundation have been crucial for informing our approach.

We have developed a Theory of Change model to inform and underpin our approach for supporting students who are care experienced and collect quantitative and qualitative data to monitor and assess the interventions we have in place to support this group. Work is ongoing to enhance understandings of the challenges and obstacles faced by students who are care-experience through our engagements with this group from early interventions from key stage 2 through to HE. We will also undertake a case study to understand the effectiveness of our institutional commitment to supporting students with care experience, including further research with care leavers and practitioners on the barriers to access and succeed in HE to improve the evidence base on what works.

Intervention Strategy 2			
Objective- PTA_1	Warwick will increase the proportion of entrants from the **lowest socio-economic status** groups (IMD quintile 1) from 11.4% in 2021-22 to 13.4% by 2028-29.		
Risk to equality of opportunity:	Knowledge and skills, prior attainment, information and guidance, low application rates, course competitiveness, perceptions of higher education, cost pressures, sense of belonging.		
Activity	**Inputs**	**Outcomes**	**Cross-intervention strategy?**
A new partnership with IntoUniversity (IU) and University College Birmingham (UCB) to open a new centre in East Birmingham. This builds on our existing partnership with IntoUniversity where we have an IU centre in Coventry. (New Activity)	Partnership contribution to centre costs and development.	Young people from disadvantaged communities that engage with IU are more likely to make successful transitions through education. More likely to succeed in public examinations.	IS1

	Staff time to deliver the programme.	More likely to progress to a positive post-school outcome. More likely to enter HE.	
Development of the Experience Warwick Partnership. A strategic commitment to support targeted primary and secondary schools in Coventry and Warwickshire to prepare their students for higher education. (Expanded activity)	Staff time to deliver the programme. Evaluation staff resource.	Increase confidence to progress onto and succeed at higher education, Increased knowledge and awareness of higher education options, Increased number of students who progress to Level 3 study, Increased progression to HE	IS1
Expansion and Enhancement of the Warwick Scholars access programme (Expanded activity) Students have access to A Level tutoring, mentoring, and opportunities to visit the campus including a residential experience to support engagement with other students. Students can also benefit from a guaranteed offer, a tuition fee discount, and a bursary.	Staff time to deliver the programme. Residential costs. Tutoring and mentoring costs, including student ambassador time. Transport costs for participants. Evaluation staff resource.	Students from targeted groups are supported to apply, meet the academic requirements, and succeed at Warwick. Increased application and acceptance rates at Warwick. Improved sense of belonging.	IS1, IS5
Contextual Admissions Policy - current approach to be reviewed in support of new objectives. (Expanded activity)	Staff time to implement the policy. IT	Students from target groups receive offers which consider their individual circumstances. Students feel confident they can get the grades they need to get to Warwick and believe that	IS1

	development time. Evaluation staff resource.	they will be successful if they apply. Students can meet the academic requirements which they need for progression to Warwick.	
Deliver Academic Mentoring Programme to priority schools in Coventry and Warwickshire, targeting pupils eligible for Free School Meals or from a deprived community (IMD Q1) (Expanded activity)	Staff time to deliver the programme. Student ambassador time.	Enhanced skills and confidence in preparing for KS4 (Key Stage 4) assessment, increased propensity to progress to level 3 study. Improved GCSE attainment Increased knowledge of HE	
Collaborative Activity (Expanded activity) Realising Opportunities Programme (RO) A sustained (2 year) and progressive programme for high achieving students offering a supported entry route culminating in an alternative, lower offer. Targeting groups at risk according to the equality of opportunity risk register through targeted eligibility criteria. At present, RO aims to recruit 1250 – 1500 students to the programme each year. This is an existing activity that is delivered in collaboration with 14 RIUs (Research Intensive Universities) in England. Partnership with the Sutton Trust on supporting students from low socio-economic backgrounds with access to the professions (Law, Banking and Finance, and Engineering). Residential Summer Schools	Staff time to deliver the programme. Financial inputs of 14 Partner universities as agreed in a Strategic Business Plan of 4 years duration, reaffirmed annually.	Increase number of applicants and entrants to RIUs RO universities from those at risk of inequality of opportunity, including low SES students. Prepare students for success at RIUs. Raise awareness and understanding of RIUs. Broaden geographical horizons and help students make informed academic choices.	IS1
Estimation of spend required to deliver the intervention strategy over 4 years	£4.63m		

Summary of evidence base and rationale

All our access-focussed interventions are grounded in a robust evidence base that includes both internal and external data as well as research. A range of stakeholders have been engaged in the development of these interventions, including students/pupils, academic staff, teachers, and partner institutions with an invested interest in Social Mobility. Each intervention is informed by a comprehensive Theory of Change framework that is constructed by integrating evidence from the academic literature along with the practical insights of staff who manage programmes. Continuous evaluation plays a key role in allowing lessons learned from previous initiatives to inform our approach, underpinning informed, targeted actions.

All activities are evaluated using different forms of Narrative and Empirical Enquiry as a minimum (Types 1-2), which enables us to understand how activities may influence outcomes. Quasi-experimental designs have been trialled to assess the impacts of our Year 8 and Year 10 mentoring programmes and will be enhanced further drawing on lessons learned from our pilot studies with a view to reaching the Type 3 evaluation standards. Plans are also in place to explore the impacts of the Warwick Scholars using a QED/matched comparison groups to further understand and evidence the efficacy of our work, specifically striving to discern causal relationships. Data collection is tailored to each activity, generally encompassing participant monitoring, alongside surveys, interviews, and/or focus groups to capture a wide range of impacts.

Evaluation intervention strategy 1-2: Access

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
Care Experience evaluation	To understand the effectiveness of an institutional commitment to supporting students with care experience, including further research with care leavers and practitioners on the barriers to access and succeed in HE to improve the evidence base on what works.	Case study- empirical (Type 2)	We will publish findings on our website by 2027-28.
Experience Warwick Partnership Programme.	Increased knowledge of HE Increased sense of belonging Increased confidence	Teacher questionnaire post-event Monitoring and tracking of participants at events.	We will publish findings on our website 2027-28.

	Increased aspiration to attend higher education	Pre/post comparison of participant surveys *Type 2 evaluation, using surveys to assess changes in participants' attitudes, aspirations and behaviours over time.*	
Evaluation of Warwick Scholars (Access Phase)	Increased belonging Increased confidence Increased knowledge of HE Improved attainment at A-level Increased applications and entry rates to Warwick	Monitoring and tracking of participants, including attendance at events and outcomes over time (HEAT) Pre and post survey of participants. Interviews with participants (Types 1-2) Quasi-experimental design using comparison groups to assess HE participation outcomes of participants relative to matched group with similar characteristics. Pre and post comparison of attainment. Dosage-response analysis to compare outcomes of highly engaged participants to those of less engaged participants.	Publish reports from 2026-27 and on an annual basis.
Contextual admissions approach-	Improved application rates Improved conversion rates Improved entry rates	Analysis of internal student data on applications with year-on-year comparisons to assess changes over time.	Publish reports from 2025-26.

		(Type 2)	
Partnership evaluation reports: • Realising Opportunities • IntoUniversity	Increase number of applicants and entrants to RIUs RO universities from those at risk of inequality of opportunity, including low SES students.	Type 3 Causality: RO will continue to explore causal effect through use of comparator groups to demonstrate improvement. The use of National Pupil Database statistics, through the IES (Institute for Employment Studies), and the expansion of our nonrecruited group of students in HEAT, will enable us to confidentially evaluate programme outcomes using established comparator groups.	We will co-publish reports with our partners on an annual basis from 2025-26.
Academic Mentoring Programmes	• Increased subject knowledge. • Increased cognitive study strategies. • Increased academic self-efficacy. • Improved GCSE attainment • Increased knowledge of HE	Pre/post comparison of participant surveys. Matched comparison group consisting of students from comparable backgrounds who did not participate in the programme. Dosage-response analysis to compare outcomes of high-dosage participants to those of low dosage-participants. *(Evidence rating: Empirical - type 2/3)*	We will publish findings on our website 2027-28.

Student success

Information on evaluation relating to continuation and completion can be found in pages 21-24 and annex A and B.

Intervention Strategy 3			
Objective- PTS_1	We commit to reducing the continuation gap between students with a declared mental health condition and students with no disability, from 7.8% in 2020-21 to 3% by 2028-29.		
Risk to equality of opportunity:	Personal and academic support, transition to HE support, complex and inflexible academic processes, unfamiliar environments.		
Activity	**Inputs**	**Outcomes**	**Cross-intervention strategy?**
Start Well: (New/enhanced activity) Development of a new Start Well programme focused on the first term, designed to assist students who have an existing (or suspected) mental health condition. Students will receive advice, guidance and mentorship including early access to assessment for support and care planning, and social activities supported by peers. Students will have a named keyworker within wellbeing who links with the student's personal tutor, peer support and termly review of support plans.	Staff time for development and delivery of the programme including specialist staff time as keyworkers, student time and expertise to offer peer support, evaluation	Students with a mental health condition are supported to navigate transition into and through their studies from the start of their programme achieving an empowered, positive and enjoyable start. Peer mentoring and links with academic departments build connection and belonging supporting greater engagement with the programme.	
Disabled Students Code of Practice and Neurodiversity Toolkit (Enhanced activity) co-creation and roll out of training	Staff and student time to co-create the training and deliver.	Improved staff awareness and support	
Wellbeing Services engagement (Enhanced activity) Continue to monitor engagement with Wellbeing Services by demographic. Engage with key student groups who historically are less likely to seek	Student insight work to understand barriers to talking about mental health and accessing wellbeing provision,	Students feel more able to identify wellbeing concerns and access Wellbeing Services	IS4, IS5, IS6, IS7

Wellbeing Support to develop engagement with the service (e.g. male, LGBTQUIA+)	including co-creation/development of engagement approaches.		
Enhanced Academic Skills (New activity): Development of new, whole institution academic skills approach to include pre-arrival and key transition point ready to study online resources, embedded skills in programme and 121 offer. In developing the offering, the specific needs of the students identified within the APP will be identified and designed for to ensure effective access by these groups.	Co-creation of pilot developments including design and administrative support for development of pilot, software/platform for online delivery.	Academic skills embedded across activity at every stage to ensure that all students are able to build the skills required for success. Improved continuation and completion rates for students including those with a mental health condition, low SES and mature	IS4, IS5, IS6, IS7
Student Success Dashboard (learner analytics) (New activity): Pilot and roll out a new Student Success dashboard with associated guidance for students and departments to support the identification of patterns of engagement on course and appropriate intervention	Staff time for development of platform, student and staff time for cocreation of guidance and training.	Students and personal tutors are able to discuss patterns of engagement on course and strategies for greater engagement/support. Improved continuation and completion rates for all students including those with a mental health condition, low SES and mature	IS4, IS5, IS6, IS7
Temporary withdrawal support (New activity): Co-create improved processes and support for students around periods of temporary withdrawal ensuring infrastructure in place for transition out, maintained connection and transition back on course. This will tie into wider work to improve the clarity, accessibility and design of regulations and processes relating to student success.	Staff and student time for co-creation of refreshed communication and guidance.	Students who require a period of temporary withdrawal maintain connection with the University, receive effective guidance and are supported to return. Improved continuation rates for all students including those with a mental health condition, low SES and mature	IS3, IS4, IS5
Assessment communication (Enhanced activity): cross-university working group to co-create good practice guidance on assessment communication for effective assessment preparation including assessment briefs, social stories and clarity of assessment criteria based on sector research	Staff and student time to design and develop guidance, criteria and social stories. Training/events/resources for staff to disseminate good practice guidance.	Students feel prepared for assessment and have clarity about the process.	IS4, IS5, IS6, IS7

Activity	Inputs	Outcomes	Cross-intervention strategy?
	Engagement of staff and students in implementing and engaging with communications		
Permanent withdrawal research (New activity): Analysis of the reasons for permanent withdrawal from the University by demographic based on student submissions and identification of associated risk areas and support	System/process to analyse and interpret data, Data analysis to identify themes, staff time for development and delivery of project, specialist staff time to support with navigating some of the reasoning behind withdrawal	The University has an improved understanding of the factors that contribute to a student permanently withdrawing from the studies to inform strategy and provision development	IS4, IS5
Estimation of spend required to deliver the intervention strategy over 4 years	£2.61m		

Intervention Strategy 4	
Objective- PTS_2	We commit to reducing the completion rate gap between mature and young students, reducing the 4-year average gap from 10.6% to 7% by 2028-29.
Risk to equality of opportunity:	Academic personal and wellbeing support, sense of belonging and complex, inflexible academic processes. Depending on the personal circumstances and age range, the challenge to balance academic study with home circumstances may also be a contributing factor.

Activity	Inputs	Outcomes	Cross-intervention strategy?
Access to opportunities and services (Enhanced activity): building on work with different demographic groups to map engagement with the current offer, understand what students	Student time and expertise to share what they would find most beneficial, staff	Services are better able to develop provision to meet the needs of	IS4, IS5, IS6, IS7

from key groups would find most beneficial to enable access and support success, and devise new provision accordingly	and student time to develop and deliver the project, liaison with key stakeholders about provision, funding for new provision where appropriate	students and support engagement and success. Greater numbers of mature, black, low SES students accessing and positively evaluating opportunities and services	
Pilot bespoke THRIVE (New activity): programme embedded within a new Centre for Lifelong Learning programmes designed to build confidence, empower and build connections for mature learners from the start of the programme with the potential to be expanded to reach other mature students.	Specialist staff time to develop and co-create programme, academic input for embedding into course, engagement from cohorts in modules. Evaluation staff resource.	Students start the course having built key skills, connections and agency to support engagement, completion and success within the programme	
Embed OfS Positive Digital Practices outputs (Enhanced activity): Co-created digital literacy resources for students and assessment guidance for staff from the OfS funded Positive Digital Practices programme will be embedded into communications with students and staff teaching mature and part-time students.	Online platform to host content, clear and consistent communications. Staff time for developing, maintaining and updating resources.	Students have access to online peer resources to support effective digital learning. Staff supported to develop assessments which are inclusive of mature and part-time learners to support student success	
Estimation of spend required to deliver the intervention strategy over 4 years	£1.11m		

Intervention Strategy 5			
Objective- PTS_3	We commit to reducing the completion rate gap between low socio-economic backgrounds (IMD Q1) and high socio-economic backgrounds (IMD Q5), reducing the 4-year average gap from 7.1% to 4% by 2028-29.		
Risk to equality of opportunity:	Conflicting part-time work, academic or personal support, sense of belonging, navigating academic regulations.		
Activity	**Inputs**	**Outcomes**	**Cross-intervention strategy?**
Belonging framework (New activity): co-created with students and Advance HE. The aim is to understand what belonging means for the diversity of students at Warwick and to develop new approaches to proactively foster belonging from induction onwards. Co-creation with low SES, mature, black and students with a mental health condition will take place through this work.	Advance HE consultancy, staff and student time to develop and deliver framework including events and consultation, and embedding framework into everyday practice, platform to host framework. Evaluation staff resource.	Through gaining a deeper understanding of what belonging means to the diversity of students at Warwick the framework and good practice will be shared to support the development of belonging across the student experience	IS3, IS4, IS5, IS6, IS7
Student Inclusion Officers (Enhanced activity): build on work of previous cohort of Student Inclusion Officers to co-create activities, develop resources and conduct research to support inclusive personal tutoring and practice.	Cost to pay students for their time and expertise, staff time to recruit, manage and train student staff, resources including documents, webpages, videos; engagement with personal tutor community to share outputs	Staff develop a deeper understanding of students' experiences and amend/implement their practice to be inclusive of a diverse range of students.

Through co-creation, students have the space and opportunity to shape their experience and the experience of others. In doing so, they will develop a greater sense of belonging to the University/their department. | IS4, IS5, IS6, IS7 |

Warwick Bursary (Enhanced activity): Enhancements to our Warwick Bursary package to address cost of living pressures on low SES students	Bursary costs for students who meet the eligibility criteria, staff time to administer financial support, clear communication to highlight bursary offer to students. Evaluation staff resource.	Some alleviation of financial pressures for students where they are economically disadvantaged. Improved continuation and completion rates for students from low SES backgrounds and students classified as independent, including care leavers and estranged students.	IS1, IS5, IS7
The Warwick Scholars Undergraduate Programme (Enhanced activity): Students benefit from enhanced opportunities and support including through social mobility employability charity upReach. Students receive additional financial support and community building activity.	Staff time for development and delivery of programme. upReach partnership costs. Mentoring and supporting co-creation of activity. Evaluation staff resource.	Students have higher continuation and completion rates while studying at the University of Warwick. Some alleviation of financial pressures for students where they are economically disadvantaged. Increased sense of belonging.	IS1, IS7
Pilot Bespoke THRIVE (New activity): Development of a bespoke THIRIVE programme for Warwick Scholars students designed to build confidence, empower and build connections to ensure access for all students on the programme. Students on the programme build connections and belonging through the programme and are assigned a mentor. This will provide the framework for further THRIVE formats with specific groups.	Specialist staff time to develop and co-create programme, engagement of Warwick Scholars students in programme. Evaluation staff resource.	Students start the course having built key skills, connections and agency to support engagement and success	IS1
Warwick's Affordability support work (Enhanced activity): Building on current work in relation to cost of living in 5 areas: 1. Transport 2. Hardship 3. Food 4. Part time work	Funding for provision where appropriate, staff time to deliver approved outputs, student time and expertise to share their experiences, resource development, and data analysis to identify impact of cost of living, cost	Some alleviation of financial pressures. Greater opportunities for students to access support and opportunities that enhance the student experience.	IS1, IS2, IS4, IS7

5. Sports and socialising Continue cross-institutional work, in partnership with the Students' Union and reporting within Education governance, to analyse the impacts of cost pressures on students' ability to succeed and propose interventions. Approach to include the review and enhancement of high-quality part-time work opportunities on campus.	of platform to capture student insight.	
Estimation of spend required to deliver the intervention strategy over 4 years	£27.2m (includes the Warwick Bursary provision)	

Summary of evidence base and rationale

Evaluation of intervention strategies 3 – 5: Continuation and Completion
Through our committee structures we review our own internal data in this space and compare with the sector as it becomes available each year along with relevant sector research and publications from TASO (Transforming Access and Student Outcomes), AdvanceHE, UUK (Universities UK), HEPI (Higher Education Policy Institute), QAA (Quality Assurance Agency) and Student Minds among others, along with published research in this space. Since the establishment of the Student Insight Group with the Students' Union in 2020, we have set up mechanisms for continual review of student insight by demographic and initiated termly surveys which enable us to better understand student experiences of transition, wellbeing, belonging, cost of living and inclusion by demographic at each stage of the year. These are considered alongside annual surveys such as the National Student Survey.

Through the Warwick International Higher Education Academy (WIHEA) and through our department Inclusive Education action plans, staff and student collaborative teams can explore key areas of inclusion, pedagogy and support and publish findings. This rich picture, along with consultation with students and staff, including those with specific expertise in key areas, enables us to prioritise activities and interventions to tackle key barriers.

We recognise the complexity, and the individual nuance of experience amongst the groups identified within this section and the intersectionality across areas. Each intervention strategy will have its own Theory of Change and we will use qualitative and/or quantitative data to understand the circumstances in which certain activities 'work' or otherwise, evaluating against our targets and reviewing approaches throughout the period of the APP.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
Academic skills	Students have access to academic skills support at key transition times to support academic confidence and success.	Theory of change for each intervention (Type 1)	Annual report of activity against our published theory of change – **theory of change published 2025.**
Student success dashboard	Students and staff are supported to identify and reflect on patterns of engagement and connect to appropriate support.	Data analysis using internal and external dashboards (Type 2) Student insight (surveys, focus groups, student panels) by demographic (Type 2)	Annual report of activity against institutional milestones – **progress reports published 2025 and each year of the plan.**
Temporary withdrawal support	Students taking TWD feel supported to transition out and return to the University with clear plans for support in place.	Case studies (Type 1)	Quantitative and qualitative evaluations/case studies of projects will be presented at internal and external conferences, networks – **existing work presented at RAISE and the Russell Group Network, opportunities sought throughout the plan.**
Assessment communication	Better information and scaffolding of assessment enables students to be more engaged in the assessment process and understand how to succeed.		
Accessing opportunities and services	Improved understand of demographic engagement with opportunities and services and differing needs/expectations of students across the diversity of the student body enabling more inclusive design and greater engagement.		Case studies to be published alongside existing case studies on our inclusive education website – **updated regularly throughout the plan.**

Student Inclusion Officers and Belonging framework.	Increased belonging Increased engagement from specified groups Staff have a better understanding of what matters in terms of belonging for students and can design services and opportunities to take into account. Increased belonging.		
Digital literacy tools	Students feel more confident and supported in developing their digital literacy to support success on course.		
Permanent withdrawal project	Better understanding of the reasons and complexity of permanent withdrawal enabling appropriate` design of services and support	Internal data analysis (Type 2)	
THRIVE programmes- Warwick Scholars and Mature learners	Students are supported to transition in and through their programme. Students develop great confidence, self-efficacy and empowerment supporting their progression and success on course	Pre and post participant questionnaires (Type 2) Focus Groups and interviews with students (Type 2)	
Start Well programme	Students are supported to transition in and through their programme with effective communication and support embedded throughout	Pre and post participant questionnaires (Type 2) Focus Groups and interviews with students (Type 2)	Potential for publication of approach/evaluation.

	Greater belonging and confidence amongst students with a MH condition		
Warwick Bursary	Some alleviation of financial pressures	OfS financial support toolkit- including participant survey and analysis of institutional data with inclusion of natural comparison groups where possible (students who did not receive bursaries but would have been eligible under, for example, previous financial bursary thresholds) (Type 2)	Publish reports from 2025-26 and every two years.
Warwick Scholars programme (Undergraduate Phase)	Students supported throughout the lifecycle	Monitoring and tracking of participants, including outcomes related to continuation, and degree completion. Analysis of continuation and completion with comparison group consisting of students from comparable backgrounds who did not participate in the programme. Cohort study: Following a group of Low SES students from entry to graduation (Type 2/3). Control group required. Ethics approval required. Annual surveys and focus groups.	Publish reports from 2026-27 and on an annual basis.

More detailed information on evaluation can also be provided in the Evaluation section and in Annex B.

Intervention Strategy 6			
Objective- PTS_4	We commit to eliminating the awarding gap between White and Black Students by reducing the gap from 12% in 2021-22 to 6.5% by 2028-29, and to 0% by 2035.		
Risk to equality of opportunity:	Communication and preparation for assessment and feedback, inclusive curriculum, and pedagogies. Role models in academic staff, wellbeing and academic skills support, sense belonging and mattering.		
Activity	**Inputs**	**Outcomes**	**Cross-intervention strategy?**
Inclusive student training (Enhanced activity): We will build on the current provision and support using new channels and approaches, based on our departmental level data, to co-create an inclusive culture that recognises and tackles barriers to success, values, anti-racism, anti-classism and microaggression training	Specialist staff time to design, develop and deliver training, engagement and co-creation with student groups to develop content, mechanisms for tracking participation and evaluating success and impact of offer, cost of platform to deliver and host online elements, marketing materials and communications to promote sessions to student community.	Enhance the experience of all those that make up our student community so that they can be part of a diverse, vibrant and tolerant, inclusive university community.	IS7
Trust in reporting processes (Enhanced activity): Increasing year on year reports and the fact that the 'speak to an adviser' disclosures outstrip the 'anonymous' by over 100% are indications that trust and confidence in reporting is continuing to grow. We will continue, using the data from Report and Support to target under reporting groups, identify the barriers to their reporting and take action to remove those barriers.	Engagement and co-creation with student groups to develop processes and support, marketing materials and communications to promote and engage student community, analysis of reporting data and feedback along with wider student insight	Students feel confident to report incidences of discrimination, racism and/or hate crime and feel confident in the support that they receive	IS7
Diversity of staff (Enhanced activity): We will increase the diversity of our staff by implementing inclusive recruitment, promotion and reward practices; providing talent development and mentoring	Specialist staff time to provide guidance and direction, staff time for development and delivery of project, data dashboard development, data	Meet or exceed existing and new staff diversity targets at every level.	IS7

programmes and by regularly reviewing and responding to data on retention of diverse groups. This work will be supported by the development of staff diversity dashboards driving evidence-based interventions	analysis to identify recruitment and retention of diverse groups, training and resources for staff.		
Inclusive Staff training (Enhanced activity): We will nurture an inclusive culture through a reinvigorated in-person and online departmental training, leadership development and line manager training and development designed to dismantle systemic barriers and biased behaviours. Support development and progression of diverse staff through the delivery of the INspire programme for disabled, women, LGBTQUIA+, and ethnic minority staff at Grade 9, EmpowerHer for women from minority ethnic backgrounds and their leaders.	Specialist staff time to design, develop and deliver training, mechanisms for tracking participation and evaluating success and impact of offer, cost of platform to deliver and host online elements, marketing materials and communications to promote sessions, logistical support to enable the delivery of programme.	Whole staff community are supported to identify their own role in tacking inequality and contributing to inclusive communities. Minoritised staff are supported to develop and progress into leadership positions.	IS7
Module level analysis (New activity): Alongside enhanced data dashboards for departments covering the whole student lifecycle we will develop a dashboard of module level analysis of performance by demographic to be shared with departments annually to enable analysis of trends/areas for curriculum and assessment development. Data will inform refreshed departmental inclusive education priorities and action plans.	Specialist staff time to develop data dashboard, cost of platform, staff time for development and delivery of training to support departments in using dashboards, clear communication and guidance, resources, engagement from a wide range of staff within departments	Departments have data to identify specific modules where awarding gaps occur and focus attention on those module areas. Improved outcomes for low SES and black students	IS7
Inclusive curriculum, pedagogies and assessment (Enhanced activity): Continue to drive forward inclusive curriculum, assessment and pedagogies through institutional quality and review processes, staff development and sharing of practice, supported through the Tackling Racial Inequality at Warwick (TRIW) programme, Academic Development Centre provision for new and existing staff, a new staff CPD 'inclusive pedagogies', and roll out of support for the	Staff time for development and delivery of training programmes, resources including web development and guidance/policy documents, data analysis to identify trends in assessment and beyond, systems for quality assurance of courses/modules,	Staff are supported to develop inclusive curriculum, assessment, and support across all programmes. Students benefit from a richer curriculum and experience,	IS7

new UKPSF which has inclusion at the heart of all HEA Fellowship levels.	engagement from staff in attending various training programmes	through increased representation and perspectives.	
Programme of conference and events (Enhanced activity): Bring together cross-institution and SU strands of work on anti-racism, classism and inclusive education at institutional and faculty levels to share work on the elimination of awarding gaps.	Staff time for development and delivery of events, web pages/communication/marketing to promote events, logistical support to enable events to run, engagement from staff and students in attending, funding for event delivery	Staff are supported to develop inclusive curriculum, assessment and support across programmes. Students benefit from a richer curriculum and experience, through increased representation and perspectives.	IS7
The Pathway Programme (New activity): aims to address issues along the career pathway for aspiring black researchers. Building on our existing strategic commitment to undergraduate research, there is a pilot group of 25 ring fenced Undergraduate Research Student Scholarships (URSS) for Black students. Evaluation of the programme will take place in 2025, with aim of continuing the programme based on outcomes.	Funding for scholarships; staff time to process, shortlist and administer scholarships; resources including communications and web pages detailing what is available to staff and student audiences	Students develop greater sense of belonging to the research community of the institution. Long term development of academic pipeline	
Wellbeing lead (Enhanced activity): Identified lead in Wellbeing to focus on wellbeing and the needs of the black student community.	Specialist staff time from wellbeing, student insight, co-creating and data analysis to identify the needs of the black student community, systems for engagement monitoring and feedback	Greater awareness, access and trust in Wellbeing Support Services	
Estimation of spend required to deliver the intervention strategy over 4 years	£1.37m		

Intervention Strategy 7			
Objective- PTS_5	We commit to eliminating the awarding gap between students from low socio-economic backgrounds (IMD Q1) and high socio-economic backgrounds (IMD Q5), by reducing the gap from 10.8% in 2021-22 to 5% by 2028-29.		
Risk to equality of opportunity:	Wellbeing and academic skills support, inclusive curriculum and pedagogies, role models in academic staff, cost pressures and part time work.		
Activity	**Inputs**	**Outcomes**	**Cross-intervention strategy?**
The Warwick Scholars Undergraduate Programme (Enhanced activity): Students benefit from enhanced opportunities and support including through social mobility employability charity upReach. Students receive additional financial support and community building activity.	Staff time to deliver the programme, engagement from Warwick Scholars in opportunities and support, administrative support to monitor attendance and engagement. Evaluation resource.	Improved belonging, decreased pressure to find additional paid work, increased knowledge of support including around well-being and financial support, improved transition to and through each stage of a student's course, improved attainment rates (% achieving 1st or 2:1)	IS1, IS5
Estimation of spend required to deliver the intervention strategy over 4 years	£594k		

Summary of evidence base and rationale

Evaluation intervention strategies 6-7: Degree Awarding Gaps
We recognise the need for structural and cultural change at all levels, in order to address awarding gaps across the student learning and wider experience. National literature and student insight data suggest that providing a more inclusive curriculum, a focus on belonging and mattering, improved access to culturally appropriate academic and personal support and a focus on staff and student training to support a positive campus community improves awarding gaps. Providing departments with more granular data on demographic performance at the module level will enable targeted examination of curriculum design, pedagogy, and assessment, particularly in areas where awarding gaps are present.

We recognise that to achieve our objectives requires a culmination of impact across all identified areas. We follow a Theory of Change approach to inform the development of interventions aimed at reducing awarding gaps, which will be supported by mixed method evaluation to examine changes across different activities. For instance, changes in student insight and perceptions will be captured through surveys, focus groups and/or interviews, assessing factors such as students' sense of belonging, experiences with inclusive curricula, and satisfaction with academic and personal support services. Quantitative analysis will be conducted to examine changes in degree awarding rates, including at faculty/ departmental level and where relevant assessment may also focus on the module level.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
Student training	Students are set clear expectations for positive behaviours. Students have better understanding of equality issues and their role as students and future leaders.	Theory of change for each intervention (Type 1) Data analysis using internal and external dashboards (Type 2)	Annual report of activity against our published theory of change – **theory of change published 2025** Annual report of activity against institutional milestones – **progress reports published 2025 and each year of the plan.**
Diversity of staff	Students are able to recognise themselves in the staff that they meet. Greater diversity of perspectives informs teaching, research and service design.	Student insight (surveys, focus groups, student panels) by demographic (Type 2) Case studies (Type 1)	Quantitative and qualitative evaluations/case studies of projects will be presented at internal and external conferences, networks – **existing work presented at RAISE and**

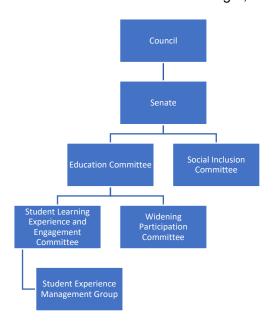|			
Staff training Module dashboard	Staff are set clear expectations for positive behaviours. Staff have a good understanding of equality issues and their role as staff in their own context. Academic departments have the tools to evaluate patterns of awarding across modules and identify modules for development to be identified within annual inclusive education action plans	Belonging assessed through combination of surveys, focus groups and/or interviews. Training and Diversity: student feedback (surveys/focus groups), and by identifying changes in teaching practices (e.g. participant self-reflection)	**through the Russell Group Network, opportunities sought throughout the plan.** Case studies to be published alongside existing case studies on our inclusive education website – **updated regularly throughout the plan.**
Inclusive curriculum, pedagogies, and assessment Programme of conferences and events	Staff have a good understanding of equality issues and their role as staff in their own context. Staff are supported to examine the curriculum, pedagogies and assessment in their own areas and develop practice. Students experience a more diverse curriculum. Reduced awarding gaps	Student feedback on course material, teaching practices Analysis of student performance data where different modes of assessment are used.	
Warwick Scholars Programme (UG)	Improved belonging Decreased pressure to find additional paid work, increased knowledge of support including around wellbeing and financial support, improved transition to and through each stage of a student's course, improved attainment rates (% achieving 1st or 2:1)	Monitoring and tracking of participants, including analysis of degree attainment outcomes. Quasi-experimental design to assess degree outcomes involving a matched comparison group consisting of students from comparable backgrounds who did not participate in the programme.	Published on our website by July 2026.

		Pre and post participant surveys Dosage-response analysis to compare outcomes of highly engaged participants to those of less engaged participants. (Type 2/3)	
Warwick Bursary	Some alleviation of financial pressures	OfS financial support toolkit (Type 2/3)	Publish reports on our website from 2025-26 and every two years.

More detailed information on evaluation can also be provided in the Evaluation section or at Annex B.

Whole provider approach

Governance

23. The Pro-Vice-Chancellor (PVC) for Education is the strategic lead for the APP and a member of the University Executive Board (UEB) supported by the Deputy PVC for Education and Head of Widening Participation. The final APP has been approved by the Senate, University Executive Board and by the University Council to ensure commitment to the plan at the most senior levels of the institution. Progress against the targets in the plan will be reported annually to the University Council and Senate and more regularly to the Education Committee to ensure continued oversight, reflection, and momentum.

Committee	Chair	APP role
Council	Chair of Council	Approval. Receives annual reports on progress against the plan and relevant regulatory requirements (University Strategy)
Senate	Vice-Chancellor	Receives annual reports on progress against the plan and relevant regulatory requirements
Education Committee	Pro-Vice-Chancellor (Education)	Ensures progress against the APP objectives and ensures cross-institutional focus on access, success and progression (Education and Student Experience Strategy)
Widening Participation Committee	Pro-Vice-Chancellor (Education)	Strategic responsibility for our strategy on access and student success (Widening Participation Strategy). Working Groups include: • WP Research and Evaluation • Diverse Student Journeys Group • WP Student Advisory Group

Student Learning Experience and Engagement Committee	Deputy Pro-Vice-Chancellor (Education) and SU Education Officer	Oversight of student success and experience (Inclusive Education)
Social Inclusion Committee	Pro-Vice-Chancellor	Leads on our commitment to staff diversity, training, promotion and culture and institutional charter submissions (Social Inclusion Strategy)

24. Delivery of the specific targets and interventions within the APP is embedded in our wider committee structures and strategies to ensure wide engagement with our commitments in developing and delivery of the plan. Students are members of all committees shown within the structure. Across all committees there is an established cycle of activity with reports on progress and evaluation, with a role to identify and move forward additional areas of work where areas are identified that require further exploration and activity.

25. The APP Advisory Group, chaired by the PVC Education, brought together key senior stakeholders from professional service and academic departments, along with the Education Officer from the Students' Union to develop the APP. The University adheres to the Equality Act 2010 across all areas of work.

26. The PVC (Education) is leading a cross-institutional consultation in Spring 2024 to inform our next Education and Student Experience Strategy 2025-2030. Through this consultation the significant commitment to equity and success from staff and students across the community is clear. The new strategy will consolidate the commitment to our social inclusion priorities including those outlined in the APP.

27. Our commitment to staff diversity, training, support, and progression is core to our Social Inclusion Strategy. As a research-intensive institution, we recognise the importance of positive inclusive cultures for our staff and students. As a National Centre for Research Culture, we are dedicated to fostering an inclusive, collegiate, and dynamic research environment where all researchers and research enablers can be themselves and thrive. The Centre aims to improve research culture across the sector by serving as a central hub for knowledge curation, training, and innovative research into research culture. Within this work is a focus on how we work with students to enable them to see the opportunities which engagement in research presents and to identify and address barriers to diversity in academia as an institution.

Whole provider commitment and engagement

28. As demonstrated within our intervention strategies, we recognise that ensuring equitable access and experience requires commitment from the whole institution to secure the structural and attitudinal change required. This work enables us to engage continually with our whole student community, including our strong international student community who fall outside the scope of the APP, to ensure continuous reflection, evaluation, and improvement across all aspects of students' learning and wider experience.

29. Research is core to our purpose as a university, with a strong research culture reflected in our education. In this research-intensive context, scholarship of teaching and learning underpins education enhancement and the development of education policy. The scholarly research of the Warwick International Higher Education Academy (WIHEA) Learning Circles (including Anti-Racist Pedagogy, Queer Pedagogy, Neurodiversity, Compassionate Pedagogy, Inclusive Assessment) inform policy by engaging with existing research and conducting research within Warwick to inform practice.

30. Our strategic Inclusive Education approach consists of a wide range of activity happening centrally, at faculty level and within academic and professional service departments.

Launched in 2021, the APP interventions build on this existing work to further our ambitions. This is supported by institutional quality processes, provision of data and insight, governance, and the development of communities of practice to share 'what works' and explore areas which are less well understood. Some examples of work in this area:

- Every new taught student has a comprehensive welcome and induction programme, designed to support each student to settle into university life and understand what is expected of them on their degree programmes. This includes an academic induction framework that departments follow to help guarantee all students receive a high-quality start to their department relationship by ensuring key messages, processes and resources are shared.

- Student success outcomes can differ across academic departments, and we have embedded inclusive education as a core theme in all departmental annual quality review meetings. Awarding gap dashboards provided to academic departments are designed to enable exploration of student outcomes by characteristics and intersectionality and are supported by a workshop series to support departments to understand the data.

- Ensuring a culture of inclusion in which all students can succeed requires a planned and sustained effort across the whole University community. We offer several pots of student success funding each year to support academic departments, faculties, and professional services with inclusion related projects.

- Every academic department produces an annual inclusive education action plan based on data analysis and student insight and funding is provided for specific interventions. These have included collaborative curriculum review, research projects, resource development, student-led networks and student community building events.

- Every student at Warwick has a personal tutor who offers a point of connection for personalised academic support and navigation of central support and opportunities. Personal tutors are trained and provided with student-designed resources on inclusive personal tutoring.

- The modular Tackling Racial Inequality at Warwick (TRIW) programme developed and delivered by Warwick academic and professional services staff, equips academic and professional services staff with the knowledge and tools to engage with anti-racist practices and pedagogy and to challenge racial inequality within and outside the classroom.

- Co-created Queering University resources support staff and students to develop, implement, share and sustain queer pedagogies and encourages teaching and learning, pastoral, and other practices that are inclusive of trans and LGBTQIA+ staff and students.

- A timetabled Introduction to Active Bystander workshop for all incoming students empowers students to develop the knowledge, skills, and confidence to make safe, effective interventions in response to harmful behaviour and attitudes. A longer programme is delivered in collaboration with the Students' Union to members of sports and societies executive committees.

- All students have access to an online, co-created Understanding Wellbeing Module, exploring the topic from different viewpoints to support students to better understand their own wellbeing. All personal tutor training is delivered in collaboration with the Wellbeing Services Team and are encouraged to engage in mental health awareness training. The Wellbeing Pedagogies Library provides a range of case studies for staff to support wellbeing in the teaching and learning environment.

- The new Active Wellness and Sport strategy aims to engage as many students as possible in active wellness, enhancing wellbeing, belonging and engagement. At the heart of the

strategy is a recognition of the role that active wellness can play in tackling inequality, loneliness and supporting mental wellbeing and social trust (BUCS, Sport England).

- Students have access to over 300 student-led societies to enrich their university experience. Many of these are in partnership with academic departments or focused on welfare, and action e.g. the 93% club which is dedicated to improving the experience of state-educated students, the Black Women's Project, who focus on developing black female leaders and Warwick Enable for disabled students and those with long term health conditions.

- The Warwick Award, launched in 2021/22, allows students to set structured goals, record achievements and activities and reflect on their learning. There is an intentional focus on employability and skills as these are central to students' perception of where evidence of their agency is initially needed post-study. Inclusivity has been considered from the outset of design, and the Award recognises and supports reflection on caring responsibilities, part-time work, and other roles alongside other skills development opportunities.

- The THRIVE programme for students who define as women, is designed to increase confidence, resilience, and agency for which launched in 2023/24 (IS4 and IS5). Students work with peers, hear from guest speakers, and have the opportunity of being paired with a mentor, to support them on their journey of personal growth.

- Careers-focused fairs, events, individual appointments, and workshops run throughout the year, introducing students to a wide range of career options and employers. Every student has access to a dedicated Senior Careers Consultant in their academic department, who provides one-to-one confidential and impartial careers guidance allowing students to explore motivations, interests, and strengths.

- There is a well embedded culture of undergraduate research through the Undergraduate Research Scholarship Scheme, and opportunities for students to publish and present through the Reinvention Journal of Undergraduate Research and Warwick leadership of the International Conference of Undergraduate Research.

- The Warwick Taught Masters Scholarship Scheme supports eligible postgraduate students. The Scheme totals £500,000 to allocate and we expect to make a minimum of 50 awards. Awards are set up to £10,000 per student and available to eligible Home fee status students from under-represented groups who wish to start a postgraduate taught masters course.
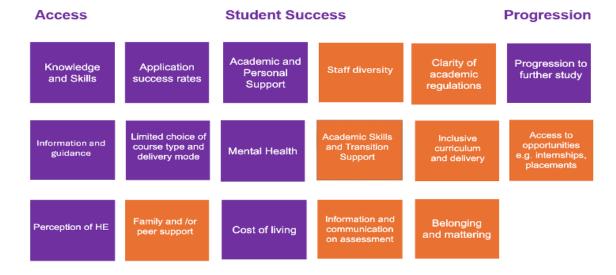
Warwick commitment to student voice and co-creation

31. Students and staff at Warwick are proud of their long-standing collaborative ethos to work together on improving the learning experiences and outcomes for all students. The principles of student agency, engagement, partnership and co-creation are embedded in the design, delivery, evaluation, and enhancement of the student learning experience.

32. Examples of embedded student voice and co-creation include:

- Student Staff Liaison Committees for each academic department and level of study – led by the SU in collaboration with the University.
- Co-chairing between the SU and University of the Student Learning Experience and Engagement Committee and the Student Union Liaison Group
- Student membership of committees.
- Widening Participation Student Advisory Group – which brings together students represented in the APP to shape policy and practice.

- Student Insight Group – which leads and shares University and Student Union insight, including recent work on student belonging, cost of living, safety and community and experiences by demographic.
- Student co-creation officers appointed across our academic departments and professional services working on a range of inclusive education projects.
- A requirement for embedded co-creation within all learning and teaching funded projects through WIHEA and the Institute for Advanced Teaching and Learning (IATL).

Student consultation

33. Our longstanding collaboration with the SU has been invaluable in the development of the APP. The Education Officer supported us to design effective consultation, identify priority groups and test assumptions and we have had wider discussions on the APP data and insight with SU officers and staff members through the Student Insight Group and other APP focused discussions.

34. Consultation with students and staff is a fundamental part of the development of the APP ensuring that the final plan reflects the commitment of the whole institution to address education inequality at all levels. Alongside consultation through the formal committee structures which include student representatives we held 5 interactive workshops (2 with students, 3 with staff), engaging with 38 students and 95 staff. Key students engaged with were the Widening Participation Student Advisory Group, students involved in inclusive education projects from across academic departments and faculties and other student representatives.

35. We presented a top-level analysis of the OfS dashboard data, looking at the biggest gaps for access, continuation, completion, awarding, and progression enabling discussion to inform the objectives. There was broad agreement on the areas identified as priorities in the APP with recognition that the specific experience of groups which are currently underrepresented within the data such as LGBTQUA+, care experienced and estranged students should be considered within the priority groups identified.

36. The workshops allowed for discussion of the Equality of Opportunity Risk Register (EORR) and identification of areas where we align as an institution, and other areas that were felt to be relevant at Warwick. Based on this feedback we developed a broader EORR to inform the interventions within the APP (Figure 1).

37. **Figure 1:** showing key Warwick areas of risk from the EORR (purple) alongside additional areas identified by students and staff (orange).

38. In each student workshop this was followed with a discussion activity designed to map out the areas which have the most significant impact on access, success and progression to inform the basis of our intervention strategies, asking students to identify areas of direct and indirect impact to inform our interventions.

39. As we drafted the plan, we shared regular updates with the SU followed by discussion to ensure shared agreement and commitment to the objectives and interventions identified. A summary of the final plan was shared with students involved in the consultation so that they could see how the discussions within the sessions influenced the priority groups and interventions and with the SU Student Council.

Evaluation of the plan

Evaluation strategy

40. The University is committed to delivering an evidence-informed access and student success strategy. Our activities are underpinned by an explicit and shared understanding of what works in what context, through a theory of change model including a rationale that demonstrates understanding of the processes involved.

Our approach focuses on:

- Embedding evaluation in all activities from the outset, fostering a strong culture of evidence-informed policy and practice.
- Implementing an evaluation framework that extends across the student lifecycle.
- Ensuring that evaluation is collaborative, supporting a culture of learning, reflection, and shared good practice.
- Embedding student research and co-produced policy and practice.
- Collaborating with external partners to strengthen practice, including where partners provide evaluation on partnership activity.
- Taking ethical approaches to research and evaluation in line GDPR legislation.
- Ensuring staff have access to robust data to monitor progress and measure the effectiveness of policy and practice.

41. Our Evaluation strategy has been informed by the OfS Standards of Evidence, exploring 'what works best', to improve the quality of the evidence generated, and to understand what claims can be made from different types of evidence. The University scored highly in its strategic context linked to investment in evaluation capability and has made significant progress in evaluation design and institutional learning outputs.

42. As a baseline, we ensure all activity is based on narrative informed evaluation (Type 1 standards), with a commitment that targeted intervention strategies are based on empirical and causal approaches (Type 2-3 standards).

43. While measuring impacts and establishing causality is undeniably important, we believe that it is also important to understand how interventions are implemented and perceived by students, and other stakeholders as appropriate, including teachers and staff. As such, we have expanded on the OfS standards, by incorporating recommendations around the usage of process evaluation in addition to impact evaluation approaches. This enables a more complete insight into how interventions are received and what makes them effective while also identifying areas for continuous improvement.

Institutional expertise and resources

44. Our strategy for evaluation and impact is to bring together the breath of expertise across our academic and professional service community to understand the impact of the range of activity outlined within the APP. The multidisciplinary evaluation team leads on our access

and participation plan evaluation design and facilitates expertise between practitioner orientated evaluation and research with academic research streams.

45. To further enable these collaborations, the Widening Participation Evaluation and Research Working Group was developed. Co-led by an academic and a practitioner, the group reports to the Widening Participation Committee. The evidence and findings generated by the Working Group are used to enhance the institutional evaluation framework, which underpins work and supports a deeper understanding of performance through in-depth research.

46. The University has a highly active academic research community with a national and international reputation in the field of equity and inclusion. To build on this and foster a collaborative research culture, the University is establishing a Social Mobility Observatory which will host a network of academics, professional staff, and students, facilitating events and opportunities to develop research and evaluation skills related to social mobility among staff and students. The Observatory will lead dissemination of research findings across academic departments, expanding nationally and internationally. It will act as a central repository for equity research, enabling findings to be shared and replicated across the University.

47. The Social Mobility Student Research Hub supports students from underrepresented groups to undertake research on the student experience from their perspectives. Research projects have focused on pre-entry school experiences, transition into HE, the influence of class and ethnicity on student choices, and ethnic disparities in HE and outcomes are presented to an audience of students and staff at an annual conference.

48. The University of Warwick is a member of the Higher Education Access Tracker (HEAT) service which enables the University to target, monitor and evaluate its access activity. The longitudinal tracking is available from Key Stage 2 data through to entry to HE, postgraduate study and employment.

49. Analytical dashboards have been developed providing data on student outcomes across the student lifecycle, including admissions, continuation, degree outcomes and progression to graduate employment. The datasets are used to support the monitoring and development of university and departmental strategies, including inclusive education action plans.

50. We use the OfS financial support evaluation toolkit to assess the impact and value of financial support for students, utilising a range of qualitative and quantitative methodologies to evaluate and disseminate its findings.

Learning from evaluation and sharing evidence

51. A core priority is to facilitate learning opportunities between practitioners and academics to strengthen the evidence-base and inform strategic priorities. Evaluation outputs are shared with stakeholders internally and externally to promote good practice in the field of inclusion and social mobility.

52. The University holds annual conferences on Education and Student Experience, Widening Participation, and Inclusion which provide fora for staff and students to share evidence and shape University priorities. WIHEA Learning Circles, the academic Directors of Student Experience Network, a Widening Participation Staff network and a Professional Services Excellence Network provide opportunity for reflection, dissemination, and knowledge exchange.

53. We continue to collaborate with other partners and providers through several networks, including our partnerships with University College Birmingham, TASO, FACE, and the APP

Special Interest Group - sharing evidence to benefit the wider sector. We regularly attend national conferences including the NEON (National Education Opportunities Network) summer symposium, NERUPI annual conference, TASO, UUK, RAISE, and AdvanceHE events to share our work with sector colleagues. We will continue contribute to the sector evidence base in the future.

54. To strengthen our approach to evidence development and dissemination we will create an evidence repository available publicly to share and disseminate institutional evidence, including publishing evaluation outputs outlined in our intervention strategies.

Provision of information to students

Fee Information

55. The University publishes details of its tuition fees on its <u>website</u> with further information about any additional course costs. This information is also available on each of our course level pages, in our prospectus 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 remains compliant with Competition and Markets Authority (CMA) requirements.

56. The University is committed to providing timely information to UCAS and the SLC (Student Loans Company) to facilitate fully informed applications from prospective students.

57. The provision of clear and accessible information, advice, and guidance (IAG) is a key component of the University's approach to widening participation and student recruitment. 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.

Financial support

58. The University will publish information about its financial support offer for home undergraduate students on our <u>website</u>. This includes information about eligibility criteria, levels of support available, and the terms and conditions of associated support. The website includes information about accessing dedicated support, including provision for current students in financial hardship.

59. The University has further developed student funding outreach support 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.

An overview of our financial support is below:

Scheme	Eligibility	Level of support
Warwick Bursary	Household Income of up to £25,000 Household Income £25,001- £35,000 Household Income £35,001- £42,875	£2,500 per year of study £1,250 per year of study £500 per year of study
Targeted Support Bursaries	• Care leavers • Foyer residents • Estranged students	£1,500 per year of study
Warwick Scholars Undergraduate Programme	• Students that join the University via the Warwick Scholars Access programme, or via national collaborative access programmes (Pathways to Law, Pathways to Banking and Finance, Pathways to Engineering or Realising Opportunities) • Care leavers, estranged students and sanctuary scholarship holders are eligible to join Warwick Scholars when enrolled at Warwick.	Between £500 and £2,000 per year of study.

60. We will publish our access and participation plan on our website alongside an accessible of summary of the plan for prospective and current students, parents, carers or guardians, and staff in schools and colleges.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Introduction

This annex summarises findings from analysis examining outcomes and gaps across the stages of the student lifecycle (access, continuation, completion, degree award (attainment), and progression) based on socioeconomic and sociodemographic indicators. It provides an overview of the socioeconomic and sociodemographic profile of students entering the University of Warwick, followed by an analysis of the differences observed across subsequent stages of the student journey. For comparison purposes, data from Russell Group (RG) universities and the higher education (HE) sector are included.

Data Sources: The data presented in this report are derived primarily from analysis using aggregated and individualized data from the Office for Students (OfS) access and participation (APP) datasets. Individual student records, data from HESA Return Tables (such as HST and HIN in SITS), and UCAS (Universities and Colleges Admissions Service) End of Cycle data were utilised to support the analysis. These data sources enabled de-duplication, validation, and cross-checking of data and trends. Internal admissions data from the University were also used to inform the understanding of access-related trends beyond the scope of the OfS APP data, including applications and offers.

Data Timelines:

- For access indicators, the latest academic year corresponds to 2021/22 entrants.

- For continuation indicators, the latest academic year corresponds to 2020/21 entrants.

- For completion indicators, the latest academic year corresponds to the 2017/18 entrants.

- For degree award indicators, the latest academic year corresponds to 2021/22.

- For progression indicators, the latest academic year corresponds to 2019/20 (this is based on Graduate Outcomes data, and only covers a three-year period).

Sample Characteristics and Inclusion Criteria:

- For examining access-related trends, the data analysed pertained only to full-time, first-degree undergraduate entrants.

- When analysing continuation, completion, degree award, and progression outcomes, the data included all full-time home undergraduate students.

- For continuation analysis, we looked at whether students did or did not persist at the University one year and 14 days after they started their studies.

- Different year groups and criteria were considered to assess different outcomes, necessitating separate analyses. For instance, degree award analysis focussed solely on students who successfully completed their degree, while completion analysis focussed on students who did and did not qualify for a degree within 4 years and 15 days after enrolment.

Analytical Approach

Our analytical approach combines individual-level data examination with aggregate data comparisons to understand differences in student outcomes over time. The primary indicators of interest explored in analysis are the Index of Multiple Deprivation (IMD), TUNDRA, in receipt of free school meals (FSM), ethnicity, disability, and age. We disaggregated data where possible, specifically for ethnicity and disability. We also examined intersectionality, specifically link to socio-economic status.

For the statistical analysis, we utilised SPSS and R software. The significance of each indicator was assessed through univariate and multivariate logistic regression analyses, chi-squared tests, and ANOVAs. In addition, Z-tests were applied to the OfS aggregate data and confidence intervals were analysed across various demographics to validate the observed patterns in the individualised data against the broader aggregate trends. All statistical tests were interpreted at a 95% confidence level, adopting $p < 0.05$ as the threshold for statistical significance.

It is important to note that the findings must be interpreted with care, as they are based on historical data and do not include all variables that can impact outcomes, particularly entry-level grades (i.e., UCAS tariff points), which were not available for inclusion in multivariate models. Furthermore, the patterns observed can vary widely across different academic departments, which have different entry profiles and characteristics.

Access

Socio-Economic Gaps

Table 1 presents data on access to the University of Warwick, comparing it with the overall higher education (HE) sector and the Russell Group (excluding Warwick), with a focus on socioeconomic status (SES) as indicated by IMD (Index of Multiple Deprivation) quintiles, TUNDRA (a measure of access to university), and FSM (Free School Meals) eligibility. A summary of trends is provided below.

IMD:

The proportion of students from IMD Q1 areas increased slightly from 11.1% in 2018-19 to 11.4% in 2021-22. Concurrently, the gap between the lowest (Q1) and highest (Q5) IMD students has slightly narrowed, decreasing from -21.4% in 2018-19 to -20.6% in 2021-22. The four-year average IMD Q1 figure for Warwick (11.2%) is significantly lower than the sector average (21.6%) and similar to the Russell Group average (11.0%). As such, the gap between students from IMD Q1 and 5 areas (-21%) is significantly wider than the sector's positive gap (1.3 %) and similar to the Russell Group average gap (-20.7).

The University's Offer Rate for IMD Q1 students for 2023-23 entry was 52.8% compared to 71.8% for IMD Q5 students. The Acceptance Rate for IMD Q1 students for 2023-23 entry was 21.0% compared to 23.5% for IMD Q5 students.

TUNDRA:

The proportion of students from TUNDRA Q1(low-access areas) at the UoW increased from 4.6% in 2018-19 to 6.5% in 2021-22. The gap between students from the lowest (Q1) and highest (Q5) TUNDRA areas is notably wide but has decreased, with a near 4% reduction, from -40.3% in 2018-19 to -36.8% in 2021-22. The average four-year proportion (6.2%) of TUNDRA Q1 entrants at Warwick is lower than the sector average (11.9%) and slightly lower that the Russell Group (7.1%).

FSM:

In terms of Free School Meals (FSM) eligibility, Warwick's figures have remained stable with minor year-to-year fluctuations. There was a slight decline in the proportion of FSM-eligible students from 13.5% in 2018-19 to 12.4% in 2021-22, with a four-year average of 12.8% which is significantly lower than the sector average (19.4%) but broadly consistent with the Russell Group average (12.5%).

Table 1: *Proportion of Entrants at Warwick Based on Socio-economic Indicators from 2018-2021, compared to 4- year Sector Average and 4-year Russell Group (excluding Warwick) Average.*

Variable		2018-19	2019-20	2020-21	2021-22	4 -year average	4-year sector average	4-year RG average
IMD (2019)	Quintile 5	32.5	32.5	31.7	32	32.2	20.4	31.8
	Quintile 1	11.1	11.1	11.1	11.4	11.2	21.6	11.0
	Gap	-21.4	-21.4	-20.6	-20.6	-21	1.3	-20.7
TUNDRA	Quintile 5	44.9	42.6	44.2	43.3	43.8	30.4	42.0
	Quintile 1	4.6	7.6	6	6.5	6.2	11.9	7.1
	Gap	-40.3	-35	-38.2	-36.8	-37.6	-18.6	-35.0
FSM	Not eligible	86.5	88.1	86.7	87.6	87.2	80.6	87.5
	Eligible	13.5	11.9	13.3	12.4	12.8	19.4	12.5
	Gap	NA	NA	NA	NA	NA	NA	NA

Socio-Demographic Gaps

Table 2 presents a sociodemographic breakdown of the student entrant population at the University of Warwick, comparing it against the broader higher education (HE) sector average and the Russell Group (RG) average.

Age:

The proportion of first-degree mature students (aged over 21) at Warwick decreased by 1.3 percentage points, from 3.2% in 2018-19 to 1.9% in 2021-22. This resulted in a four-year average of 2.9%, significantly below the HE sector average of 25.5% and the Russell Group average of 5.8%, indicating a decline in mature student representation at Warwick.

Ethnicity:

ABMO (Asian, Black, Mixed, Other): student representation at Warwick increased from 41.1% in 2018-19 to 47.0% in 2021-22. The four-year average of 43.5% is significantly above both the sector (33.4%) and RG averages (29.9%), highlighting Warwick's increasing racial diversity.

Asian: Asian student numbers grew from 22.6% in 2018-19 to 25.7% in 2021-22, with a four-year average of 23.1%. This is notably higher than the sector average of 14.7% and the Russell Group average of 16.3%.

Black: The representation of Black students at Warwick rose from 10.3% in 2018-19 to 12.8% in 2021-22, with a four-year average of 11.6%. This figure is significantly higher than both the HE sector (10.8%) and particularly the Russell Group average (4.8%).

Disability:

Overall Disability: The proportion of students with disabilities at Warwick increased from 12.0% in 2018-19 to 13.4% in 2021-22. The four-year average of 13.9% is below the sector average of 16.9% and the RG average of 16.3%.

Table 2: *Proportion of Entrants at Warwick based on age, ethnicity and disability including 4-year average comparisons with HE sector and Russell Group (RG) (excluding Warwick).*

Variable		2018-19	2019-20	2020-21	2021-22	4-year average	4-year sector average	4-year RG average
Age	< 21	96.8	96.2	97.5	98.1	97.2	74.6	94.2
	21+	3.2	3.8	2.5	1.9	2.9	25.5	5.8
	Gap	NA	NA	NA	NA	NA	NA	NA
Ethnicity	White	58.9	58.6	55.7	53.0	42.3	66.6	70.1
	ABMO	41.1	41.4	44.3	47.0	43.5	33.4	29.9
	ABMO Gap	NA	NA	NA	NA	NA	NA	NA
	Asian	22.6	21.6	22.6	25.7	23.1	14.7	16.3
	Asian Gap	NA	NA	NA	NA	NA	NA	NA
	Black	10.3	10.5	12.9	12.8	11.6	10.8	4.8
	Black Gap	NA	NA	NA	NA	NA	NA	NA
	Mixed	6.5	7.5	6.6	6.4	6.8	5.4	6.7
	Mixed Gap	NA	NA	NA	NA	NA	NA	NA
	Other	1.7	1.8	2.2	2.1	2.0	2.6	2.1
	Other Gap	NA	NA	NA	NA	NA	NA	NA

Access Conclusion:

- Students from low socio-economic status (SES) backgrounds (IMD Q1 and students eligible for free school meals) are significantly less represented in our student community than students from high SES backgrounds (IMD Q5 and students not eligible for FSM).

- Mature students are underrepresented at Warwick and there has been a steady decline in the proportion of mature students since 2017-18.

Continuation

Socio-Economic Gaps

Table 3 provides a four-year breakdown of continuation rates and gaps based on three SES measures (IMD; TUNDRA and FSM), trends are summarised below.

IMD:

The continuation rates for IMD Q1 (low SES) students at Warwick have shown variability over time, with a peak in 2019-20 at 95.6% before dropping to 91.8% in 2020-21. The 4-year average gap between IMDQ1 and Q5 continuation is -3.7 percentage points. This is narrower than the sector (-7.9) and slightly less than the Russell Group (-3.8) four-year average gaps.

TUNDRA:

Continuation rates for TUNDRA Q1 students showed changes, peaking in 2019-20 (97.9%). The four-year average was 94.7%, compared to a sector average of 90% and a Russell Group average for Q1 students of 95.5%. The four-year gap between TUNDRA Q1 and Q5 was -2.5 percentage points, better than the sector (-3.4) but not as good as the RG (-1.8). Regression analysis found no

significant differences in continuation odds between TUNDRA quintiles when other factors were controlled.

FSM:

The gap between FSM-eligible and non-eligible students' continuation rates widened significantly in 2020-21 to -5.2 % from -1.5% in 2017-18, contributing to a four-year average gap of -3 percentage points. This is narrower than the sector average (-5.1) but slightly wider than the Russell Group average (-2.8). Logistic regression analysis showed FSM-eligible students had 36% lower odds of continuing into the second year compared to non-eligible students, with the differences remaining significant in multivariate analysis.

Table 3: *Proportion of Warwick Students Continuing into second year by Socio-economic indicators from 2018-2021, compared to 4-year Sector and Russell Group (RG) (excluding Warwick) Average.*

Variable		2017-18	2018-19	2019-20	2020-21	4-year average	4-year sector average	4-year RG average
IMD (2019)	Quintile 5	97.1	97.3	98	96.5	97.2	93.9	97.6
	Quintile 1	93.6	93.3	95.6	91.8	93.6	86	93.8
	Gap	-3.6	-4*	-2.4	-4.7*	-3.7**	-7.9	-3.7
TUNDRA	Quintile 5	96.7	97.2	98	96.9	97.2	93.4	97.4
	Quintile 1	93.3	93.3	97.9	94.4	94.7	90	95.3
	Gap	-3.4	-3.9	-0.1	-2.5	-2.5	-3.4	-1.9
FSM	Not eligible	96.3	97.3	98.3	96.6	97.1	93.1	97.1
	Eligible	94.8	94.1	96.4	91.5	94.2	88	94.1
	Gap	-1.5	-3.2	-1.9	-5.2*	-3	-5.1	-2.8

*NB * indicates statistically significant differences of <0.05 based on univariate logistic regression analysis, chi-squared and z-tests*

** indicates that multivariate logistic regression analysis was conducted, and differences were found to be statistically significant at <0.05.

Socio-Demographic Gaps

Table 4 provides a four-year breakdown of continuation rates and gaps based on age, ethnicity, and disability categories.

Age:

The 4-year average continuation rate gap between mature (21+) and young (<21) students at Warwick is -4.8 percentage points, narrower than both the sector average (-8.6) and the Russell Group average (-5.9). Logistic regression analysis revealed that differences in continuation based on age are statistically significant, with mature students displaying lower odds of continuation compared to their younger peers.

Ethnicity:

The average 4-year continuation gap between ABMO and White students at Warwick is +0.2 percentage points, higher than the sector (-2.6) and Russell Group (-0.4) averages. This positive differential is primarily driven by Asian and Black students, who were found to have significantly higher odds of continuing to year two in their degree than White students (by 20% and 57%, respectively). Students from a Mixed ethnicity initially appeared to have lower odds of continuation compared to White students, though this difference becomes non-significant in multivariate

models. Students of Other ethnic backgrounds also displayed higher continuation rates than White students, albeit differences were not statistically significant for this group either.

Disability:

The continuation rates for students with disabilities at Warwick increased from 93.8% in the 2017-18 academic year to a peak of 95.7% in 2019-20, before a slight decline to 93% in 2020-21. The four-year average for continuation rates among disabled students at Warwick is 94.1%, higher than the sector average of 89.4%, albeit remaining marginally below the Russell Group average of 95.1%. Overall, there is a -2.7-percentage point gap on average over the four years in the continuation rates of disabled and non-disabled students at Warwick, which is larger compared to the HE sector (-0.8) and Russell Group (-1.8) averages.

The continuation rates for students with disabilities varies when disaggregated and are, on average, lowest for those students with mental health disabilities, with an average gap of -6.0 percentage points compared to students with no disabilities. Logistic regression analysis revealed that, with the exception of those with cognitive and learning disabilities, all disability types are associated with significantly lower odds of continuing into the second year when compared to students without a disability.

Table 4: *Proportion of Warwick Students Continuing into second year by Socio-demographic indicators from 2018-2021, compared to 4-year Sector and Russell Group (RG) (excluding Warwick) Average.*

Variable		2017-18	2018-19	2019-20	2020-21	4-year average	4-year sector average	4-year RG average
Age	< 21	96.5	97.1	98	95.9	96.9	92.4	97.0
	21 +	90.7	91.4	93	93.2	92.1	83.8	91.1
	Gap	-5.8*	-5.6*	-5*	-2.8	-4.8**	-8.6	-5.9
Ethnicity	White	96.1	96.2	97.5	95.9	96.4	91.0	96.7
	ABMO	95.8	97.2	97.7	95.6	96.6	88.4	96.3
	ABMO Gap	-0.4	1	0.3	-0.3	0.2	-2.6	-0.4
	Asian	96	97.5	98.3	95.4	96.8	90.2	96.5
	Asian Gap	-0.1	1.2	0.9	-0.5	0.4	-0.8	-0.1
	Black	96.1	96.6	98.4	96.7	97.0	85.5	94.1
	Black Gap	0	0.3	0.9	0.8	0.5	-5.5	-2.3
	Mixed	94.5	97.6	95.4	95.3	95.7	89.2	96.0
	Mixed Gap	-1.7	1.4	-2.1	-0.5	-0.7	-1.8	-0.4
	Other	NA	NA	NA	92.3	NA	87.5	93.5
	Other Gap	NA	NA	NA	-3.6	NA	-3.5	-2.6
Disability	No Disability	96.3	97	97.9	96.2	96.9	90.2	96.9
	Disability	93.8	94	95.7	93	94.1	89.4	95.1
	Disability Gap	-2.4	-3*	-2.2	-3.2	-2.7**	-0.8	-1.8
	Cognitive	96.2	97	98	97.2	97.1	91.6	96.4
	Cognitive Gap	-0.1	0	0.1	1	0.3	1.4	-0.2
	Mental health	92	89.4	93.5	88.5	90.9	87.3	92.7

	Mental Health Gap	-4.2	-7.6*	-4.4*	-7.8	-6.0**	-2.9	-4.1
	Sens./med./phys.	92.6	93.4	95.1	NA	NA	88.9	94.2
	Sens/med/phys. Gap	-3.7	-3.6	-2.8	NA	NA	-1.2	-2.5
	Multi. impair.	94.3	94.7	95.5	93.6	94.5	89.3	93.2
	Multi. impair. Gap	-1.9	-2.3	-2.4	-2.6	-2.3**	-0.9	-3.5
	Social	88.5	NA	NA	84.9	NA	88.3	89.0
	Social Gap	-7.8*	NA	NA	-11.3	NA	-1.9	-7.4

*NB * indicates statistically significant differences of <0.05 based on univariate logistic regression analysis, chi-squared and/or z-tests.*

*** indicates that multivariate logistic regression analysis was conducted, and differences were found to be statistically significant at <0.05.*

Intersectionality:

Analysis of intersectional variables highlight disparities in continuation between White and ABMO groups from low (i.e. IMD Q1,2) and high (i.e. IMD Q3,4,5) IMD quintiles, as well as between males and females within low and high IMD quintiles. There are consistently fewer White students continuing into second year than ABMO students across both low and high IMD quintiles. However, White students within high IMD quintiles have higher rates of continuation than ABMO students from low IMD quintiles. Gender disparities in continuation rates were observed within the two socio-economic groupings with females generally demonstrating higher continuation rates than males, and high IMD females achieving the highest continuation rates.

Regression moderation analyses revealed that age has a strong influence on the relationship between IMD quintile and continuation into second year, whereas sex and ethnicity had no statistically significant influence.

Continuation Summary

The largest gaps in continuation are observed amongst students with disabilities, particularly mental health disabilities, but also across different age groups, IMD quintiles, and based on FSM eligibility. Students with all disabilities except cognitive/learning disabilities, Mature students, IMD Q1, and FSM-eligible students all have statistically lower odds of continuing to second year in comparison to their counterparts.

Completion

Socio-Economic Gaps

Table 5 provides an overview of completion rates and gaps based on three SES measures (IMD; TUNDRA and FSM) over a four-year period and with comparisons to the HE-sector and Russell Group.

IMD:

The four-year average completion gap between students from the lowest (Q1) and highest (Q5) IMD quintiles at Warwick is -7.1%, which is narrower than the HE sector average (-10.5%) but slightly wider than the Russell Group average (-5.4%). Yearly trends reveal a notable improvement over time, with the gap decreasing from -10.2% in 2014-15 to -2.8% in 2017-18, indicating a positive trajectory in reducing these SES-related disparities in degree completion. Findings from multivariate regression analysis indicate that IMD Q1 students are significant less likely to complete their degrees than IMD Q5 students.

TUNDRA:

The four-year average completion gap for students from TUNDRA Q1 compared to Q5 is -2.3%, which is better than the HE sector gap (-4.9%) and in line with the RG average (-2.4%). The gap experienced slight variations, from -1.5% in 2014-15 to -3% in 2017-18. Differences in degree completion based on TUNDRA are not statistically significant across most years, or when controlling for background characteristics.

Free School Meals (FSM):

The four-year average completion gap between FSM-eligible students and their non-eligible counterparts at Warwick stands at -3.7%, smaller than the sector average (-7.7%) and to the Russell Group average (-4.1%). This gap has shown a decrease over the years, from a -6.3% disparity in 2014-15 to -3.1% in 2017-18. Findings from multivariate regression analysis indicate that FSM-eligible students are significantly less likely to complete their degrees than non-eligible students.

Table 5: *Proportion of Students Completing their Degree by Socio-economic Indicators from 2014/15-2017/18 with 4-year average comparisons to HE sector and Russell Group (RG) (excluding Warwick) Average.*

Variable		2014-15	2015-16	2016-17	2017-18	4-year average	4-year sector average	4-year RG average
IMD (2019)	Quintile 5	97.5	97.5	97.2	98	97.6	92.3	97.2
	Quintile 1	87.3	90.1	89.1	95.2	90.4	81.8	92
	Gap	-10.2*	-7.4*	-8.1*	-2.8*	-7.1**	-10.5	-5.1
TUNDRA	Quintile 5	97.4	97.2	97.8	97.7	97.5	91.6	97.3
	Quintile 1	95.9	94.3	96.2	94.7	95.3	86.7	94.2
	Gap	-1.5	-2.9*	-1.6	-3	-2.3*	-4.9	-2.9
FSM	Not eligible	97	96.9	97.9	97.7	97.4	90.9	96.9
	Eligible	90.7	93.4	96.1	94.6	93.7	83.2	92.8
	Gap	-6.3*	-3.4	-1.8	-3.1	-3.7**	-7.7	-3.8

* indicates statistically significant differences of <0.05 based on univariate logistic regression analysis, chi-squared and/or z-tests.

 ** indicates that multivariate analysis was conducted, and differences were found to be statistically significant at <0.05.

Socio-Demographic Gaps

Table 6 provides insight into variations in degree completion across age, ethnicity, and disability categories, as summarised below.

Age: The four-year average gap in degree completion between mature (21+) and young (<21) students at Warwick is -10.6 percentage points, higher than both the sector average (-9.7) and the Russell Group (RG) average (-9.5). The yearly gap fluctuated, indicating variable performance over time, with the most significant gap of -13% in 2016-17 but showing improvement to -6.2% in 2017-18. Regression analysis found mature students less likely to complete their degrees, but this significance diminishes when adjusting for background characteristics, suggesting other factors also play a critical role. One of these factors was found to be an academic department, which explained much of the age variation in degree completion rates.

Ethnicity:

The gap between ABMO and White students is -0.2 percentage points, narrower than the sector gap (-3.8) and close to the Russell Group average (-0.5). This minor gap showed a slight improvement from -0.8 in 2014-15 to -0.4 in 2017-18. Specific analysis of individual ethnic groups shows that students from Asian, Black, and Other ethnic backgrounds were more likely to complete their studies than White peers.

Disability:

The gap in degree completion between disabled and non-disabled students saw some variation over the years, from -5.9% in 2014-15 improving to -3.1% in 2017-18. The four-year average gap is -4.7 percentage points at Warwick, wider than both the sector (-2.2) and Russell Group (-3.3) averages. Specifically, students with declared mental health conditions were significantly less likely to complete their degrees than those students with no disability. Student numbers with multiple health impairments, and social or communication condition were low.

Table 6: *Proportion of Warwick Students Completing their degree by Socio-demographic indicators from 2018-2021, compared to 4-year Sector and Russell Group (RG) (excluding Warwick) Average.*

Variable		2014-15	2015-16	2016-17	2017-18	4-year average	4-year sector average	4-year RG average
Age	< 21	96.5	97	97.7	97.7	97.2	90	96.7
	21+	84.7	85.5	84.7	91.5	86.6	80.2	87.1
	Gap	-11.8*	-11.5*	-13*	-6.2*	-10.6*	-9.9	-9.5
Ethnicity	White	95.6	96.1	96.5	97.3	96.4	88.8	96.2
	ABMO	94.8	96.4	96.5	96.9	96.2	84.9	95.7
	ABMO Gap	-0.8	0.4	-0.1	-0.4	-0.2	-3.9	-0.5
	Asian	96.1	96.2	98.3	98.3	97.2	87.3	96
	Asian Gap	0.5	0.2	1.7	1	0.9	-1.5	-0.03
	Black	91.3	97.3	93.5	95.1	94.3	81.2	92.3
	Black Gap	-4.4	1.2	-3.1	-2.2	-2.1	-7.6	-3.3
	Mixed	95.1	96.6	95.3	94.3	95.3	85.7	94.9
	Mixed Gap	-0.5	0.5	-1.3	-3	-1.1	-3.1	-0.8
	Other	NA	NA	NA	NA	NA	84.4	92.9
	Other Gap	NA	NA	NA	NA	NA	-4.5	-2.2
Disability	No Disability	95.9	96.6	97.1	97.5	96.8	87.9	96.4
	Disability	90	92.4	91.6	94.4	92.1	85.7	93
	Gap	-5.9*	-4.2*	-5.5*	-3.1*	-4.7**	-2.2	-3.3
	Cognitive	95.8	93.8	94.7	96.8	95.3	88.3	94.8
	Cognitive Gap	-0.1	-2.8	-2.4	-0.7	-1.5	0.4	-1.1
	Mental health	90.2	86.7	94.3	91.8	90.8	81.9	88.5
	Mental Health Gap	-5.6*	-10.0*	-2.8	-5.7*	-6.0**	-6.0	-7.6
	Sens./med./phys.	85.0	NA	91.0	94.9	90.3	85.6	92.6

	Sens/med/phys. Gap	-10.9	NA	-6.1*	-2.6	-6.5**	-2.2	-3.3
	Multi. impair.	81.3	90.0	82.2	NA	84.5	84.7	90.8
	Multi. impair. Gap	-14.6*	-6.6*	-14.9*	NA	-12.0**	-3.2	-5.2
	Social	NA	NA	84.6	84.0	84.3	83.5	85.7
	Social Gap	NA	NA	-12.5*	-13.5*	-13.0**	-4.4	-10

NB *indicates statistically significant differences of <0.05 based on univariate logistic regression analysis, chi-squared and/or z-tests.*

** indicates that multivariate analysis was conducted, and differences were found to be statistically significant at <0.05.

Intersectionality

Analysis of intersectional variables highlight disparities in degree completion between White and ABMO groups from low (i.e. IMD Q1,2) and high (i.e. IMD Q3,4,5) IMD quintiles. The gap between White students from low IMD areas and those from higher IMD areas (-5.2) was found to be higher than the inter-socioeconomic gap for ABMO students (-2.9). High IMD ABMO students were found to have the highest proportion of students that completed their degrees. The racial gap is also observed to be higher for lower IMD quintiles (-2.4) than it is for higher IMD quintiles (-0.1), with ABMO students completing their degrees in higher proportions in both instances.

Furthermore, amongst lower IMD students, male students completed their degree in higher proportions (+2.3).

Completion summary:

The largest gaps in degree completion status are observed across age groups, between IMD quintiles and based on disability status.

Degree Award

We summarise differences in attainment based on Socio-Economic Status (SES) measures, then socio-demographic characteristics, and finally intersectional variables.

Socio-Economic Gaps

Table 6 provides insight to the degree performance of students from different socio-economic groups at Warwick (IMD; TUNDRA and FSM), capturing awarding gaps over a four-year for each group are summarised below along with findings from statistical analysis.

IMD:

The four-year average awarding gap between IMD Q1 (lower SES) and IMD Q5 (higher SES) students at Warwick is -10.7%, which is more positive than the HE sector average (-16.9%) but slightly less so compared to the Russell Group (RG) average (-9.2%). This gap shows fluctuations over the years, with a peak difference of -12.8% in 2019-20 and a narrower gap of -9.2% in 2020-21. Differences in degree awards by IMD quintile were statistically significant.

TUNDRA:

The gap between TUNDRA Q1 and Q5 students in the proportion achieving a 'good degree' stands at -4.3%, slightly narrower than the HE sector average (-5.8%) but slightly wider than the Russell Group average (-3.0%). The gap widened to -8.9% in 2021-22 from -1.9% in 2018-19. While differences were significant in initial univariate analysis, this was no longer the case once other confounding factors were controlled for.

FSM:

The awarding gap between students eligible for FSM and those not eligible at Warwick is -8.4% over the four-year period, which is narrower than the HE sector gap (-11.6%) and close but slightly wider than the Russell Group gap (-7.4%). This gap fluctuates year-on-year, from a peak -11.5% in 2019-20 to -4.2% in 2020-21 and increasing again to –10% in 2021-22. Differences in degree awards by FSM were statistically significant.

Table 7: *Proportion of Warwick Students Achieving a 'good degree' (2.1 or 1st) by Socio-economic Indicators from 2018-2021, compared to 4- year Sector Average and 4-year Russell Group (RG) (excluding Warwick) Average.*

Variable		2018-19	2019-20	2020-21	2021-22	4 -year average	4-year sector average	4-year RG average
IMD (2019)	Quintile 5	91.3	95.2	93.6	92	93	87.3	93.8
	Quintile 1	81.5	82.4	84.5	81.2	82.4	70.4	84.7
	Gap	-9.8*	-12.8*	-9.2*	-10.8*	-10.7**	-16.9	-9.2
TUNDRA	Quintile 5	88.3	93.4	92.6	89.6	91	84	92.5
	Quintile 1	86.7	90.1	89.3	80.7	86.7	78.3	89.2
	Gap	-1.7	-3.3	-3.3	-8.9*	-4.3*	-5.8	-3.0
FSM	Not eligible	90.9	93	92.7	89.7	91.6	83.6	92.4
	Eligible	83.1	81.5	88.5	79.7	83.2	72	84.8
	Gap	-7.8*	-11.5*	-4.2	-10*	-8.4**	-11.6	-7.4

NB * *indicates statistically significant differences of <0.05 based on univariate logistic regression analysis, chi-squared and/or z-tests.*

 ** *indicates that multivariate analysis was conducted, and differences were found to be statistically significant at <0.05.*

Socio-Demographic Gaps

Table 8 provides insight into socio-demographic variations in degree awards across age, ethnicity, and disability categories, with a summary and overview of findings from statistical analysis provided below.

Age:

The gap in degree awards between mature students and their younger counterparts, over four years stands at -21.5%, significantly higher than the sector average gap of -10.1% and the Russell Group gap of -8.1%. This stark difference was relatively consistent over the years, such that the gap was lowest when it stood at -20.8% in 2021-22. However, while statistical analysis initially suggests lower odds of achieving a 'good degree' for mature students, these differences become non-significant when adjusting for other variables, indicating the complexity of factors influencing educational outcomes based on age. One of these factors is degree programme and another is prior attainment, which we did not control for in analysis.

Ethnicity:

The ABMO awarding gap at Warwick (-6.5%) is narrower than the sector average (-11.4%) and closely matches the Russell Group average (-6.1%). This gap has shown variability over the years, with a notable improvement from a -9.3% gap in 2018-19 to a smaller gap of -2.6% in 2020-21, before widening again to -7.8% in 2021-22. While there remains a significant awarding gap between Black and White students, averaging around -10.1 percentage points over a four-year period, this gap is less pronounced at Warwick, compared to the sector average of -20.3

percentage points and the Russell Group average of -12.3 percentage points. Differences in degree awards by Black students were statistically significant.

Disability:

Students with disabilities at Warwick face a smaller gap in achieving 'good degrees' (2.2%) compared to the sector (1.1%) and Russell Group averages (1.5%). Univariate analysis showed that students with mental health conditions and social disabilities initially show significantly lower odds of achieving a 'good degree', but these differences lose significance in multivariate analysis, suggesting that disability's impact might be mitigated by addressing broader contextual factors.

Table 8: *Proportion of Students Achieving a 'good degree' (2.1 or 1st) over four years based on age, ethnicity and disability including 4-year average comparisons with HE sector and Russell Group (excluding Warwick).*

Variable		2018-19	2019-20	2020-21	2021-22	4-year average	4-year sector average	4-year RG average
Age	< 21	90.0	92.4	92.4	89.0	91.0	82.5	92.0
	21 +	67.9	71.3	70.5	68.2	69.5	72.4	83.5
	Gap	-22.2*	-21.1*	-21.9*	-20.8*	-21.5*	-10.1	-8.1
Ethnicity	White	92.1	94.1	93.0	91.6	92.7	84.3	93.5
	ABMO	82.8	87.8	90.4	83.7	86.2	73.0	87.4
	ABMO Gap	-9.3*	-6.3*	-2.6*	-7.8*	-6.5*	-11.4	-6.1
	Asian	84.0	86.8	90.8	82.7	86.1	75.7	87.0
	Asian Gap	-8.1*	-7.3*	-2.3*	-8.8*	-6.6**	-8.7	-6.5
	Black	77.8	85.9	87.3	79.5	82.6	64.0	81.0
	Black Gap	-14.3*	-8.2*	-5.8*	-12.0*	-10.1**	-20.3	-12.3
	Mixed	84.5	94.2	93.6	91.4	90.9	80.5	90.9
	Mixed Gap	-7.6*	0.1	0.6	-0.2	-1.8	-3.8	-2.4
	Other	89.3	82.6	89.5	88.1	87.4	73.0	84.8
	Other Gap	-2.8	-11.4*	-3.5	-3.5	-5.3	-11.3	-8.4
Disability	No Disability	89.7	92.2	92.1	89.0	90.8	80.7	91.9
	Disability	87.6	89.5	90.5	86.5	88.5	79.6	90.4
	Disability Gap	-2.1	-2.7	-1.6	-2.5	-2.2	-1.1	-1.5
	Cognitive	88.7	91.0	90.8	87.1	89.4	78.6	90.6
	Cognitive Gap	-0.9	-1.2	-1.3	-1.9	-1.3	-2.1	-1.1
	Mental health	89.5	88.0	88.2	83.6	87.3	81.0	89.1
	Mental Health Gap	-0.2	-4.2	-3.9	-5.4	-3.4**	0.3	-2.4
	Sens./med./phys.	85.2	92.3	94.7	87.9	90.0	80.0	90.5
	Sens/med/phys. Gap	-4.5	0.1	2.6	-1.1	-0.7	-0.7	-0.4
	Multi. impair.	85.9	90.4	93.8	89.2	89.8	80.4	89.5

	Multi. impair. Gap	-3.7	-1.8	1.7	0.2	-0.9	-0.3	-1.8
	Social	NA	NA	83.9	89.2	86.6	75.2	78.6
	Social Gap	NA	NA	-8.2	0.2	-4.0*	-5.6	-12.0

*NB * indicates statistically significant differences of <0.05 based on univariate logistic regression analysis, chi-squared and/or z-tests.*

** indicates that multivariate analysis was conducted, and differences were found to be statistically significant at <0.05.

Intersectional Gaps

Analysis of intersectional variables highlight disparities in academic achievement between White and ABMO groups from low (i.e. IMD Q1,2) and high (i.e. IMD Q3,4,5) IMD quintiles, as well as between males and females within low and high IMD quintiles. Awarding gaps between White and ABMO students are smaller amongst those from higher SES groups, but they persist, with ABMO students achieving lower rates of 'good degrees' than White students across both low and high IMD areas.

Table 8A: *Intersectional Differences in the Proportion of Students Achieving a 2.1 or 1ˢᵗ when considering IMD with ethnicity or sex.*

Intersectional Variables		2018-19	2019-20	2020-21	2021-22	4-year average
IMD Q1,2	White	91.2	88.2	89.0	86.4	88.7
	ABMO	80.1	83.8	87.3	80.0	82.8
	Gap	-11.1	-4.4	-1.7	-6.4	-5.9*
IMD Q3,4,5	White	92.1	94.7	94.1	92.4	93.3
	ABMO	84.8	90.0	92.2	86.3	88.3
	Gap	-7.2	-4.8	-1.9	-6.1	-5.0*
IMD Q1,2	Male	84.6	83.5	85.4	78.1	82.9
	Female	85.8	87.2	89.8	86.6	87.4
	Gap	-1.2	-3.8	-4.4	-8.5	-4.5*
IMD Q3,4,5	Male	87.0	92.3	91.4	88.9	89.9
	Female	94.1	94.9	95.7	92.8	94.4
	Gap	-7.1	-2.6	-4.3	-3.8	-4.5*

NB *indicates statistically significant differences of <0.05 based on univariate logistic regression analysis, chi-squared and/or z-tests.*

Students in the High IMD group have higher degree awards than those in the Low IMD group, these differences were statistically significant (p<0.005). The gap between High and Low IMD is less pronounced for Black students, suggesting that factors other than IMD may have a more significant impact on attainment for this group. As such, there is no significant interaction between IMD and ethnicity category Black.

Table 8B: *Intersectional Differences in the Proportion of Students Achieving a 2.1 or 1st when considering IMD with Specific Ethnic Groups and Sex* (4-year averages based on 2018/19-2021/22)

4-Year Averages	Asian	Black	Mixed	Other	White
Male High IMD 4-Year Avg	86.25%	83.75%	91.75%	96.00%	91.50%
Male Low IMD 4-Year Avg	80.50%	81.75%	91.75%	91.75%	86.25%
Female High IMD 4-Year Avg	91.70%	86.88%	95.00%	97.92%	96.25%
Female Low IMD 4-Year Avg	86.03%	85.35%	90.60%	94.45%	92.58%

Degree Award Summary

In summary, the largest gaps in awarding are observed across different ethnic groups rather than IMD groupings or sex. Intersectional differences are only statistically significant when comparing within ethnicity groups, students from ethnicity referred to as 'Other' had the highest award, while Black students tended to have lower award rates. Females outperform males in most cases, although students from higher IMD groupings tend to outperform those from lower IMD groupings. However, the award gap between students from high and how IMD quintiles is less pronounced for Black students, suggesting that factors other than IMD may have a more significant impact on award for this group. As such, we found no significant interaction between IMD and ethnicity category Black.

Progression

This summary focusses on progression into professional employment or post-graduate education. Progression outcomes are based on self-reported data from the Graduate Outcomes Survey.

Socio-Economic Gaps

Table 9 provides an insight into Warwick's progression trends and gaps over a four-year period based on three SES measures (IMD; TUNDRA and FSM). A summary is provided below along with findings from statistical analysis.

Index of Multiple Deprivation (IMD): The four-year average progression gap between IMD Q1 (lower socio-economic status) and Q5 (higher socio-economic status) students at Warwick is -3.8 percentage points, which is considerably narrower than the sector average (-10.1) but slightly wider than the Russell Group average (-3.3). Statistical analysis indicates that the differences in progression odds between IMD Q1 and Q5 students are not statistically significant.

TUNDRA: The progression gap between TUNDRA Q1 and Q5 students stands at -2.3 percentage points, narrower than the sector average (-6.5) but not as favourable when compared to the Russell Group average (-1.72). The difference was not significant in regression analysis.

Free School Meals (FSM): the progression gap between FSM-eligible and non-eligible students at Warwick is -2.4 %. This contrasts with the broader sector where the gap is -6.9 and closely mirrors the Russell Group average of -2.8. Regression analysis suggests that these differences are not statistically significant.

Table 9: *Proportion of Warwick Students Progressing into professional employment or further study by Socio-economic Indicators from 2018-2021, compared to 4- year Sector Average and 4-year Russell Group (RG) (excluding Warwick) Average.*

Variable		2017-18	2018-19	2019-20	2020-21	4 -year average	4-year sector average	4-year RG average
IMD (2019)	Quintile 5	86.1	83.6	87.1	83.8	85.2	76.8	83.3
	Quintile 1	82.2	80.6	79.7	82.8	81.3	66.4	79.9
	Gap	-3.9	-2.9	*-7.4	-1	-3.8	-10.1	-3.3
TUNDRA	Quintile 5	84.9	85.3	86.8	84	85.3	74.6	82.1
	Quintile 1	86.9	80.1	83.2	81.5	82.9	68.1	80.1
	Gap	2	-5.2	-3.6	-2.5	-2.3	-6.5	-1.7
FSM	Not eligible	83.3	81.9	84.2	81.7	82.8	72.3	81.4
	Eligible	79	78.3	76.8	87.7	80.5	65.4	78.5
	Gap	-4.3	-3.7	-7.4	6	-2.4	-6.9	-2.8

NB *indicates statistically significant differences of <0.05 based on univariate logistic regression analysis, chi-squared and/or z-tests.*

Socio-Demographic Gaps

Table 10 summarises the four-year average variations in progression rates based on age, ethnicity, and disability categories.

Age:
Mature students (>21) at Warwick show a positive progression rate of 89.98% based on the four-year average, which is significantly higher compared to younger students (<21) with an average rate of 83%. This results in a progression gap of +6.9 percentage points in favour of mature students, higher than the sector average of +0.3% and the Russell Group average of +4.8%.

Ethnicity:
For the ABMO group, the four-year average progression rate stands at 84.1%, slightly higher than the progression rate for White students who have an average progression rate of 83.2%. This translates to a positive gap of +1 percentage point, higher than the sector's average gap of -3.3% and similar to the RG's +1.4%. Among the subgroups, Asian students exhibit a higher average progression rate of 85.8%, yielding a +2.7% gap over White students. In contrast, Black students show an average progression rate of 81.8%, with their gap improving over time to reach +1.2% in 2020-21.

When accounting for contextual factors in multivariate regression, Asian students had 31.4% higher odds than White students to progress into professional employment and post-graduate study. This result was statistically significant.

Disability:
At Warwick, students with disabilities have an average progression rate of 81.3%, compared to 84% for those with no reported disability. This gap is slightly above the sector average of -2.2% and the Russell Group average of -2.5%. Among students with mental health conditions, the average progression rate is lower at 77.9%. Multivariate regression analysis revealed that mental health condition was the only disability significantly associated with lower progression outcomes.

Table 10: *Proportion of Students Progressing into professional employment or further study over four years based on age, ethnicity and disability including 4-year average comparisons with HE sector and Russell Group (excluding Warwick).*

Variable		2017-18	2018-19	2019-20	2020-21	4-year average	4-year sector average	4-year RG average
Age	< 21	83.4	81.9	84.1	82.8	83	72.6	81.8
	21+	85.4	94	86.6	93.9	89.9	72.9	85.6
	Gap	2	*12.1	2.5	*11.1	**6.9	0.3	4.8
Ethnicity	White	83.7	82.5	84.1	82.3	83.2	73. 5	81.9
	ABMO	80	83.2	84.8	84.9	84.1	70.2	83.3
	ABMO Gap	-3.7	0.7	0.7	2.6	1	-3.3	1.4
	Asian	88	85.6	84.3	85.3	85.8	70	83.9
	Asian Gap	4.3	3.1	0.2	3	**2.7	-3.5	2
	Black	78.2	81.9	83.6	83.4	81.8	69.1	82.9
	Black Gap	-5.5	-0.7	-0.5	1.2	-1.4	-4.4	-2.4
	Mixed	73.8	81.1	89.5	83.5	82	72.9	81.3
	Mixed Gap	*-9.9	-1.4	5.4	1.2	-1.2	-0.6	-0.3
	Other	NA	NA	78.4	93.8	86.1	69.9	80.6
	Other Gap	NA	NA	-5.7	11.5	2.9	-3.6	-0.1
Disability	No Disability	84.1	83.2	84.8	84	84	73	82.5
	Disability	80.3	80.2	81.7	81.6	81.3	70.9	80
	Disability Gap	-3.8	-3	-3.1	-2.4	**-3.1	-2.2	-2.5
	Cognitive	77.7	83.5	87.8	88.4	84.4	73.9	82.6
	Cognitive Gap	-6.4	0.3	3	4.4	0.3	0.9	0.4
	Mental health	85.2	74.5	77.1	74.8	77.9	68.1	75.8
	Mental health Gap	1.1	-8.7	*-7.6	*-9.2	**-6.1	-4.9	-6.0
	Sens./med./phys.	76.6	73.8	79.1	86.2	78.9	71.3	81.3
	Sens/med/phys. Gap	-7.4	-9.4	-5.7	2.2	*-5.1	-1.7	-0.1
	Multi. impair.	85.7	89.1	82.2	80.9	84.5	70.7	78.0
	Multi. impair. Gap	1.6	5.9	-2.6	-3.1	0.5	-2.3	-3.5
	Social	NA	NA	NA	NA	NA	60.2	82.7
	Social Gap	NA	NA	NA	NA	NA	-12.8	2.5

NB * *indicates statistically significant differences of <0.05 based on univariate logistic regression analysis, chi-squared and/or z-tests.*

*** indicates that multivariate analysis was conducted, and differences were found to be statistically significant at <0.05.*

Progression summary

The largest gaps in progression to professional employment and further study are observed across age groups, IMD quintiles, and disability status. However, only the gaps in age groups and amongst disabled and non-disabled students were found to be statistically significant in multivariate analysis, with young students and students with mental health conditions have significantly lower odds of progressing into professional employment or further study.

Annex B: Evidence base for intervention strategies

The information under each objective below outlines the internal and sector insight and research which has informed the development of our intervention approach.

Access

Examples of research studies and reports that have informed or supported our approach at Warwick are provided below.

Intervention 1
Objective: To ensure that students with care experience have equal opportunity to make a successful application to Warwick and have equality of opportunity across the student lifecycle by 2028-29.

Unite Foundation Report (2023). Supporting APP development – addressing risk to equality of opportunity for care experienced and estranged students.
The report identifies meaningful activities that will help and support universities to do more to support care experienced students into university and on course. It includes numerous examples of initiatives for addressing key risks to equality of opportunity such as offering information and guidance through outreach, offering financial support, opportunities for appropriate levels of part-time work, and having specific admissions policies related to care-experienced students and additional consideration with contextual offers.

Unite Foundation Scholarship Report (2022). 'This is Us = Impact' .
The report provides compelling evidence on the impact of scholarships to support care-experienced students in higher education. Through comparative analysis, the findings from the report indicate that the Unite Foundation Scholarship, which offers accommodation assistance, has a statistically significant positive impact on the progression and completion rates of care experienced students. The report's findings underscore the importance of tailored support mechanisms, like accommodation scholarships, in helping care-experienced students overcome barriers and achieve their educational goals.

The Go Higher West Yorkshire Report (2022). Care to Go Higher evaluation report .
The report provides recommendations for higher education providers and local authorities to better support access and success for care-experienced students. Key recommendations include: HE providers collaborating with local authorities to deliver tailored CPD and outreach, framing universities as "caring" environments, and highlighting local education and career opportunities. The report emphasises the importance of partnership working to address the specific needs and concerns of the care-experienced community.

The Department for Education (2019). Principles to guide higher education providers on improving care leavers access and participation in HE - GOV.UK (www.gov.uk)
This government report offers extensive recommendations for supporting care leavers in higher education, emphasising the need for a multifaceted and targeted approach to improve their participation and success rates. The report recognises that care leavers face unique challenges, such as a lack of familial support and instability that can disrupt their education and emotional well-being. It underscores the importance of HE providers playing an integral role as part of a wider societal effort to support these individuals, aligning with initiatives like the Care Leaver Covenant. Importantly, the report also encourages HE providers to enhance their outreach, support services, and accommodations, ensuring that care leavers are given priority in admissions through contextual evaluations and receive comprehensive support throughout their student lifecycle.

Key recommendations include offering 365-day accommodation to mitigate housing insecurity, providing financial bursaries to assist with study and living costs, and ensuring care leavers have

access to tailored pastoral and academic support. This should involve designated staff who are trained to understand and address the specific barriers care leavers face.

Ellis, K. & Johnston, C. (2019). Pathways to University from Care: Findings Report One. The University of Sheffield.
Through research with 234 care experienced university students, this report explores factors that promote access to higher education for this group. Jointly with the Care Leaver Covenant, the report makes actionable recommendations for universities to improve their support mechanisms, focusing on making university environments more accessible and accommodating to students with care experience. The key recommendations emphasise the need for universities to implement comprehensive support systems that address both the immediate and long-term needs of care-experienced students. These include prioritising stable accommodation to minimise disruptions in their academic journey, providing tailored financial support that acknowledges their unique circumstances, and ensuring continuous personal and academic support through designated staff members who are familiar with the challenges faced by these students.

Cotton, D.R.E; Nash P., & Kneale P. (2014) The Experience of Care leavers in UK Higher Education (ingentaconnect.com).
This research study notes that the availability of a safety net, and support from a significant adult is particularly important for care leavers in UK higher education. This type of support is often provided by the university care leavers' service which offered a crucial source of support for students without another obvious point of contact.

Intervention 2
Objective: Warwick will increase the proportion of entrants from the most economically disadvantaged groups (IMD quintile 1) from 11.4% in 2021-22 to 13.4% by 2028-29.

Below we provide evidence that informs different aspects of our approach for IS2, starting with a general overview of evidence that informs the types of intervention we deliver, followed by insights into specific programmes that we independently deliver as a University or in partnership with collaborators.

Multi-intervention Activity
Baines, L., Gooch, D., & Ng-Knight, T. (2022). Do widening participation interventions change university attitudes in UK school children? A systematic review of the efficacy of UK programmes, and quality of evaluation evidence Educational Review, 76(3), 628–647.
This systematic review examines the effectiveness of UK-based widening participation interventions aimed at school children under 16, focusing on programs designed to motivate or change attitudes towards university. The review, which covered studies from the past 20 years, primarily included peer-reviewed research and assessed various intervention types and their outcomes. The findings indicated that early and sustained interventions, particularly those integrated into pre-Year 11 schooling, were most effective. These programs often involved activities geared toward raising aspirations and improving awareness about higher education, demonstrating significant impacts in fostering positive attitudes and motivations toward university education among younger students.

Younger, K., Gascoine, L., Menzies, V., & Torgerson, C. (2018). A Systematic Review of Evidence on the Effectiveness of Interventions and Strategies for Widening Participation in Higher Education Journal of Further and Higher Education, 43(6), 742-773.
Findings from this systematic review indicate that 'Black box' Widening Participation programmes (those with multiple elements in a single programme) and financial incentives are effective, showing positive impacts on student aspirations and some increased in higher education participation. However, much of the evidence looking at these interventions suffered from design limitations, such as an absence of control/comparison groups.

Burgess AP, Horton MS, Moores E. (2021) Optimising the impact of a multi-intervention outreach programme on progression to higher education: recommendations for future practice and research. Heliyon, 7, (7).

Findings from this quasi-experimental study of a multi-intervention outreach programme (UniConnect) indicate that any engagement with the programme was associated with an improved chance of achieving a place in HE. However, the type of engagement, the extent of engagement and the combination of types of engagement all mattered. The more learners engaged with UniConnect, the greater were their chances of HE acceptance, but the benefit of each additional engagement beyond five or six engagements was small.

Mentoring, Tutoring, and Information, Advice and Guidance (IAG)

Jones E., Comley N., & Duxbury, V.(2023) Jisc_UoB_final_report_MIOM_31_03_23.docx (taso.org.uk) .

This TASO Impact Report on the University of Birmingham's Forward-Thinking programme examines the impacts of a mentoring scheme using a matched comparison group. Findings highlight significant benefits of the scheme on participants (compared to comparison groups), showing positive impacts on higher education participation, including attendance at research-intensive universities. Other benefits included increased awareness of higher education, aspirations, confidence, and motivation for students to reach their potential.

The Education Endowment Foundation (EEF). (2021). Small group tuition toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition.

Evidence from 123 studies reviewed by the EEF indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.

Education Endowment Foundation. (2021). One on one tuition toolkit. Retrieved from https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition

Evidence from 62 studies reviewed by the EEF on tutoring delivered in small groups indicates this is particularly impactful for primary school pupils, but also low attaining pupils. Frequent sessions, three times a week or so, lasting up to an hour typically showed the greatest impact. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.

OfS. (2022). Bournemouth university: Books and stories. Effective Practice Case Studies. https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/bournemouth-university-books-and-stories/

This study conducted at Bournemouth University found that a 10-week reading-focused activity delivered to disadvantaged Year 6 pupils significantly accelerated the pupils' reading development. On average, the pupils' reading age increased by 12 months, and notably, 38% of the pupils improved their reading age by 2 years or more.

Robinson D. & Salvestrini, V. (2020). The impact of interventions for widening access to education. A review of the evidence. https://epi.org.uk/wp-content/uploads/2020/03/Widening_participation-review_EPI-TASO_2020-1.pdf.

This review found that interventions in the areas of mentoring, counselling, and role models generally have a positive association with outcomes such as increased confidence, higher aspirations, and better understanding of university life.

Warwick Scholars Programme

The Warwick Scholars access programme, initiated in 2019, was developed using an evidence-based approach to identify and address the key barriers and challenges that deter many WP students in the Midlands from applying to Warwick. The programme provides various targeted

interventions to support sixth-form students, including personalised tuition, an A-level Revision Bootcamp, a residential experience, and a 'contextualised offer' that offers reduced grade requirements. These interventions are continually monitored and evaluated both individually and as components of the overall programme.

The effectiveness of these initiatives is assessed through a combination of quantitative and qualitative methods, including pre- and post-surveys that track students from the access phase (pre-entry to higher education) through to their undergraduate years. These surveys have highlighted substantial increases in knowledge among participants across different time points, such as a 28% improvement in awareness of financial support, increases in knowledge in areas such as careers.

Additionally, interviews and observations have been conducted to provide deeper insights into the personal experiences of participants and understand the elements of the programme they consider impactful (or otherwise). For instance, an in-depth examination of the Warwick Scholars summer school was conducted in 2023 involving semi-structured interviews, direct observations, and informal conversations with students, delivery staff, and ambassadors. Data were gathered during the events and through follow-up interviews, providing a robust analysis of the residential's implementation and effectiveness. Findings from this evaluation indicated that the activity significantly bolstered student confidence, academic readiness, and community integration, preparing them effectively for future academic study.

Quantitative analysis has been undertaken to assess the academic performance of Warwick Scholars at different timepoints. For example, analysis conducted to assess degree award revealed that 83% of Warwick Scholars who graduated in 2021-22 got 2:1 or above, which was higher than a comparison group of students who received contextual offers but were not involved in the programme. Analysis has also been conducted to examine the impact of the pandemic on students, notably how teacher-assessed grades and disrupted studies affected the 2022 A-level cohort.

Alongside this, a research study was conducted to look at the experiences of Warwick Scholars and other access students during the pandemic in greater depth, helping to better understand and identify how best to support them (Thiele & Homer, 2022: 'It's not something that I should be ashamed of' understanding the challenges and lived experiences of disadvantaged students during the Covid-19 pandemic - Tamara Thiele, Damien Homer, 2022 (sagepub.com).

The programme's success is evident in the substantial increase in WP student enrolments at Warwick since its inception, with initial data suggesting a potential doubling of WP undergraduate admissions. However, to establish a more rigorous causal understanding of these outcomes, plans are in place to evaluate the programme via a quasi-experimental design, using the National Pupil Database (NPD) to create a matched comparison group. This will allow for a comprehensive evaluation of the programme's impact on student outcomes, which aligns with the OfS Type 3 Evaluation Standards.

Collaborative Partnerships

Realising Opportunities (RO) Programme:

The RO programme, a collaborative initiative involving 14 research-intensive universities, aims to enhance access and transition for the most able 16-18-year-olds at risk of unequal opportunities. The Institute for Employment Studies (IES) is contracted as an external evaluator, using longitudinal data to guide and refine the programme's approach and provision.

The IES employs quantitative and qualitative methods, tracking cohorts through UCAS, conducting pre- and post-programme surveys, and analysing offer and acceptance rates. Notably, 91% of the latest cohort (Cohort 12) applied to university, significantly higher than the 78% UCAS benchmark group rate, and a considerable portion received offers from and enrolled in research-intensive universities.

The RO evaluation framework utilises National Pupil Database (NPD) data to explore causal impacts and includes a comparator group of non-recruited students who are tracked via the Higher Education Access Tracker (HEAT). This quasi-experimental approach aligns with Type 3 evaluation standards, enabling a comprehensive analysis of the programme's effectiveness compared to a broader, unengaged demographic.

Evaluative data and feedback are continuously used to adapt strategies, ensuring interventions meet participant needs and respond to changes in the educational landscape.

Pathways Programme

The Sutton Trust's Pathways to the Professions programmes, including Pathways to Banking, Engineering, and Law, are designed to enhance access to these fields for talented young people from disadvantaged backgrounds. For example, the Pathways to Law programme includes practical support, mentoring, and work experience to help students succeed in competitive fields. These initiatives are part of a broader effort to improve social mobility and are supported by various research-intensive universities across the UK.

Pathways programmes are evaluated by the Bridge Group using a combination of quantitative and qualitative methods, including tracking through UCAS and conducting surveys to assess their impact. The latest Bridge Group evaluations for the Pathways Programme focus on "Pathways to Engineering - Cohort 2," "Pathways to Banking & Finance - Cohort 5," and "Pathways to Law - Cohort 15."

These reports, based on pre- and post-surveys, reveal substantial developments in university preparation and career readiness among participants across different professional sectors. Key findings include improvements in application support, sector knowledge, confidence, and work experience impact. Overall, evaluation serves as a critical tool for continuous improvement and accountability within the Sutton Trust's Pathways programmes, ensuring that they effectively support young people from disadvantaged backgrounds to access HE and professions such as banking, engineering, and law.

Contextual Admissions

The contextual admissions policy at the University of Warwick is informed by internal and external evidence examining differences in students' outcomes based on their background characteristics. Evaluation and monitoring is undertaken each year to assess the impacts and fairness of the policy, including impacts on admissions and degree outcomes. Examples of research informing our approach are provided below.

Boero G., Karanja B., Naylor R., & Thiele T., (2022) Awarding gaps by school ethnicity and SES background TWERP vn 2022-05-04 (warwick.ac.uk).
Research by Naylor and Smith (2001 and 2005) from the University of Warwick established a so called 'school type effect' whereby undergraduate students in the UK who had attended private schools performed less well at university, on average, than equivalent students who had been educated at a state school prior to university (Smith and Naylor, 2001 and 2005; Crawford, 2014a). They argue that when comparing two students with the same A levels, the student who is less advantaged, coming from a state school with lower overall performance, is more likely to have greater underlying ability. This well-known result has provided an evidence base for the use of contextualised offers in admissions across the higher education sector (Schwartz Report, 2004; Hubble and Bolton, 2020) as an instrument for enhancing social mobility. This more recent report by Boero et al. (2022) examines differences in degree outcomes at a more granular level, highlighting how the 'school type' effect may vary when considering specific ethnic groups.

Boliver, V., Gorard, S. and Siddiqui, N. (2021) 'Using contextual data to widen access to higher education', *Perspectives: Policy and Practice in Higher Education*, 25(1), pp. 7–13. doi:10.1080/13603108.2019.1678076. Full article: Using contextual data to widen access to higher

education (tandfonline.com)
This study underscores the importance of contextual offers, arguing that the bolder use of reduced entry requirements for disadvantaged learners is necessary if ambitious new widening access targets set by the Office for Students (OfS) are to be achieved. Their findings demonstrate empirically that academic entry requirements for disadvantaged learners can be reduced substantially without setting these students up to fail at university.

Thiele, T., Singleton, A., Pope, D., & Stanistreet, D. (2016). Full article: Predicting students' academic performance based on school and socio-demographic characteristics (tandfonline.com), *Studies in Higher Education*, *41*(8), 1424–1446.
This retrospective cohort study endorses the use of contextual data in university admissions, indicating that school qualifications alone are limited as predictors of academic potential and should be considered in relation to students educational and socio-economic background characteristics.

Student Success

Examples of research studies and reports that have informed the interventions in the APP are provided below.

We have also engaged with relevant student insight from the National Student Survey, our internal Warwick Student Feedback Surveys in term 1 and 2 and our welcome and induction survey. Greater qualitative understanding of student experiences is enabled through engagement with the 500 strong, Student Panel, who engage via a community-based platform to take part in online activities, attend focus groups, and share thoughts and help us shape the University. Our internal surveys and panel allow us to as a range of questions and explore wider experiences by demographic to information the interventions and wider action taken and are governed jointly by the University and the Students' Union through the Student Insight Group. This enables us to explore themes including:
- Cost of living
- Belonging
- Inclusion
- Connection
- Wellbeing and support

Intervention 3
Objective: We commit to reducing the continuation gap between students with a declared mental health condition and students with no disability, from 7.8% in 2020-21 to 3% by 2028-29

Advance HE report: (2017) 'What Works? Student retention and success change programme'. This report showed that effective interventions have an academic purpose for all students, on an ongoing basis and as part of a programme of measures to build academic and social engagement and belonging. It highlights peer relations, meaningful interaction between staff and students, developing knowledge, confidence and identity and ensuring an experience which is relevant to interests and future goals. (IS3,4,5,6,7)

UUK (2023): 'Stepchange: mentally healthy universities'
Outlines the rationale for a focus on student mental health as a priority and the need for a whole provider approach across four domains, learn, support, work and live. Actions recommended include self-belief and confidence work, clarity of the role of academic staff in supporting mental health, assessment design that tests and stretches without unnecessary stress, whole institution wellbeing strategy with co-designed support embedded, clear support for staff supporting students and promotion of strong community, healthy living, positive environment and culture.

OfS (2023) 'Meeting the mental health needs of students'
Sector level analysis of mental health by demographic including impact on continuation.

Simpson, A., & Ferguson, K. (2014). The Role of University Support Services on Academic Outcomes for Students with Mental Illness. Education Research International (4). Demonstrates the positive impact on continuation and outcomes for students with a mental health diagnosis who engage with university support. (IS3)

U.Wingate (2007) 'Doing away with study skills' *Teaching in Higher Education*, *11*(4), 457–469 and Gunn, C., Hearne, S., & Sibthorpe, J. (2011). Right from the Start: A Rationale for Embedding Academic Literacy Skills in University Courses. Journal of University Teaching and Learning Practice, 8(1), 70-80.
Advocates for embedded study skills within students' academic programmes for holistic academic writing and study skills support. (IS 3,4,5,6,7)

TASO (2024) Using learning analytics to prompt student support interventions
Provides insight into institutional approaches to implementing and developing a Theory of Change and evaluation for learning analytics. Qualitative feedback from the research indicated that students welcomed interventions and effective associated support.

HEFCW (2024): 'Learner analytics report'
Outlines the importance of learning analytics as part of a broader, holistic approach to student support and learning enhancement and the importance of engagement across teams that connect academic spaces (e.g. personal tutors) and professional service support teams. (IS 3,4,5,6,7)

P. Campbell, B. Duke (2023). An Evaluation of the Racially Inclusive Practice in Assessment Guidance Intervention on Students' and Staffs' Experiences of Assessment in HE: A Multi-University Case Study. University of Leicester.
QAA Collaborative Enhancement Project study – specifically the findings and recommendations on assessment guidance and communication and the impact on Black, South Asian and White students levels of assessment literacy and comprehension. Including the use of assessment briefs, active group marking activities and workshops to enable students to breakdown assignments into smaller sub-activities. (IS 3,4,5,6,7)

Nieuwoudt, J., & Pedler, M. (2021). Student Retention in Higher Education: Why Students Choose to Remain at University. Journal of College Student Retention: Research, Theory & Practice, 0(0), 1-24.
Explores the nuanced reasons why students consider leaving (family commitments, financial strain, time management, expected study load, and work commitments) and decide to stay (achieving personal and career goals, and social support) informing our permanent withdrawal research. (IS 3,4,5)

Intervention 4
Objective: We commit to reducing the completion rate gap between mature and young students, reducing the 4-year average gap from 10.6% to 7% by 2028-29.

TASO summary report and evidence review: Supporting access and student success for Mature learners (2021)
The study outlines specific challenges faced by mature learners including age, class, parenthood status, and the 'worker' vs. 'learner' identity. Areas for intervention include learner identity, confidence and sense of belonging, and the importance of positive support with academic skills development and assessment literacy to support success.

A.F.M. Gregersen, K.B. Nielsen, Not quite the ideal student: mature students' experiences of higher education, International Studies in Sociology of Education, 32 (1) (2023), pp. 76-95 and J. Jones, C. McConnell, Changing mindsets and becoming gritty: mature students' learning experiences in a UK university and beyond, Innovations in Education and Teaching International (2022).

Articles describe some of the difficulties faced by mature students including being in a minority, having less recent experience of formal education, and having additional responsibilities outside of study.

Recent Warwick research: S. Wilson, E Riva, K. Lister (2024), OfS Positive Digital Practices: Positive Pedagogies: co-creation partnerships to support social and emotional learning in higher education. The project worked with mature and part time learners at Warwick and through a Student Minds panel to develop insight and resources. The paper outlines the importance of learner engagement in the development of resources and interventions for this group. The outputs of this work focus on digital literacy and wellbeing in assessment.

Intervention 5
Objective: We commit to reducing the completion rate gap between low socio-economic backgrounds (IMD Q1) and high socio-economic backgrounds (IMD Q5), reducing the 4-year average gap from 7.1% to 4% by 2028-29.

OfS (2023). 'Students from disadvantaged backgrounds less likely to complete their course'. Outlines the national level continuation gaps for students from the most deprived backgrounds and those eligible for free school meals. (IS5,7)

Blake, S., Capper, G., Jackson, A. (2023). Building Belonging in Higher Education Recommendations for developing an integrated institutional approach. Pearson & WonkHE Identified connection, inclusion, support, and autonomy as the foundations of belonging. UPP Foundation Student Futures Commission: 2 years on report which outlines the impact of cost of living, students increasingly feeling lonely at university and less engagement in the extra curricula and concerns about mental health.

AdvanceHE (2022) 'Building student 'belonging''
Outlines the importance of a holistic, institutional approach to belonging, connection and community. (IS1,5,7)

Russell Group Student's Union (2023). 'Student Cost of Living Report'
This combined with our own student insight through surveys in term 1 and 3, show the negative impact that the rising cost of living is having on student engagement, attendance on campus, engagement in part time work, impact on academic experience and success.

Office for National Statistics (2023). 'Cost of living and higher education students, England: 30 January to 13 February 2023.' (IS 1,5,7)

Financial Bursaries

The University has conducted research to assess the impacts and effectiveness of its financial support bursaries as a tool for supporting equitable access and success in higher education (HE) using the OfS financial toolkit. This has encompassed analysis of surveys completed by bursary holders between 2014-2023 and statistical modelling exploring differences in degree award, continuation, and completion across multiple years.

Findings from multivariate statistical analysis indicated that bursary recipients had significantly higher odds of completing their degree and achieving a 'good degree' than non-bursary holders including those from natural comparison groups with similar household incomes. Findings also suggest that bursaries have positive impacts on students' wellbeing, academic confidence, and overall University experience. Notably, bursaries appear to be important for reducing financial worries, and allowing students to balance their commitments more effectively, which are both factors that could help support degree completion.

Past studies have reported similar findings:
Moores, E., & Burgess, A.P (2022). [Financial support differentially aids retention of students from households with lower incomes: a UK (aston.ac.uk)](). Studies in Higher Education, 48:1, 220-231. This study found that bursaries have significant positive impacts on continuation at Aston University. Moreover, they note that the benefit of having a bursary on continuation/withdrawal at Aston University is greatest in the lowest household income group (less than £18,000), remains high in the next lowest group (£18,000 - £25,000) and then decreases for the £25,000-£42,000 group.

Hoare, T., and J. Lightfoot (2015). "Student Funding, Student Retention and Student Experiences: Perspectives from Bristol." Widening Participation and Lifelong Learning, 17: 110–25. [Hoare and Lightfoot.pdf (bristol.ac.uk)]()
Indicative findings from research conducted at the University of Bristol show positive effects of financial support on student experiences and retention.

Ilie, S., A. Horner, N. Kaye, and S. Curran (2019). [Financial support and undergraduate outcomes 2019 | Cambridge Admissions Office]()
This study at the University of Cambridge reports no differences in attainment, retention or completion between bursary recipients and more advantaged students, suggesting the effectiveness of bursaries in levelling playing fields.

Intervention 6 and 7
Objectives 6: We commit to eliminating the awarding gap between White and Black Students by reducing the gap from 12% in 2021-22 to 6.5% by 2028-29, and to 0% by 2035.

Objective 7: We commit to eliminating the awarding gap between students from low socio-economic backgrounds (IMD Q1) and high socio-economic backgrounds (IMD Q5), by reducing the gap from 10.8% in 2021-22 to 5% by 2028-29.

Universities UK & National Union of Students (2019). '[Black, Asian And Minority Ethnic Student Attainment At UK Universities: closing the gap]()'. and Universities UK & National Union of Students (2022) '[Closing ethnicity degree awarding gaps: three years on]()' and HEPI (2019) '[The white elephant in the room']().
The reports identified good use of data to inform discussion and actions, whole institution approaches that recognise the responsibility of all staff to actively create inclusive cultures, institutional strategy and leadership, greater staff diversity, training and space for conversations about race and culture amongst students and staff, greater insight into student perceptions of belonging, prioritisation of co-production with students and building evaluation capacity and sharing of 'what works' within and across institutions.

TASO (2024) '[From vision to action: Harnessing Theory of Change to tackle ethnicity degree awarding gaps]()' and TASO (2023) '[Approaches to addressing the ethnicity degree awarding gap]()'
The TASO reports identify the importance of key people to ensure sustained momentum through a whole provider approach and commitment to inclusive practice, creation of 'safe spaces' for staff and students to talk and develop, a recognition that sustained cultural change is a long-term endeavour and the associated management of expectations in terms of immediacy of visible change, the importance of capacity for evaluation of this work, the need to recognise specific institutional context as well as learning from the wider sector, and the sustained and meaningful involvement of students.

Recommendations include the development of a clear and detailed Theory of Change for closing awarding gaps, recognition of this work as a long-term commitment and the need to set realistic short, medium and long-term goals and a layered approach e.g. securing buy in, training and commitment, adapting institutional structure, development of the curriculum, the recognition that effective change will be a result of multiple actions including bottom-up and top-down approaches

to strategic and local change, ensuring accountability within interventions and engagement with students in development, reflection and mitigation for ethnical implications of interventions (e.g. harm of tokenistic consultation) and the incorporation of evaluation.

National Union of Students (2011). Race for Equality: A report on the experiences of Black students in further and higher education
Based on a literature review, an online survey of 938 Black students and three focus groups the report outlines various aspects of the academic experience. It highlights the importance of equal treatment from teachers and tutors, and problems with the curriculum, academic, environment, teaching quality and assessment, experiences of personal and institutional racism, lack of awareness and trust in complaints processes and the impact of broader experiences of racism within society.

Kennedy, L. Warwick SU (2018) Warwick Speak Out Report
The report was based on the experiences of 48 students through a survey and focus group exploring racist microaggressions, more overt and recognisable incidents of racism, and everything in between, in order to gauge the impact of racism on the student experience at Warwick. It highlights areas including the impact of racism on health and wellbeing, the education experience, lack of faith in the reporting system and wider student awareness of racism. The report sets out a series of recommendations including training for all staff, diverse staff recruitment and training in Wellbeing Services, clear policies and training for students and staff, a review of the reporting system, a decolonised curriculum, and effective vehicles for student voice. The report prompted a series of institutional actions to address the recommendations many of which are embedded within the APP and whole provider approach.

Fees, investments and targets
2025-26 to 2028-29

Provider name: The University of Warwick

Provider UKPRN: 10007163

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0		N/A	6750
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year		N/A	1385
Turing Scheme and overseas study years		N/A	1385
Other	MBChB (Graduate Entry Medicine)	N/A	9250

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Warwick

Provider UKPRN: 10007163

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£3,664,000	£3,758,000	£3,852,000	£3,951,000
Financial support (£)	NA	£9,006,000	£10,525,000	£12,171,000	£13,699,000
Research and evaluation (£)	NA	£256,000	£262,000	£269,000	£276,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£1,092,000	£1,120,000	£1,148,000	£1,178,000
Access activity investment	Post-16 access activities (£)	£2,385,000	£2,446,000	£2,508,000	£2,572,000
Access activity investment	Other access activities (£)	£187,000	£192,000	£196,000	£201,000
Access activity investment	**Total access investment (£)**	**£3,664,000**	**£3,758,000**	**£3,852,000**	**£3,951,000**
Access activity investment	*Total access investment (as % of HFI)*	8.5%	8.6%	8.7%	8.7%
Access activity investment	*Total access investment funded from HFI (£)*	£3,539,000	£3,582,000	£3,725,000	£3,826,000
Access activity investment	*Total access investment from other funding (as specified) (£)*	**£125,000**	**£125,000**	**£125,000**	**£125,000**
Financial support investment	Bursaries and scholarships (£)	£8,572,000	£10,081,000	£11,714,000	£13,231,000
Financial support investment	Fee waivers (£)	£120,000	£120,000	£120,000	£120,000
Financial support investment	Hardship funds (£)	£314,000	£324,000	£337,000	£348,000
Financial support investment	**Total financial support investment (£)**	**£9,006,000**	**£10,525,000**	**£12,171,000**	**£13,699,000**
Financial support investment	*Total financial support investment (as % of HFI)*	21.0%	24.1%	27.3%	30.2%
Research and evaluation investment	Research and evaluation investment (£)	£256,000	£262,000	£269,000	£276,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.6%	0.6%	0.6%	0.6%

Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Warwick

Provider UKPRN: 10007163

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase the proportion of entrants from the lowest socio-economic status groups (IMD quintile 1)	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	N/A		No	The access and participation dashboard	2021-22	Percentage	11.4%	0.119	0.125	0.129	0.134
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce the continuation gap between students with a declared mental health condition and students with no disability	PTS_1	Continuation	Reported disability	Mental health condition	No disability reported		No	The access and participation dashboard	2020-21	Percentage points	7.8	7	6	4	3
Reduce the 4-year average completion rate gap between mature and young students	PTS_2	Completion	Age	Mature (over 21)	Young (under 21)	Using 4-year average.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	10.6	10	9	8	7
Reduce the 4-year average completion rate gap between low socio-economic backgrounds (IMD Q1) and high socio-economic backgrounds (IMD Q5	PTS_3	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	Using 4-year average.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	7.1	7	6	5	4
To eliminate the awarding gap between White and Black Students	PTS_4	Attainment	Ethnicity	Black	White	To get to % by 2035.	No	The access and participation dashboard	2021-22	Percentage points	12	11	9.5	8	6.5
To eliminate the awarding gap between students from low socio-economic backgrounds (IMD Q1) and high socio-economic backgrounds (IMD Q5),	PTS_5	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5		No	The access and participation dashboard	2021-22	Percentage points	10.8	9.5	8	6.5	5
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														

	PTP_11												
	PTP_12												