

Unleashing Talent and Enabling Potential

Widening Participation at
the University of Warwick
- our **commitment and contribution**
to social mobility 2017-2022



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Our contribution to SOCIAL MOBILITY

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Warwick’s aim is to make the greatest impact possible on social mobility, transforming the lives of people through Widening Participation (WP).

The University is fully committed to WP and social mobility, with inclusion and equity at the heart of everything we do. Our policy and practice continue to support access and participation in higher education (HE), with thousands of people across the UK benefiting over the years. Our initiatives have made a demonstrable difference, from our educational partnerships with social mobility charities like IntoUniversity to our own pioneering Warwick Scholars Programme. We have an unwavering focus on inclusivity with our Inclusive Education agenda spearheading our approach to ensure all students are able to thrive and succeed at Warwick. We are making a difference in our communities, our university and more widely in society and this impact report tells some of these stories.

We are proud of our impact on typically under-represented student groups, whose outcomes at Warwick typically outperform benchmarks. This was recognised in the 2022 English Social Mobility Index, which ranked Warwick 20th out of 101 institutions overall. We are ranked sixth for graduate outcomes and eighth for continuation rates for students from the most deprived areas. Furthermore, we were recognised for social mobility advancement in 2021 in the ‘University of the Year’ category of the UK Social Mobility Awards.

We have made real progress in driving diversity in our student community, including more students from the most deprived and lowest participation neighbourhoods over the past five years. Our commitment to supporting students to succeed through and beyond their studies is clear and we have seen continued improvement in student success and progression outcomes.

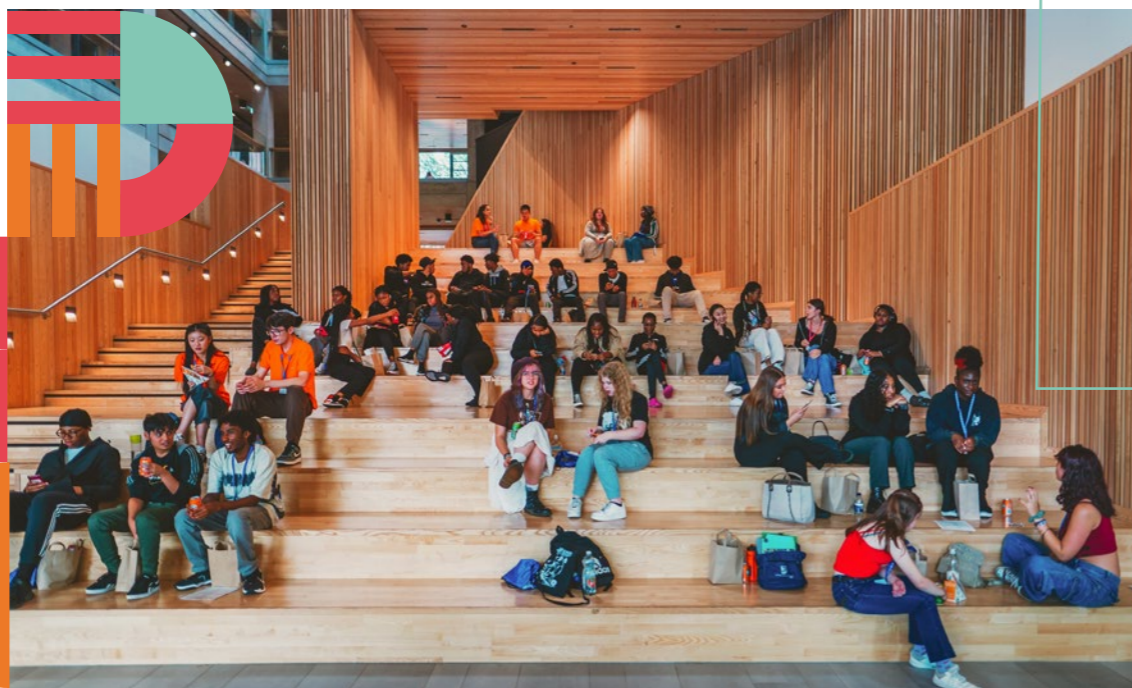
This impact report highlights some of the most significant interventions we deliver to improve equality of opportunity across the student lifecycle, from access to higher education (HE), through to success and progression within HE. We provide an insight into the impacts of these interventions and the progress we have over a five-year period between 2017 and 2022.

Covid-19 presented unique challenges during this period. We found we needed to re-imagine our approach, including enhanced measures to engage and provide support to diverse groups of students. This report outlines some of the key changes made, illustrating our commitment to supporting students and pursuing equity goals.

Looking ahead, we will commit to go further in advancing social mobility in the UK and lead the way in how we evidence the role that HE plays in supporting this national endeavour.



Paul Blagburn
Head of Widening Participation





Our PROGRESS

Over the past five years, we have made significant progress towards our aims of improving access to HE for under-represented groups, and supporting their success in and progression beyond HE.

Improving Access

Our efforts to improve access to HE for the most underrepresented groups is making a difference. Between 2017/18 and 2021/22 the diversity of our student community has changed, with a:

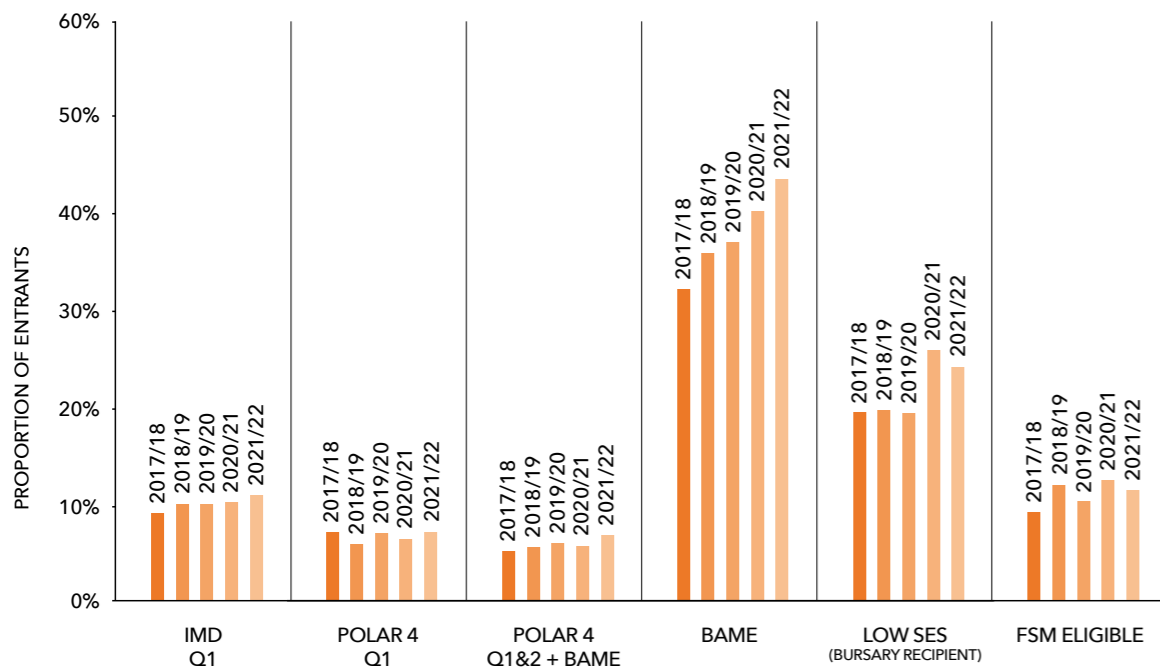
4% increase in the proportion of students from the most deprived areas.

5% increase in the proportion of entrants in receipt of the Warwick Bursary.

11% increase in the proportion of Black, Asian and Minority Ethnic (BAME) entrants.

3% increase in the proportion of BAME entrants from low participation neighbourhoods.

Proportion of Warwick Entrants from Underrepresented Groups Over the Last 5 Years



Key- Index of Multiple Deprivation (IMD), POLAR 4: Participation of Local Areas in HE, Low SES: Low Socio-Economics Status , Free School Meals: FSM

Student Success

Students at Warwick have a diverse array of backgrounds and ambitions.

They start from various places, make the most of different opportunities while studying with us, and go on to enjoy success in a range of settings. Our student-centred, co-created, approaches provide the platform from which students are empowered to succeed in and progress beyond their studies.

Progress has been made in supporting students to succeed:

- The awarding gap for UK domiciled BAME students narrowed from 8.3% in 2017/18 to 2.4% in 2020/21.
- 86.1% of UK domiciled BAME students achieved a good honours degree in 2021/22, compared to 81.8% in 2017/18.
- 85.8% of Black students achieved a good honours degree in 2020/21 compared with 69.3% of Black students nationally.

- The awarding gap between Black and White students narrowed from 12.9% in 2018/19 to 8.5% in 2021/22.
- 88% of disabled students achieved a good honours degree in 2021/22 compared to 84.3% in 2017/18 and 83.1% nationally.
- Continuation rates for students with a disability improved by 4.4% between 2016/17 and 2019/20, narrowing the continuation gap between disabled students and non-disabled students to 1.9%.

Graduate Outcomes

Approaches to supporting students to succeed beyond their studies deliver highly successful outcomes.

We add real value for the diverse student communities who are typically underrepresented in the workplace.

86% of graduates from areas of low progression to HE continued into graduate-level work or postgraduate study in 2019/20, up from 81% in 2017/18 (compared to 85% of more affluent students in these same years).

85% and **83%** of Asian students and Black students progressing to graduate level work or postgraduate study in 2019/20, respectively (compared to 84% of White students).



Our Institutional APPROACH

Our goal is to ensure that individual background has no profound impact on the ability to access, succeed in, and progress from higher education through providing equality of opportunity across all stages of the student lifecycle.

Our approach is underpinned by an understanding of the factors, barriers and disadvantages, that drive 'equality gaps' across the student lifecycle.

Our commitments to address equality gaps include:

1. Strengthening our work with schools and colleges to remove barriers to higher education for underrepresented groups.
2. Engaging with external partners to collaborate on supporting people from underrepresented groups reach their potential.
3. Ensuring our admissions practices are inclusive and transparent to recognise the academic potential of applicants from underrepresented groups.
4. Enhancing our inclusive education work to ensure that all students can thrive during their studies.
5. Providing high quality support for all students so they can engage effectively with their studies and have an excellent student experience.
6. Engaging students in their own development of personal and professional skills so they feel empowered to create their own future.
7. Further developing our flexible pathways to higher education, including building on our partnerships with further education and employers.
8. Offering financial support, including bursaries and hardship funding for eligible students, to remove financial barriers to a Warwick education.
9. Enhancing our university evaluation approach to show how our work contributes to what works to improve access and participation in higher education.



1. Enhancing the Evidence-Base

Our approach to research and evaluation is fundamental to understanding the impact of our policy and practice and crucial to ensuring we maintain an evidence-based approach.

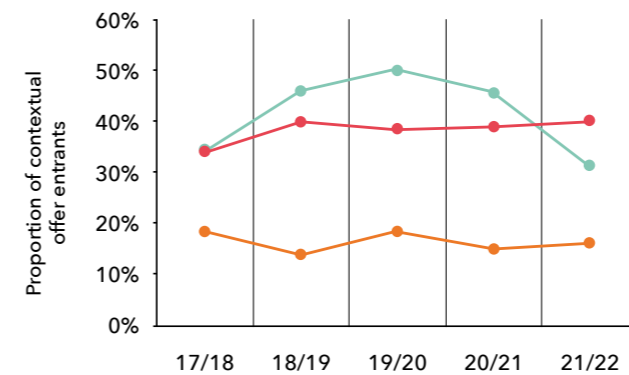
Lory is an associate professor from Warwick's Economics Department. Over the last few years, Lory has undertaken various WP projects with colleagues from her department. These projects have helped to understand gaps in academic performance and engagement amongst WP students in Economics. Findings have contributed to the development of new interventions, which the department continue to implement and evaluate in efforts to support the success of students from all backgrounds.



2. Promoting Fair Access

Our **Contextual Admissions Policy** considers educational and individual context to make a rounded understanding of academic achievement and potential, giving eligible students a conditional offer with reduced academic conditions up to two grades below the Standard Offer. Since 2017, we have admitted 2,230 students with a contextual offer at Warwick.

Characteristics of students who received a contextual offer



- POLAR 4 Quintile 1= areas with low participation in HE
- IMD Quintile 1= most deprived areas based on Index of Multiple Deprivation
- Low SEC=low socio-economic classification, based on parental occupation

3. Financial Support

Our financial support bursaries and scholarships are aimed at removing financial barriers to HE participation and success. The University invests over £6 million each year supporting students from lower income households through the Warwick Undergraduate Bursary scheme.

In 2022, we conducted research to examine the impacts of the Warwick Bursary on students' outcomes, including continuation into second year and degree outcome.

- Students who received a bursary did just as well or better than their peers who did not receive one, when controlling for their background characteristics (e.g., gender, ethnicity, age, disability) and prior attainment (e.g., A level entry grades).
- Bursary recipients had significantly higher chances of completing their degree and achieving a good degree result (2.1+) in comparison to students from similar household incomes who did not receive a bursary.

4. Supporting Student Success

- Empowering students from underrepresented groups as change agents, offering them opportunities to shape University practices and to develop personal, academic, and professional skills along the way.
- Our Inclusive Education work aims to ensure barriers faced by different groups are widely understood and tackled to maximise the opportunities for all our students to succeed.
- Offering students opportunities to take part in wide-ranging activities from study-abroad to research internships and networking events.



Institutional COMMITMENTS

- going further to enhance equality of opportunity

We provide highly personalised and targeted support for students from the most underrepresented groups.

For five years, we have campaigned for the needs of most under-represented groups to be understood. This has helped inform policy and practice that enhances transition to HE and cultivates a positive learning experience - all of this promotes equality of opportunity and student success.

As part of this work, we have led institutional-wide commitments for care leavers through the Care Leaver Covenant, signing up for the national Stand Alone Pledge for estranged students, and through our University of Sanctuary status, which includes providing Sanctuary Scholarships.

Priority Groups include:

- Refugees
- People in the asylum system
- Care leavers
- Parentally estranged students

University of Sanctuary

We are committed to creating a welcoming culture for people seeking sanctuary within, and beyond, our campus. We were successfully awarded University of Sanctuary status in 2017. The Sanctuary Scholarship offers financial support to sanctuary-seeking students, to enable them to pursue HE. We offer awards at Foundation, Undergraduate, Postgraduate Taught and Postgraduate Research levels of study, which include a non-repayable 100% tuition fee waiver, a non-repayable maintenance grant/ stipend, and additional one-to-one pastoral support.



Our commitments for priority groups include:

- Bursaries
- Contextual offers for applicants
- 52 Week on-campus accommodation for care leavers
- Opportunity to join the Warwick Scholars Programme on entry

Care Leaver Covenant

We have made a whole-institution commitment to supporting care leavers. The Care Leaver Covenant's aim is to provide tailored additional support for those leaving care; making available a different type of support and expertise from that statutorily provided by local authorities. Support for these young people to access and succeed at Warwick is offered at every stage of the student lifecycle, from outreach and application, on-course and through to graduation and beyond, and includes financial, practical, and individualised support.



Stand Alone Pledge

Similar to challenges faced by care experienced learners, estranged students lack a family home to return to over vacation periods. Neither do they benefit from the encouragement, emotional and financial support of a family network to fall back on. Pledging to Stand Alone demonstrates our institutional commitment to supporting students who are studying without the support of a family network. Support for these students is offered across the four areas of the pledge: finance, accommodation, mental health and wellbeing, and outreach and transition.



Spotlight - University Explorers

This sustained programme is delivered in collaboration with the Coventry and Warwickshire Virtual Schools to introduce primary-aged children from care experienced backgrounds to HE. The programme gives children from one of the most under-represented groups a unique university experience, enabling them to meet inspiring academic staff and student role models, build confidence, resilience, and achieve goals through a variety of fun activities. By targeting pupils in year 6, the programme is also well-placed to support the transition to secondary schools.

Since 2017/18, University Explorers has engaged 70 young people across 290 activities. Findings from surveys with pupils and carers highlight impacts on confidence.

90% of pupils 'agreed' or 'strongly agreed' that they **gained confidence from taking part in University Explorers.**

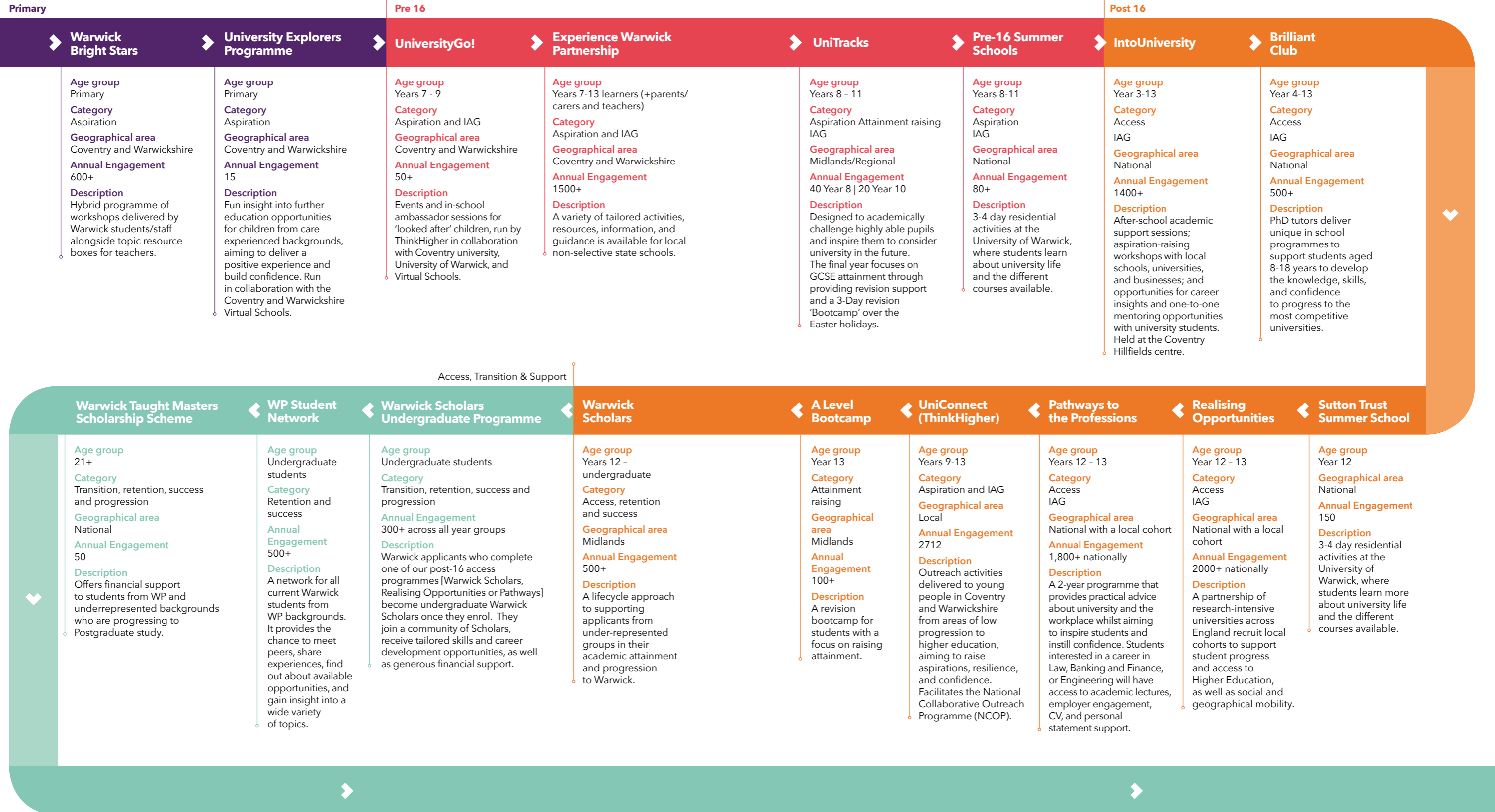


“More confidence, she was very nervous about attending. It has helped her take part in an activity independently. Encouraged her to think about the future.”

Carer

Our WP ROADMAP

This roadmap provides an overview of the University's core activity, demonstrating how we work across the whole student lifecycle.



Our Student LIFECYCLE APPROACH

to Widening Participation

In 2019, disadvantaged pupils were on average 9.3 months behind their peers in school performance by the time they ended primary school, and 18.1 months behind by the time they took their GCSEs.

Our WP approach recognises that educational disparities start early and, unless they are tackled, typically become wider as children progress through school. Working collaboratively with schools and other social mobility charities, we offer a range of interventions to support the educational journeys of pupils from primary school onwards, ensuring the options available to them are not restricted.

Over the past 5 years:

We have worked with **37,500 students** and **823 schools**

We have engaged **14,852 students** in sustained WP initiatives, including **77 mentoring initiatives**, **36 residential experiences** and **185 visits to campus**

50% of students on our sustained programmes were from **neighbourhoods with low rates** of progress to higher education and

67% were **classed as disadvantaged** based on the Index of Multiple Deprivation (IMD).

Over 80% of students who took part in our sustained WP initiatives progressed to HE within two years, nearly double the national average.

40% went to high-tariff universities, compared to **15%** nationally.

Additionally, **40.1%** went to high-tariff universities, compared to **14.9%** nationally.

Educational Partnerships

Our collaborations with educational organisations and charities offer opportunities to impact widely at a local, regional, and national level.

By targeting areas and communities that face economic, social, and cultural barriers, our partnership work aims to raise awareness of different educational routes and career paths supporting students to achieve their potential.

We work closely with teachers in primary and secondary schools across Coventry and Warwickshire to identify impactful interventions where we can make the most positive contribution. These include activities designed to introduce primary school pupils to new subjects, and enhance their educational experiences with academic support. Our Experience Warwick Partnership structures our work with older pupils, providing a sustained programme of activity for targeted local secondary schools.

Spotlight - Warwick Bright Stars

A multi-activity programme designed to engage Primary School pupils (ages 8-11) to new subjects, spark their curiosity, and inspire their confidence in learning. Whilst the programme has traditionally targeted primary schools in Coventry and Warwickshire areas, it was reviewed and launched digitally in response to the pandemic to reach schools and pupils in the most deprived areas of the UK.

- In 2020/21, the programme offered seven different digital interventions, engaging over 650 pupils and 25 of the primary schools with the highest numbers of disadvantaged pupils in the UK.
- The programme engaged academics and students from five departments to co-create materials, and resources for several of the digital initiatives. This included the 'Topic in a Box' which offered subject-specific lessons and activities for primary school teachers and their pupils.
- All pupils who took part in the digital project rated the challenges as "enjoyable, useful and pitched well."
- 98% of the pupil participants showed an increase in confidence about being able to answer questions in class or in their ability to work as team.
- 96% of pupil participants showed an increase in their resilience when tackling a challenge or solving a problem.
- Since 2016/17 the number of local primary schools we have worked with has doubled.
- ~90% of pupil participants say they would like to study at university.

“The STEM in a box was very fun but quite challenging. We kept changing our answers with each page we turn which was a challenge but very funny when I and the person I was working with started to freak out because we figured something out!
(Year 6 pupil, STEM in a Box)”



IntoUniversity

Warwick's partnership with national charity *IntoUniversity*, which provides local learning centres where young people are inspired to achieve, continues to go from strength to strength.

The centre in the Hillfields area of Coventry is focused on tackling educational inequalities and improving progression to university.

Since 2017/18, we have been working with our local IntoUniversity centre in Hillfields to offer a welcoming home-from-home for children aged seven years old and above, supporting them to achieve their academic potential, develop vital skills, and gain work experience.

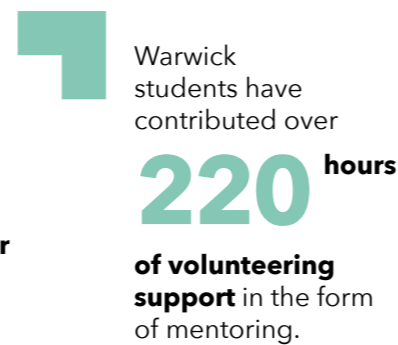
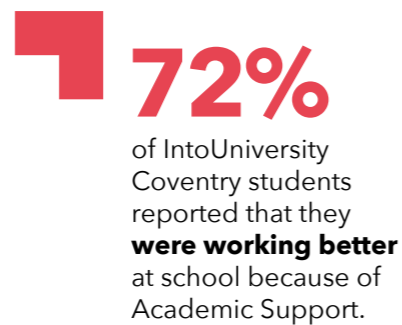
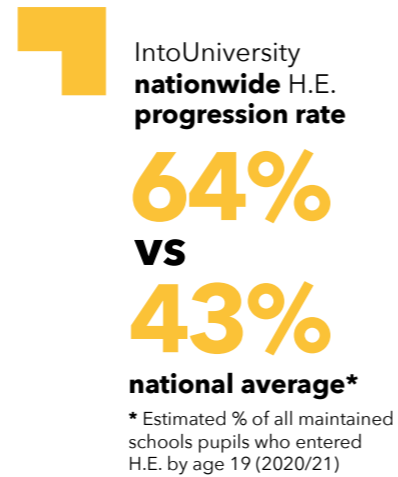
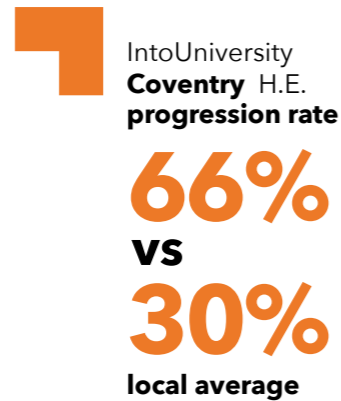
In the five years since the partnership began, we have worked with 3,016 unique students, including 1,452 in 2021 (746 primary school students and 706 secondary school students).



Watch this short video of Year 7 student Mayra to learn more about IntoUniversity.

“IntoUniversity has helped me gain more confidence doing things I probably wouldn't have even considered before. At IntoUniversity, I have been able to concentrate more on my work which has helped my grades. It is a lovely place in which myself and others are supported and encouraged to do what we want.”

(year 11 pupil, IntoUniversity Coventry)



“Our children very much enjoy the FOCUS Weeks with IntoUniversity. Thinking about their futures, hopes and dreams together, with the visits to the University of Warwick and learning about universities in general, inspires them to aim high. This is particularly valuable for our children at Southfields and reflects our own vision for all of our pupils.”

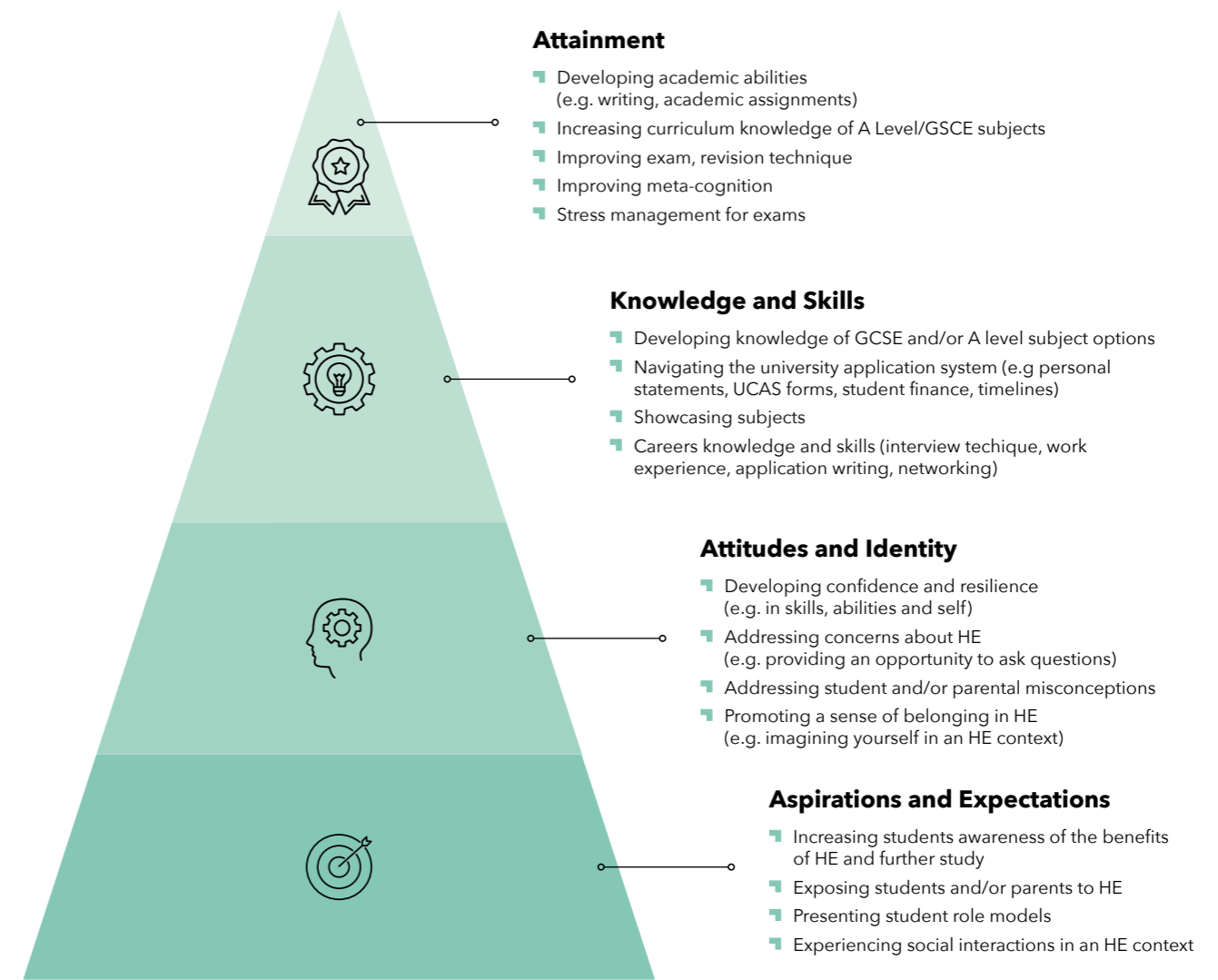
(Teacher, Southfields Primary School)

An external evaluation of IntoUniversity's Academic Support Programme, which used a quasi-experimental design and national data, found that students who regularly attended Academic Support throughout primary school made the equivalent of three months of additional progress in their Key Stage 2 Maths SATs.

Sustained ENGAGEMENT and long-term programmes

While our primary school initiatives raise early awareness about university and the choices that are open to students, our sustained programmes for secondary school pupils offer more targeted support, with a stronger focus on academic enrichment, attainment raising and preparation for university.

Based on our Theory of Change approach, the pyramid below identifies the key outcome measures our interventions address to improve HE participation.



Realising Opportunities (RO)

A two-year national programme of 14 leading research-intensive universities from across the country aimed at promoting fair access and social mobility. The programme gives 16-19 year old students from under-represented groups a wide range of opportunities, enabling them to visit partner universities, and to make informed decisions.

The University of Warwick has been an RO partner since the programme's inception in 2009, supporting over 150 students from targeted schools and colleges in Coventry and Warwickshire each year.

- The proportion of RO students making university applications has steadily increased over the past five years, with 95% making applications to HE in 2022, up from 88% in 2021 (IES, 2022).
- In 2022, 55% of RO students progressed to research-intensive universities, surpassing the RO collaborative target of increasing 'the proportion of Realising Opportunities students nationally progressing to research intensive universities from 42% to 54% by 2025'
- Geographical mobility is an important aspect of RO, with evidence indicating that RO students are likely to travel further from home than other students from low socio-economic groups. Our Warwick cohort is in line with this trend, as the number of participants enrolling with universities 90+ miles away has tripled since 2016.



80% of the most recent RO graduates obtained a **first or 2:1 degree**, compared with 76% of all students nationally.

"I was concerned I wouldn't get the grades no matter how hard I studied. I was convinced that I wasn't necessarily academically bright. Realising Opportunities helped me address these concerns by offering me a vast array of different events that I could take part in."

(Psychology graduate of 2020/21 and RO alumni)

Pathways to the Professions

Our Pathways to the Professions Programmes, in partnership with the Sutton Trust, provide 16-18 year old students with an opportunity to find out more about studying degrees in law, banking finance and engineering. These two-year programmes provide students with an insights into progression in these areas, while helping them to develop skills, experience and confidence necessary to succeed at university and beyond.

Annually we recruit over 100 students from across the Midlands, typically between 30-45 students for each programme.

- Since 2017, we have supported 468 students on the Pathways programmes.

In 2020/21

- 98% of our participants met at least 3 indicators of social/economic and educational disadvantage;
- We delivered 18 events at Warwick, offered external opportunities (e.g. work experience placements), and developed 47 engagements with industrial professionals across 34 employers.



"The programme also helped me gain valuable virtual working experience with NatWest Bank where I gained insight into what working in different sectors of the business entails, helping me identify what sectors interest me"

PTBF student 2021

"The programme has been a big eye opener for me, really educating me about the sector of Law... I have learnt about the different careers in Law and ways you can get in and found this very informative, with my favourite part being my Eversheds Law Firm work experience"

PTL student 2021

"I have been able to decide that I want to pursue civil engineering due to the work experience opportunities that have been provided to me. I have been able to gain so much insight into the engineering industry"

PTE student 2021

95% of Pathways participants said the **work experience** had the most impact

126 of our Pathways **participants** have enrolled at Warwick since 2017/18

100% of participants agreed they felt **more informed** about the sector after attending



Residential EXPERIENCES



We offer a variety of residential activities and summer schools to give students from under-represented backgrounds an insight into life at a research-intensive university.

These initiatives differ in terms of the age groups they target, their duration, and the individual elements they include. Typically, they involve staying in our halls of residence, attending academic sessions, experiencing our campus social and sports facilities, and interacting with current students and representatives from leading professions.

On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school Summer schools | EEF (educationendowmentfoundation.org.uk)

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In 2022, we ran **6** residential programmes, and **3** Pathways to the Professions conferences, an Easter Residential for Autistic children, the Warwick Scholars Launch Residential and the Sutton Trust Summer School.

Since 2017, we have engaged over **1,200** students in residential experiences.

73.8% of our summer school participants progressed to HE within two years, compared to **44.4%** nationally.



Warwick Sutton Trust Summer School (STSS)

Warwick joined 12 partner universities in the Sutton Trust's UK Summer School Programme in 2016. The programme runs a summer residential experience for students from under-represented groups in HE.

Due to lockdowns in 2020 and 2021, the STSS was hosted in a virtual environment via the Sutton Trust Online Platform.

In 2022, the STSS was once again hosted as a face-to-face event, welcoming over 100 attendees to Warwick's campus over a four-day period.

Attendees took part in academic lectures, workshops, social activities, sports activities, insight sessions and group projects.

Findings from the STSS 2022 Evaluation indicate that:

- Overall, participants had a positive experience at their summer schools, with 81% reporting a positive change in their perceptions around university life and 83% strongly agreeing that they enjoyed attending.
- Participants were significantly more likely to say they were well-informed about university-related decision making following the programme. 70% strongly agreed that attending the summer school had helped them to make more informed decisions about post-school options.
- Participation in the summer schools was linked with positive improvements in all-round soft skills and personal development.



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“When I applied for the Sutton Trust Summer School, I was unsure about what it may entail (as I know many others were too!). However, this has been one of the best experiences of my education so far. The academics were truly fantastic and gave me an interesting insight into university life and teaching.”

(STSS Year 12 Student)

20,000+ students have attended a Sutton Trust Summer School since 1997

100% of our 2021 cohort met **3 or more** of our eligibility criteria

62% of UK Summer school participants between 2006 and 2016 went on to attend a Russell Group university

Participants were **4x** more likely to receive an offer from a top university

Warwick SCHOLARS

a commitment to widening access and student success

Warwick Scholars is a student lifecycle initiative aimed at enhancing access to HE and supporting the success and progression of key WP groups at Warwick.

Warwick Scholars has two main elements as both an access and undergraduate (UG) programme. The access element of Warwick Scholars supports Midlands-based, sixth-form, students with an opportunity to join the programme prior to applying to study at Warwick. Warwick Scholars access participants can join the UG element of the programme.

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“The access programme provided me with 1-1 tuition with a university student... Because of this additional support, I managed to exceed my biology target grades and that is evident in my final A-Level grade.”

(Warwick Scholar, Year 13)

Warwick Scholars: Access

Since the launch of the access element in 2019, 520 sixth-form students have been supported in achieving the grades they needed to take their next steps after A level.

Those selected have access to a range of bespoke academic enhancement and experiential opportunities, including:

- Year 13 residential experience
- University student mentor
- Support with university applications and preparing transition to university
- 50% undergraduate tuition fee discount
- One-to-one A-level tuition.

We offered **3,200** one-to-one tutoring sessions between 2019/20 and 2021/22.

84% of students found the tutoring sessions 'very useful' or 'quite useful'.



Watch this short video of Sheera to learn more about Warwick Scholars.

Warwick Scholars: Undergraduates

Students who are successful in gaining a place at Warwick can join the Warwick Scholars undergraduate programme which provides continued support, opportunities, and a community to empower students to maximise their time at Warwick and achieve to their potential.

The programme is open to students who have completed one of our other post-16 programmes, through any university, not just Warwick, including Realising Opportunities, Pathways to Law, Pathways to Engineering or Pathways to Banking and Finance. Students joining the university as care leavers or estranged from their families, or as a Sanctuary Scholar can also join the Warwick Scholars community.

Students have access to a range of opportunities reflecting all aspects of the student experience, including:

- Financial support
- Employability enhancement support through our partnership with upReach
- Community and social activities
- International mobility experiences
- Mentoring

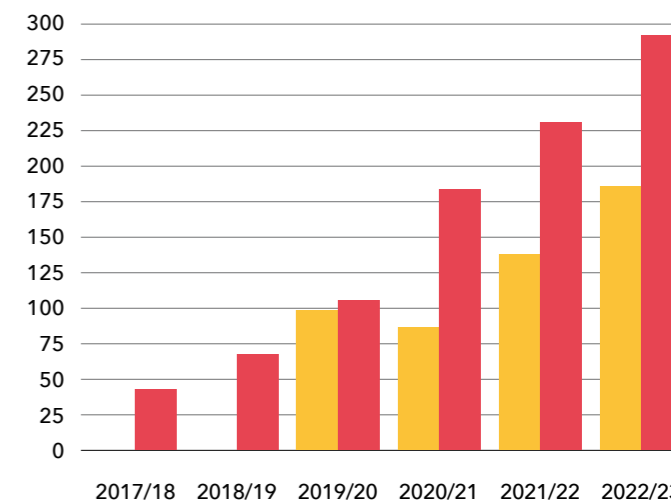
Over the past five year the Warwick Scholars UG community has grown from 60 to over 300 across all year groups. Scholars have been supported to engage with virtual international experiences, UG research and skills development opportunities, alongside exploring their options for graduate employment and progression to postgraduate study.

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Warwick Scholars Bursary

All undergraduate Warwick Scholars receive an annual bursary of between £500 - £2,000. For Warwick Scholars Access students this is in addition to a 50% tuition fee discount for each year of their course. They can receive this in addition to the annual Warwick Undergraduate Bursary of £1,000 - £3,000 which takes account of financial need and personal circumstances.

Warwick Scholars Community 2017-2022



● Sixth form students on the Warwick Scholars Access programme
● Warwick Scholars Undergraduates



Warwick Scholars Case Study

Balaaj's story

Balaaj Bhatti is in his second year of a BSc in Economics and Industrial Organisation at the University of Warwick. He moved to Birmingham from Pakistan when he was four years old. University was always the plan, but he did not know what or where to study, and tuition fees were a potential barrier.

22 Balaaj was eligible for Warwick Scholars because he lived in a disadvantaged area in the Midlands, had home fee status, and despite attending a school with Key Stage 4 results below the national average had achieved 9 GCSEs at grades 9-6 (equivalent to A*- B).

An upper hand and lower fees

Balaaj gained access to a range of benefits by qualifying for Warwick Scholars, including subject specific tutor sessions. He explained: "The sessions gave me an online one-to-one tutor for my Further Maths A-Level, which helped with my exam technique. He also found he was able to get a taste of student life and benefited from speaking with university undergraduates who provided "advice on independent learning, about being a student, living away from home and what to expect. It was all so helpful."

Because Balaaj was a Warwick Scholar, he was guaranteed a reduced university offer, meaning he was guaranteed an offer up to four grades below the normal requirement. He revealed: "Warwick would have wanted me to have [be predicted] an A* and two As, but I only actually needed A, B, B." In the end, Balaaj went on to achieve A* in three A levels as well as an A in Further Maths!

After being accepted at Warwick, Balaaj's Scholars status meant he was eligible for discounted tuition fees, which saw him get a 50% discount on tuition fees plus a £2,000 bursary from the programme, both for each year of his course. He said: "it helped massively with accommodation and allowed me to buy a new laptop. It was just a huge relief knowing I wouldn't be saddled with lots of debt once I graduated."

Paying it forward

Balaaj may now be fully immersed in his studies, but he has kept time aside for three part-time roles.

"Even before I joined the University, Warwick Scholars was emailing me with opportunities," he said.

"I'm a ThinkHigher Ambassador and a UniGo Mentor, working in schools and with young people to raise aspirations, and also a Warwick Scholars Mentor, supporting A level students with their personal statements and applications."

Balaaj was accepted onto a summer internship at a FTSE 100 investment firm in London during his studies. "I'm looking into asset management or investment banking in the financial sector for when I graduate," he explained.

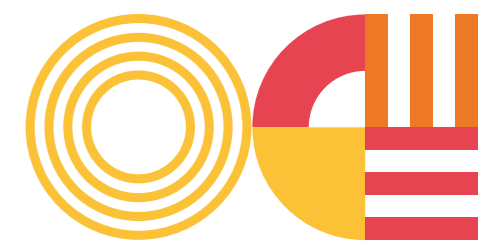
"100%, my advice to anyone who meets the criteria would be to apply to Warwick Scholars".

Global Leadership Programme (Monash Warwick Alliance)

- In 2019, a group of 15 Warwick Scholars were able to participate in a short, fully funded, study abroad experience in Malaysia where they participated in a **Global Leadership Programme** run by Common Purpose alongside peers from Monash University (Australia) and Monash University Malaysia.
- The Monash Warwick Alliance funded the students' participation and had agreed to support a revised programme from 2020, namely: the Global Student Experience. However, due to the pandemic, the international element of the programme is under review.



Undergraduate OPPORTUNITIES



TeaMWork

- In place of the Global Student Experience 2021 and 2022, we offered Warwick Scholars guaranteed bursary-supported places on the **TeaMWork** virtual international programme.

Launched by the Careers team in 2020, this programme offers a virtual international opportunity for students to work with peers from universities across the globe on projects devised by organisations from all sectors of the economy. In total, 45 Warwick Scholars have benefited from this programme.

“I have been able to gain and further enhance important skills through the Teamwork programme. As the programme was virtual with team members living in different countries, we had to make sure our communication was efficient so that the project could run smoothly. The other skills that I think were needed for this project were organisational awareness, professionalism as well as problem solving. The whole task revolved around the idea of solving a problem or coming up with a solution; I feel that I was able to enhance this skill the most. I felt more confident in voicing my suggestions and ideas to the team. TeaMWork was great, and I feel that I was able to enhance important skills.”

(Engineering 2nd year - Warwick Scholar 2021)



upReach

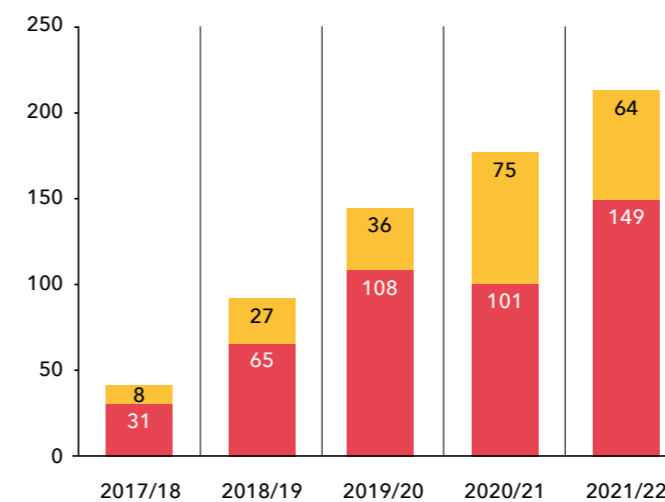
Warwick students from low-income WP backgrounds can join **upReach** and benefit from programmes which are designed to help disadvantaged students realise their potential and achieve their progression goals.

- In 2021/22, a total of 213 students benefited from the programme, including 64 Warwick Scholars, with the additional places funded by upReach partner organisations.
- Since 2017, 402 students from disadvantaged backgrounds (including Warwick Scholars) have benefited from enhanced employability support through social mobility employability charity upReach.

In late 2019, analysis using graduate destination data found that students who had been part of the upReach programme not only outperformed other students from less-advantaged backgrounds at the University, but even outperformed their more advantaged peers.

On average, each Warwick upReach student engaged with 28 interventions in 19/20.

upReach Student Engagement



- Non-Warwick Scholars students
- Warwick Scholars students

“As someone who joined upReach not knowing what I wanted to do after university, the sheer breadth of knowledge and guidance between co-ordinators has been incredibly useful. My first Programme Co-ordinator, Madeleine, helped me explore the Civil Service, publishing and the legal sector; my second Programme Co-ordinator, Anna, has helped me to narrow down some of those options and I now feel that I am much better placed to make decisions regarding graduate employment.”

*upReach participant,
English Literature Graduate of 2019.*



Inclusive EDUCATION

Inclusion is one of the University's four strategic priorities and sets out aspirations to create a community for staff and students, where differences of culture and identity are celebrated, where differences of opinion are welcomed and respected, and where prejudice and socially unacceptable behaviours are never tolerated.

As part of this work, the University has developed the **Inclusive Education Model (IEM)** which is a layered and whole-institution approach to reducing awarding gaps and increasing continuation rates.



The IEM sets out our ambitions to achieve institutional and structural change that will enable us to deliver education in which all students feel included and able to succeed at Warwick. Across all study levels, our goals are to ensure the following for all students:

- Inclusive curricula, pedagogies, and communities
- Inclusive teaching/learning spaces (in person and virtual)
- Inclusive support and co-curricular spaces
- Inclusive assessment and awarding processes

Since being approved by Senate in July 2021, the Dean of Students Office has led on the implementation of the model, working collaboratively with colleagues across the university to deliver our aims and objectives. There have been numerous developments and examples of positive action to address some of the barriers faced by different student groups and departments are actively engaged and working with their students on inclusion-related projects and research.

One example of a central development has been the **Positive Digital Practices** project which supports part-time, commuter and distance learning students. Working with a number of project partners, Warwick has led on the positive pedagogies strand of the project, focussing on Inclusive Practices, Digital Literacy and Assessment.

“The Inclusive Education Model is a manifestation of Warwick’s commitment to ensuring not just enhanced social mobility through access to our degree programmes but also through the full participation and successful outcomes of all students of all backgrounds in our excellent student experience. The IEM looks to position Warwick at the forefront of the sector and is a whole institution project involving academic and professional service departments and strong collaboration between the WP and Social Inclusion strategies.”

Chris Hughes, Pro-Vice-Chancellor (Education), University of Warwick

“

Inclusive Education

Across our Academic Community

We are Chemistry

The We are Chemistry community and student engagement programme was developed in response to the Chemistry Attainment Gap⁴ research project, which identified attainment gaps between students from different socio-economic and ethnic groups. It was co-created with students to offer different social/cultural activities, mental health and wellbeing activities.

Since 2020/21, We are Chemistry has:

- Had 2,107 student and staff engagements across 42 activities.
- Improved communications which has led to a 1,785% increase in engagement and 54.2% more followers in 2021/22 compared with 2020/21.
- Been awarded £19,000 inclusive education practices, with activities focused on reducing awarding gaps providing a WP student support fund; and creating a new Chemistry common room.

“I honestly feel like the department has done a perfect job this year of creating a community.”

Chemistry student

“

Paul Grisby and the Warwick Classics Network



Dr Paul Grigsby is a Research Fellow in the Department of Classics and Ancient History. Paul leads the Warwick Classics Network (WCN), the outreach and engagement arm of the Department, with Professor Michael Scott. The WCN has a particular focus on engaging locally through on-campus events, school visits, and the popular Roman Coventry Project. Since its inception in 2018 has actively engaged almost 50% of the region's WP schools. In two local inner-city Coventry Schools (Barr's Hill and Stoke Park) the WCN has helped introduce Classics to every Year 7-9 pupil, and in 2022 these schools introduced GCSEs in Classics and Latin.

⁴ Undertaken by Dr Tom Ritchie, working with Adam Alcock, Dr Nicola Rogers, and Dr Livia Bartók-Pártay in response to staff feedback on patterns in student engagement they were noticing when marking first-year exams in the 2021/22 academic year.

Student voice and CO-CREATION

Progression to Postgraduate Study

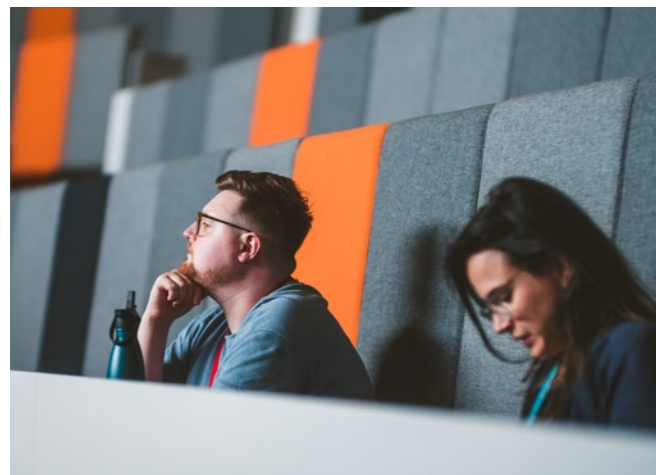
Warwick Taught Master's Scholarship Scheme

In 2014-15 the University introduced the Warwick Taught Master's Scholarship Scheme to provide financial support to Master's students from widening participation backgrounds. The scheme supports more than 50 students each year with tuition fee scholarships of up to £10,000. These awards support courses for which there are no government funded bursary schemes available and supplement the Student Finance England Master's loan which the majority of students rely on to cover tuition fees and living costs.

Between 2017-18 and 2021-22 a total of

357 **Warwick Taught Master's students**

have been supported from a total **fund of £500,000 per year.**



Progression to Postgrad Project

Working in collaboration with a group of research-intensive universities between 2016-18, we introduced and piloted a series of interventions designed to address known barriers to progression and success to postgraduate study for students from WP backgrounds. We measured the impact of these interventions through randomised control trials. Between 2017-2019 Warwick undergraduate students benefited from 'Discover Postgrad' academic presentations, alumni information sessions, webinars and near-peer mentoring. Additionally, 125 postgraduate offer holders were provided with an online 'Prepare for Postgrad' Moodle course to support their move into postgraduate level study. The course was designed to cover all aspects of preparing for postgraduate study to build learner confidence in their existing skillsets and enable them to grow as postgraduates.

This collaboration highlighted the need for further investigations into the systemic barriers to postgraduate study and in response we are undertaking a collaborative two-year data capture project with other universities who are members of the National Education Opportunities Network (NEON). This project aims to identify the gaps in the data required to monitor progression to postgraduate study for students from WP backgrounds.

The University is also working with Student Finance England on a project which aims to improve students' understanding of how to finance postgraduate study and with the University of Nottingham on a project identifying what success looks like for WP students studying for a PhD.

We offer a variety of opportunities for WP students at Warwick to build and establish communities, play an active role in shaping our work, and ensuring that their voices are at the centre of what we do.

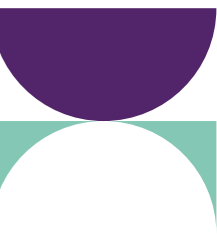
WP Student Network

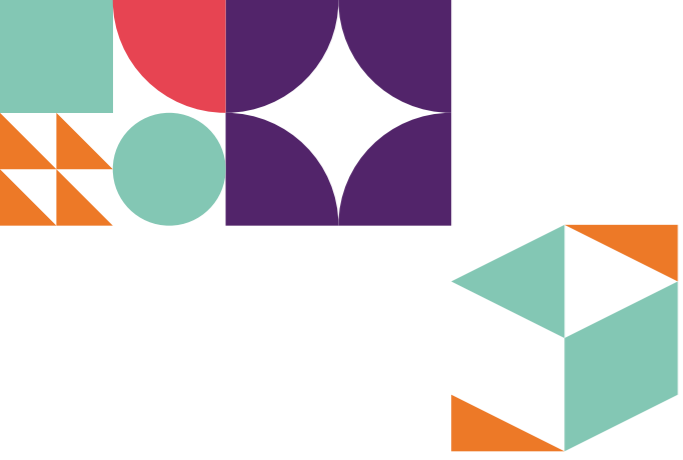
This is for all students who identify as coming from WP backgrounds and are currently studying at Warwick. It aims to provide students the chance to meet peers, to share experiences, find out about opportunities that are available and gain insight into a wide variety of topics.

WP Student Network Reps develop a programme of activities that are reflective of the needs of our members. There are currently over 500 members.

WP Student Advisory Group

This sub-group of the WP Committee allows a more prominent student voice within the work of the committee. The group consists of 12 student members and two staff, with all members of the group identifying as WP and keen to actively engage in the work of the group. It is co-chaired by a Students' Union Officer and member of staff), allowing for a more co creative and collaborative approach.





The Social Mobility Student Research Hub

This aims to improve access to and participation in research for students from under-represented groups, who often face barriers in pursuing research opportunities. It has been funded by Research England's 'Enhancing Research Culture Fund' in 2021-22 and 2022-23.

The **Research Hub** offers funding for undergraduate and postgraduate taught students from under-represented groups to carry out research projects on topics relating to social mobility, diversity, and inclusion. All students receive research training and have a postgraduate research student mentor to support them through the research process over a six-month period.

Since 2022, the research hub has funded over 30 students to carry out projects across a variety of WP-related themes using different methods and approaches, such as podcasts, videos and reports.

Inequalities in Access

- Higher education and future outcomes - the impact of class and ethnicity on the choices made by individuals
- Has a perception of classlessness institutionalized inequalities in the UK?
- Dealing with Social Class, Gender and Ethnicity to assess disparities in the UK

Student Inclusion and Wellbeing

- Warwick on Wheels Podcast
- How are Students with Special Educational Needs Supported in Accessing Higher Education?
- How can Universities prevent working class students from withdrawing?



Student Life at University

- Navigating Imposter Syndrome Documentary
- Does the School Shape the Student?
- An Exploration of the Relationship Between Physical Spaces and Accommodation on Campus and Student Experience.

“This was my first time ever doing a research project, and I genuinely believe that the workshops we had, coupled with the fortnightly meetings with our mentor, ensured our success on the project and has prepared me for completing a dissertation this academic year.”

(2nd year Law Student, 2022)

“It was a really good experience and like it makes me a lot more confident to go on and do on more research things that would be more independent and less guided.”

(2nd year Maths Student, 2022)



Student SUCCESS STORIES

Each year, the **Student Social Mobility Awards** are organised by upReach to showcase the achievements of undergraduate students alongside the contributions of organisations and individuals striving to improve social mobility across the UK.

The awards have recognised several Warwick students who have excelled in their studies and beyond.



Vikram Khosla

In 2021, Vikram Khosla was one of the upReach Ten, the ten students across the whole of the UK who, in the opinion of the judges, were most likely to achieve outstanding personal or career success (full story here: [Warwick's widening participation success recognised at House of Lords](#)).

“It was a complete surprise to me! I'd been shortlisted for two of the other awards which I didn't win on the day. Then at the end they announced the upReach Ten awards and I was delighted to receive this one as it encapsulates both my volunteering and mentoring work and my commitment to doing well in my own career.”



Jasmine Brittan

In 2022, Jasmine Brittan, became the first individual to receive three awards in one night, namely: the Sector Award for Science & Engineering, the upReach Ten Award and the most prestigious award of the night, the Outstanding Achievement Award (full story here: [warwick_students_outstanding](#))

“To win a Student Social Mobility Award in 2022 is something simply beyond comprehension. It's validation to me and others that with determination and a strong work ethic, access to education has the ability to transform anyone's life.”



Widening Participation and Social Mobility

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We would like to thank the following partners and supporters for their contribution towards widening participation at Warwick.



MONASH WARWICK ALLIANCE

