UNIVERSITY OF WARWICK WIDENING PARTICIPATION COMMITTEE RESTRICTED MINUTES OF THE MEETING HELD ON 30 June 2022 9.30-11.30AM, MICROSOFT TEAMS		
Present	Professor Christopher Hughes	CH	Pro Vice Chancellor (Education), (Chair)
	Paul Blagburn	PB	Head of Widening Participation, (Secretary)
	Adele Browne	ABr	Director of Student Experience
	Dr Rebecca Freeman	RF	Dean of Students (until 10.00)
	Dr Letizia Gramaglia	LGra	Head of Academic Development (until 10.30)
	Associate Professor Lee Griffin	LGri	Academic Director, Postgraduate Taught Education
	Professor Ruth Hewston	RH	Director of the Centre for Lifelong Learning
	Dr Elizabeth Hough	EH	Head of Admissions
	Natalie Lloyd	NL	Deputy Director of Development
	Professor Patrick Tissington	PT	Academic Director of Employability and Skills
	Dr Chris Twine	CT	Academic Registrar
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity
Attending	Amanda Bishop	ABi	WP Faculty Co-ordinator, SEM
	Claire Edden		WP Faculty Co-ordinator, Social Sciences; WP Student Advisory Group Co-Chair
	Kathryn Fisher	KF	Head of Disability Services, (representing Dr Hannah Friend)
	Dr Damien Homer	DH	WP Faculty Co-ordinator, Arts (until 10.20)
	Cherryl Jones	CJ	WP Access and Lifecycle Manager; Student Success and Progression Working Group Co-Chair
	Andy Johnson	AJ	Social Inclusion Manager (representing Kulbir Shergill)
	Paul Johnstone	PJ	Head of Analytics (representing Faye Murray)
	Catherine Munn	CM	Widening Participation Manager
	Martin Price	MP	Collaborative Outreach Network Manager
	Dr Tammy Thiele	TT	WP Evidence and Evaluation Manager; Research and Evaluation Working Group Co-chair

Ref	Item
060	**Apologies for absence** Apologies were received from: Isabelle Atkins, (Education Officer, Students' Union); Professor Celia Brown, (Professor, Warwick Medical School); Jackie Clarke, (Director of Administration, Social Sciences); Baljit Gill, (Widening Participation Manager; Assistant Secretary); Dr Hannah Friend, (Director of Wellbeing and Safeguarding); Professor Kate Ireland, (Director of Centre for Teacher Education); Sue Jones, (Head of Student Finance); Samuel McClenaghan, (Deputy Finance Director); Professor Rachel Moseley, (Head of Department, TV and Film); Faye Murray, (Director of Strategic Planning and Analytics); Nathan Parsons, (Postgraduate Officer, Students' Union); Kulbir Shergill, (Director of Social Inclusion); Professor Emma Smith, (Director of Education Studies; Research and Evaluation Working Group Co-chair); Professor Gwen Van Der Velden, (Deputy Pro-Vice Chancellor (Education)); Professor Derrick Watson, (Head of Psychology, Faculty of Science, Engineering & Medicine); Peter Wreford, (Head of Student Funding and Finance).
061	**Declarations of Interest** No new declarations were made.

062	**Minutes of last meeting on 24 May 2022**
	The minutes of the meeting held on 24 May 2022 (062-WPC300622{Protected}) were received and approved.

063	**Matters arising from last meeting on 24 May 2022**
	There were no matters arising from the meeting on 24 May 2022.
	The Head of Widening Participation invited the WP Access and Lifecycle Manager to comment on the applications to the Warwick Scholars programme. It had been hoped that 200 students would be recruited to the programme, with the anticipation of around 250-300 applications. In fact, 420 applications were received, with 230 meeting all criteria indicating all available places will be filled. Schools' increasingly awareness of the programme, the extended geographical reach and the input into marketing from current Scholars have given traction to the programme.

	Chair's Update

064	**Chair's Business and Action**
	a) Outgoing members The SU representatives, Isabelle Atkins and Nathan Parsons have now stepped down.. Rachel Mosley has taken up Chair of Faculty. Chris Twine is moving on to Secretary to Council. CH thanked them for their support.
	b) Damien Homer and Claire Edden were winners of the inaugural Social Inclusion award for their work on the Autistic Summer School.
	c) The Head of Widening Participation will be taking a paper to Senate on WP programmes; the Senate offers strong support on the progress being made.
	d) In person/online meetings 2022/23 Next year offers a more flexible format for meetings post pandemic. Many large committees are planning to remain online. The group agreed that a mix of in-person and online would be preferable, although not a hybrid approach. It is anticipated holding the first meeting next year in person.
	There were no other updates from the Chair that were not covered in the agenda.

	Monitoring, Policy and Practice

065	**Inclusive Education One Year on Update Beccy Freeman, Megan Caulfield** The Committee received an update from the Dean of Students (065-WPC300622{Protected})
	a) The Inclusive Education Model (IEM) includes immediate and long-term ambitions to achieve institutional and structural change that will enable delivery of an education in which all students feel included and able to succeed at Warwick. Since approval by Senate in July 2021, there have been a lot of developments and positive action to address some of the barriers faced by different student groups. There is a strong sense that departments are actively engaged and thinking about inclusion, and they are utilising centrally managed developments to help support and progress their efforts through a number of workstreams:
	b) The Staff and Leadership workstream is looking at increasing diversity within the staff body, particularly in leadership roles. New roles have been created and recruited to, within the Social Inclusion Team, the Dean of Students Office and Education, Policy and Quality. Inclusive Leadership Training for senior leaders across the University, and Inspire, designed to support leaders who face barriers getting into top leadership positions, was launched in April 2021. Tackling racial inequality training has been delivered to a second cohort of staff, with roll out to a third cohort in the new academic year and the Staff Culture survey was released. Leadership

training will be rolled out to a wider audience, with a review of existing training provision and recruitment, selection and promotion policy and procedures. Development of staff data dashboards to help understand diversity of staff body

c) Governance, Policy and Enhancement focuses on how inclusion can add value to quality assurance and enhancement processes and ensure different perspectives and experiences are considered in decision-making structures. Existing committees and taskforces allow inclusion to be routinely considered, and a detailed plan for the roll out of curriculum review with inclusion considered throughout the process. Inclusion was included as a theme in 2021/22 Teaching Excellence Group (TEG) meetings, focussing on identifying how departments are engaging staff and students, and identifying and addressing the attainment gap. The 'Say my name/hear my name' project has been rolled out. Inclusion will be a key theme in the review of the Academic Governance Review.

d) Student Groups aims to ensure under-represented student groups are listened to so that any concerns raised can be fed into appropriate project/action plans. SLEEC has supported projects contributing to greater inclusion including those focusing on mature students and students with disabilities, in addition to those funded by the OfS exploring the experience of BAME PGRs and mature students. Student feedback has been collated on community, belonging, connectedness and inclusion, supported by Student Panel sessions and focus groups. The Students' Union has recruited a group of students to work as change agents, of which some focus will be given to liberating the curriculum. A global connections community has been established for Warwick students to connect with people from different backgrounds and analysis of market research.

e) Student Engagement helps to ensure projects are carried out with students' needs and experience in mind. Student members of key committees and taskforces have contributed to the development of the IEM and the WP Student Advisory Group has been established. Many departments are working in partnership with students collaborating on projects (particularly student-led projects on diversifying the curriculum), producing resources or working with SSLCs to help inform curriculum review/strategy. Co-creation is a requirement of institutional educational development funding though IATL and WIHEA and inclusion is embedded into the SSLC network.

f) Reporting, Data and Evaluation is key to inform decision making, for learning, for drawing lessons and for identifying areas to improve. Data also holds the University accountable and helps understand the impact of our work. The Attainment/Awarding Gap Summary Dashboard has been created and shared with departments to facilitate discussions with students and to help inform action planning/TEG meetings. The University has been awarded a bronze race equality charter award.

g) Due to the differing nature of cohorts and demographics, the support needed from academic departments varies considerably. Many departments have also commented that one of the biggest challenges in progressing this work is limited time and staff resource, and they would appreciate some clarity and direction on synergies. The Warwick Inclusion Conference in June has been created to inspire and motivate colleagues to think about what it means to be an inclusive institution. Departments will be asked to share their inclusive education priorities over the next three years in a light touch action plan that maps out their departmental challenges and how they aim to develop and maintain the structures and engagement required to meet the model's goals and priorities. Information about action plans will be shared in July, with a view to return them in November; action plans will be working documents to focus, prioritise and stagger implementation so that progress is achievable and sustainable. The repurposed Student Success Premium funding will be offered departments and professional services for student collaboration projects to enable paid student co-creation to be embedded in department plans. Flexibility is evident in the IEM, with the opportunity to redefine disadvantage and explore progression data and learning analytics.

RECEIVED:
The Committee **noted** the update.

066	**Access and Participation Plan 2023-24** (066-WPC300622{Protected})
	Variations 066a-WPC300622{Protected})
	The Committee received a report from the Head of Widening Participation
	a) In April 2022 the OfS issued guidance (related to Regulation 4 of the Higher Education Regulations 2018) to providers with access and participation plans asking them to request a variation to their plans for 2023-24 to address new national priorities. Providers may submit their variation plans in a manner that best suits them, therefore our submission will be in the form of an addendum to our 2020-25 Access and Participation Plan.
	b) Access and participation plans are informed by the circumstances of the individual provider and the characteristics, needs and views of its potential and current students. Our response to the new priorities is proportionate to our context and the commitments in our existing plan. Our commitments to priorities B-D provide an opportunity to further enhance our approach during 2022-23 and to ensure they fit appropriately within our current strategic priorities.
	c) All providers with an access and participation plan must produce a summary of the plan (priority A) which will be published – written in a way students and parents can readily understand (maximum of 3 pages). The summary does not change or replace the status of the full access and participation plan. Providers are required to take all reasonable steps to deliver the provisions of their plan and it is this that would form the basis of any future regulatory action the OfS may take. In addition to publishing the summary plan, we are working with a creative agency to further enhance how we communicate our WP and APP commitments, our story and progress.
	d) The University will not be making changes to its existing access and participation targets, milestones or investment plans. During 2022-23 the OfS will set out plans for the development of new access and participation plans for 2024-2028. The deadline for submission of variations to current access and participation plans is 31st July 2022. Plans will be reviewed and approved by the Director for Fair Access and Participation by autumn 2022.
	i. Priority A: Make access and participation plans more accessible in a way that prospective and current students, their parents and other stakeholders can easily understand. The variation plan is compulsory and has been summarised in Paper 066a. While there is a language challenge it is broadly accessible. CJ suggested that 'continuation 'gaps' is language specific to this area of work, and it may be possible to express this in more positive way. PB will look to refining this to make it more accessible.
	ii. Priority B: Develop, enhance and expand their partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.
	iii. Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes. This is a key part of the APP is providing equitable outcomes for all students and this is reflected in TEF.
	iv. Priority D: Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships. This is an emerging theme and will be considered longer term from an internal institutional viewpoint.
	v. Underpinning these priorities is an expectation that providers will significantly increase the volume and quality of evaluation across their access and participation activity. The driver is for the sector to generate and publish rigorous and objective evidence of what works and what does not work in raising school attainment, improving access to and student success in higher education, and securing good graduate outcomes. Evaluation is core and will be built on through this committee and others.

	vi. The OfS appears flexible to institutional direction from 23-24, and preparation for this will be undertaken next academic year. It will not be weaved into the existing document but will be presented as an addendum. Commitments include new partnerships with UCB, place-based approaches, other partnership work, work together on wider WP, IU, robust evaluation for impact. Attainment pre-HE need to work in partnership with other agencies, including UniConnect. A specific requirement in OfS guidance advocates collaboration with external partners to raise attainment locally, with robust evaluation for impact. **RECEIVED:** The Committee **approved** the University's variation to its access and participation plan for 2023-24.
067	**WP Admissions position 2022 cycle** The Committee received an update from the Widening Participation Evidence and Evaluation Manager (067-WPC300622{Protected}) a) This report was generated shortly after the UCAS deadline of 9th June 2022 to provide a snapshot of applications and offer decision for key Widening Participation (WP) groups, including students from POLAR 4 quintile 1 areas and students on the following WP programmes: Warwick Scholars, Pathways to Law, Pathways to Banking, Realising Opportunities, and Sutton Trust Summer School. For comparison we provide figures from a similar timepoint in 2021. Moreover, we also provide breakdowns by Faculty and Department. Applications and Offer Decisions by WP Programmes (see Tables 1-2) b) Overall, the numbers of students who took part in WP programmes, applied to the University, received an offer for a place at the University, and firmed their offer for a place have increased since 2021. As such, there were 12% more applications from programme students in 2022 compared to 2021 and the number that firmed their offer was nearly 30% higher. Increments were observed in the proportion of Warwick Scholar students who applied to the University, and who received an offer for a place at the University, with 68.6% of students firming their offer in 2022, compared to 63.1% in 2021. This compares with just 33.7% offer firming for all Home undergraduate applicants in 2022 so far. Although the number of applicants who attended the Pathways to Law or Pathways to Banking programmes is slightly lower in 2022 compared to 2021, the proportion of applications from the programmes that converted to firm is higher. There have been positive increases in applications from students who took part in Realising Opportunities and the Sutton Trust Summer School. On average, 45% of students who took part in these programmes and received an offer, firmed their offer. c) Applications and Offer Decisions by WP Programmes Applications from WP Programme students vary widely by department but have consistently been highest for the Law School (n=124 in 2022, n=106 in 2021), followed by the School of Life Sciences and Economics. The School of Life Sciences made the highest number of offers to WP Programme students in 2022, whereby 86.7% of applications received an offer (80.8% for all 2022 applicants with Home fees), compared to 41.1% in the Law School (23.9% for all 2022 applicants with Home fees), and 64.6% of Economics (39.2% all 2022 applicants with Home fees). More than ten departments received fewer than ten applications from WP Programme students. d) There have been positive increases in applications, offers made, and in the number of students firming their offers from POLAR 4 quintile 1 areas in 2022 compared to 2021 for all Faculties (as shown in Table 5). There are 17.5% more POLAR 4 quintile 1 applicants in 2022 (n=1893) compared to 2021 (n=1561) at the same stage in the application cycle. In comparison there are 5% more applicants from POLAR 4 quintile 5 backgrounds in 2022 compared to 2021. However, the proportion of applications from POLAR 4 quintile 1 students that converted to offers is lower in 2022 for all three Faculties, on average by 5% (see Table 6). The proportion of applications that converted to offers is also lower for POLAR 4 quintile 5 applicants in 2022 compared to 2021. e) The Law School had the highest number of applications from POLAR 4 quintile 1 students (n=276), followed by the School of Life Sciences (n=213), and WBS (n=166). However, these patterns varied

	widely when looking at offers and decisions. For example, the School of Life Sciences had the highest number of students that 'firmed' their offers (n=45), followed by WBS (n=26) and then Computer Sciences and Economics, which both had an equal number of POLAR 4 quintile 1 students firm their offers (n=24).
	f) Although a greater number of Polar 4 Q1 have applied, the proportion to convert from conditional to firm is slightly lower across departments. EH added that however the rates were all close, so not significant, although there were wide ranges within faculties. CE found this overview very useful and clear, asking whether it was appropriate to share more widely. It was agreed that it would be share in context, as part of the Admissions conversations with departments. EH also commented that the number of contextual offers made this year have trebled to 3000 compared to last year. **RECEIVED:** The Committee **noted** the update in the report.
068	**Uni Connect Programme MP** The Committee received a verbal update {Open} from the Collaborative Outreach Network Manager a) ThinkHigher exists to foster collaborative working across partners to enhance and promote progression to further and higher education for young people from under-represented groups in Higher Education. The University Collaborative partnership, hosted at University of Warwick. Includes a range of HE, FE and local government partners. Main funding comes through OfS Uni Connect programme. Also run co-funded partnership work - "Uni Go!" (LAC years 7-9) and partnership with Coventry and Warwickshire Careers Hub (other funding but relies on Uni Connect infrastructure) b) UniConnect work has delivered intensive work in 6 target schools (based on pupil postcodes – target wards set by OfS) – "Funnel" approach: 2654 learners received large group/whole year group activities. 321 learners received 3 or more interventions. UniGO! has worked with 3 full cohorts of young people – c.40 in total. In partnership with Coventry and Warwickshire Careers Hub, the "Your Future" roadshow visited 15 schools, reaching c.2300 pupils. Community partnership with "Together For Change" at SAINTS centre in Nuneaton town centre: "Student Lounge" each Wednesday after school (term time) – a safe space for homework, IAG in an informal setting etc. Launched Autumn 2021 to a handful of students. Now attended by 65-80 Y10-13 students each week. Major report on the experience of black students in predominantly white North Warwickshire schools launched, early 2022 (authored by Prof. Jason Arday) c) Significant (17%) cut to Uni Connect programme (25% cut nationally) – from £456k pa to £381k pa. Required reduction in head count. Emphasis for programme starts to shift away from postcode targeted work, towards more "Local Strategic Outreach Plan". Emphasis on joint work to identify and tackle local gaps and barriers. Required to develop plans with partners to deliver local "Attainment Raising" programmes – plans submitted 2022/23, work to commence 2023/24. d) Re-structure of team staffing – re-positioning to address new priorities: Increase co-funded posts with Careers Hub (currently one post, a second ins being added) – strengthened partnerships. Seeking alternative funding for elements of work – e.g. Student Lounge, Black Student Experience, LGBTQUA+ community – which are threatened by funding cuts. Website address for further information: wwwthinkhigher.ac.uk. e) CJ congratulated Think Higher on the success of the Student Lounge, which demonstrated a real demand from the student community, for local and accessible space, providing informal IAG/role models. Slides will be circulated. **RECEIVED:** The Committee **noted** the update.

	Items below this line were for receipt and/or approval, without discussion
069	**Widening Participation and Access and Participation Update to Senate** (069-WPC300622{Protected})
070	**Any other business** KF will be taking early retirement and so leaving the University at the end of September. The role is being recruited to, and the incoming Head of Disability Services will attend the WP Committee. The Chair thanked members for their support and work on the Committee during a busy year of significant change, with good momentum and progress in delivering on strategy, and looked forward to the next meeting in the new academic year. There was no other business.
071	**Meeting schedule for 2022-23** Tuesday, 11 October 2022 09:30 11:30 Thursday, 01 December 2022 09:30 11:30 Tuesday, 31 January 2023 10:45 12:45 Thursday, 30 March 2023 09:30 11:30 Tuesday, 23 May 2023 09:30 11:30 Thursday, 29 June 2023 09:30 11:30
	Close by 11.30 **Next meeting: 11 October 2022**