

**UNIVERSITY OF WARWICK
WIDENING PARTICIPATION COMMITTEE**

RESTRICTED MINUTES OF THE MEETING HELD 9.30-11.30am, 23 June 2020

Microsoft Teams

Present	Professor Christopher Hughes	CH	Pro Vice Chancellor (Education), (Chair)
	Chloe Batten	CB	Education Officer, Warwick Students' Union
	Paul Blagburn	PB	Head of Widening Participation (Secretary)
	Delyth Chambers	DC	Director of Student Recruitment, Outreach and Admissions Services
	Alice Churm	AC	Postgraduate Officer, Warwick Students' Union
	Matt Ferguson	MF	Director of Development
	Professor Lorenzo Frigerio	LF	Head of Department, Life Sciences
	Dr Jonathon Heron	JHe	Institute for Advanced Teaching and Learning Representative
	James Hutchinson	JHu	Head of Student Funding and Finance
	Dr Ines Molinaro	IM	Academic Director, Warwick Foundation Studies
	Dr Rachel Moseley	RM	Head of Department, TV and Film
	Faye Murray	FM	Director of Strategic Planning and Analytics
	Professor Robin Naylor	RN	Director of Studies, Economics; Research and Evaluation Working Group Co-chair
	Kulbir Shergill	KS	Director of Social Inclusion
	Professor Jeremy Smith	JS	Head of Department, Economics
Dr Chris Twine	CT	Academic Registrar	
Attending	Amanda Bishop	AB	WP Faculty Co-ordinator, Science, Engineering, Medicine
	Emily Cannon	EC	Widening Participation Officer, item 051
	Claire Edden	CE	WP Faculty Co-ordinator, Social Sciences
	Baljit Gill	BG	WP Manager (Assistant Secretary)
	Vicki Hill	VH	Widening Participation Officer, item 051
	Dr Damien Homer	DH	WP Faculty Co-ordinator, Arts
	Cherryl Jones	CJ	WP Access and Lifecycle Manager, Student Success and Progression Working Group Co-Chair
	Catherine McNicholl	CM	WP Manager
	Dr Tammy Thiele	TT	WP Evidence and Evaluation Manager; Research and Evaluation Working Group Co-chair
	Despina Weber	DW	Head of Disability Services, Wellbeing Support Service
Ref	Item		
046	<p>Apologies for absence</p> <p>Apologies were received from:</p> <p>Dr Anil Awesti, (Centre for Lifelong Learning; Student Success and Progression Working Group Co-Chair); Dr Rebecca Freeman (Dean of Students); Dr Hannah Friend (Director of Wellbeing and Safeguarding); Dr Anne Hollinshead (Director of the Centre for Lifelong Learning); Kate Ireland, (Director of Centre for Teacher Education); Sam McClenaghan (Deputy Finance Director Departmental Services); Professor Colin Sparrow (Academic Director, Graduate Studies); Professor Pat Tissington, (Academic Director of Employability and Skills; Professor Richard Tunstall, (Head of Clinical Anatomy and Imaging, WMS); Roberta Wooldridge Smith, (Director of Student Opportunity)</p>		
047	<p>Declarations of Interest</p> <p>No new declarations were made.</p>		

048	<p>Minutes of last meeting on 19 May 2020</p> <p>The minutes of the meeting held on 19 May 2020 were received and approved.</p>
049	<p>Matters arising from minutes of the last meeting on 19 May 2020</p> <p>There were no matters arising.</p>
Chair's Business and Actions	
050	There was no Chair's business.
051	<p>Widening Participation and Outreach Pre-16 Provision</p> <p>The Committee received a report detailing proposed changes in the strategic aims and operation of the Experience Warwick Partnership and UniTracks Programmes from the WP Manager and the WP Officers leading the programmes (051-WPC230620)</p> <p>(a) Following a review of activity focussed on pre-16 learners, this report outlines the changes being implemented to meet the needs of targeted learners adopting a sustained, progressive and cohesive approach. The report details proposed changes in the strategic aims and operation of the Experience Warwick Partnership Programme and UniTracks programmes, to provide assurance that APP priorities are being addressed.</p> <p>(b) The Widening Participation team actively engages with young people from primary school through to sixth form, and the restructure of pre-16 provision ensures that institutional support and activity is streamlined in order to meet the needs of those at most disadvantage. Reviewing outreach provision on offer to younger learners will support the effective deployment of resources, and the development of cohesive, sustained and progressive programmes of activity. The changes will offer more a structured approach to support targeted schools and young people in the region by better understanding schools' needs and priorities and co-ordinating a tailored and coherent institutional offer.</p> <p>(c) Both Experience Warwick and UniTracks were originally developed in a very different landscape, at a programme, rather than thematic, level. By reviewing and adapting these programmes, practice will be enhanced in common areas of focus, promoting greater co-ordination and reducing duplication. The remodelling offers a collegiate approach, to which other areas across the University can connect in a co-ordinated way.</p> <p>(d) Proposal for the Experience Warwick Partnership:</p> <ol style="list-style-type: none"> i. To combine the Experience Warwick and Student Progression Team to form the Experience Warwick Partnership ii. Working with a cluster of schools, taking an Account Manager approach in school relationship management to deliver pre-16 activity, including mentoring and Experience Warwick activities (Information, Advice and Guidance work) iii. Support will be provided across three strands of provision, including activity delivery (in-school and on-campus), teacher support and broader partnership provision iv. Development of a culture of partnership and collaboration, with and between schools, the University and other stakeholders. v. AB pointed out that current WP post-16 activity focusses on academic eligibility and raised concerns about support for other young people. VH assured that support for all post-16 learners is available; however the focus at the moment for the Experience Warwick Partnership is relationship management to support younger learners. CE supported the model being proposed, especially to reach those hardest to reach. <p>(e) Proposal for Unitracks:</p> <ol style="list-style-type: none"> i. That the current UniTracks programme will combine with Warwick Sutton Scholars to provide a streamlined offer for highly able young people in years 8-11 from WP backgrounds ii. That provision will be sustained and progressive

	<p>iii. That the programme can provide a 'talent pipeline' to existing post-16 programmes</p> <p>(f) PB added that the models would further support internal work to engender a co-ordinated approach across the institution, which was echoed across the committee.</p> <p>(g) The next academic year will effectively operate as a pilot for both revisions, with the potential expansion, and the future development of collaboration with the primary programme to work strategically with feeder schools. This will ultimately offer a seamless route for young people and influencers, supporting transition to secondary and a comprehensive robust and sustained programme of support to university.</p> <p>DECISION: The Committee noted the update on outreach activity programmes for Pre-16 learners and approved the proposals as a positive way forward.</p>
052	<p>Supporting Widening Participation students in the Covid-19 Environment</p> <p>The Committee received a verbal update and presentation further exploring the impact on, and support for, WP students in the Covid-19 environment from the Head of Widening Participation.</p> <p>(a) PB articulated the University's Widening Participation Continuity and Priority work to address the barriers and challenges for Warwick students, and to deliver key Access and Participation Plan objectives in the current situation. Challenges were explored across the student lifecycle.</p> <p>(b) <u>Pre-entry barriers</u> including knowledge, confidence, information and wellbeing gaps, technology and home learning environments are addressed through academic tutoring and transition support (Warwick Scholars); ongoing WP offer holder and parental support; flexibility and support at Confirmation and pre-entry student insight</p> <p>(c) <u>Transition barriers</u> including preparatory and confidence gaps, technology barriers, financial concerns are addressed through a bespoke year 1 support concentrating on skills, belonging and community building; consideration of a 1st year 'community buddy' programme or Peer Assisted Study Support scheme (PASS); removal of any technology-based barriers to online learning and a Moodle transition module.</p> <p>(d) <u>Current Students' barriers</u> including knowledge gaps, wellbeing concerns, financial pressures, technology barriers and study environments, opportunity gaps are addressed through inclusive curriculum practices and bridging support in recognition of knowledge gaps; enhanced Hardship support; enhanced Warwick Online Learning Certificate; support for finalists considering PG study and student experience insight.</p> <p>(e) Evaluation of measures will be assessed by an all-student survey at the end of term three, in particular to explore any disproportionate impact of the current situation on students from a WP background.</p> <p>(f) CJ presented an update on recruitment to the Warwick Scholars Programme, in terms of numbers, eligibility, Faculty and regional spread. Of 157 applications, 87 are eligible, with a high proportion meeting WP criteria. Unfortunately there are no applicants this year from a care background. The regional spread has widened, incorporating Coventry, Warwickshire, Black Country, Birmingham and Solihull, as well as parts of Leicestershire. 43% of places are in SEM, 46% in Social Sciences and 11% in Arts. The usual Y12 Sutton Trust Summer School residential could not be held this year and has been moved to an online event over three days at the end of July, with great support from academic colleagues.</p> <p>(g) Departments have to date met the demand for IT equipment and preparations are in flow for the next academic year, with assessments of the number of incoming and current students with no access to appropriate equipment. IT Services are detailing a minimum specification required, and it appears that potentially 50-60 devices will be needed. New entrants will have two options: access to a long-term laptop loan scheme or a technology bursary. This proposal is currently being finalised and will go to Business Continuity and the University Executive Board for approval. AB queried whether accurate identification of those subject to technology poverty is possible, as some students may not know where to proactively seek support. PB assured that students should know who to contact in their department.</p>

	<p>(h) Peer mentoring for all students may be introduced for 2020 entry. A WIHEA project has developed insight into this initiative to ensure robust and consistent training.</p> <p>(i) CB welcomed the proposed support for incoming students, but raised concerns about the accessibility of the University in terms of disability and race equality once students are on campus. CB encouraged links between teams, citing developments in the Library ensuring services are accessible for all students. In addition, CB voiced the importance of monitoring and tracking impact, and of the student voice of all students, not just those who have accessed the University through WP initiatives. PB assured that the student voice is of vital importance. The proposed Student Advisory Group will provide a student lens on the effectiveness of University support for students.</p> <p>(j) CB further described how postgraduate students have faced challenges, in terms of delays to funding grants and research materials. Financial support is available to postgraduate students through the WTMSS, Graduate Award and Alumni Discount schemes. CH stated that the new Director for PG will be exploring barriers beyond finance in the postgraduate community. MF pointed out that the Covid 19 student hardship appeal is open to all students at the University. 860 donors (including 78 staff) has so far raised £8k below target.</p> <p>(k) JHe observed that current circumstances present a unique opportunity to draw together a number of projects, for example, the inclusive curriculum, community values, anti-racist pedagogy and leadership work across the institution. This would provide a cohesive, institutional approach, with the inclusion of the student voice. CH noted that this had been intended as part of the TEG process, which unfortunately had to be postponed. JHe and CH to discuss further outside of the meeting.</p> <p>DECISION:</p> <p>The Committee noted the briefing paper.</p>
053	<p>Sanctuary Scholarships</p> <p>The Committee received a report providing a brief summary of the Sanctuary Scholars scheme, its status and the proposal that it is placed under the management of the Widening Participation team from the Head of Social Inclusion (053-WPC230620)</p> <p>(a) KB provided an overview of the Sanctuary Scholarship scheme which supports students with refugee status. The University has provided Sanctuary Scholarships since 2016, currently funding four undergraduate and four postgraduates per year including maintenance support. The number of scholarships taken up raises concerns about the profile of the scheme.</p> <p>(b) Warwick will be reapplying for continued status in September 2020. One of the conditions of being a University of Sanctuary is that the University provides scholarships. As part of the Office for Students guidance on the development of access and participation plans, refugees are included as a wider set of student groups where the national data indicates there are specific equality gaps and support needs.</p> <p>(c) The Widening Participation agenda includes 'refugees' under its definition of disadvantaged students and support would be aligned with existing practice. The WP team are already providing support to a range of disadvantaged students throughout the student life cycle and are ideally placed to provide appropriate support to Sanctuary Scholars. A good example here is the support for Care Leavers where a single point of contact for this group is provided. In 2019/20 Care Leavers at Warwick were embedded into the Warwick Scholars Programme (WSP) for access to support during their undergraduate studies. The working group would like the WP Committee to consider placing this scheme under the direction of the WP team.</p> <p>(d) PB added that building internal awareness of this area was essential, while DC reported that the University offered one of the most generous packages to this group of learners across the sector.</p>

	<p>(e) Proposal:</p> <ol style="list-style-type: none"> i. The WP team undertake responsibility to provide a point of contact and support throughout the student life cycle for sanctuary scholars from the 2020/21 academic year. This would include promoting the scheme internally and externally. ii. This leaves an outstanding issue of postgraduate sanctuary scholars as the WP team work with currently only extends to undergraduates. It is recommended that the Doctoral College be approached with a request to make similar provision of point of contact and support. iii. Progress is reported to Widening Participation and Social Inclusion Committee, who will also provide direction on wider policy and strategic tasks that need to be undertaken as stated in the action plan (this will be part of the submission to renew status as a Sanctuary University). <p>DECISION:</p> <p>The Committee supported the proposal and approved the recommendations.</p>
054	<p>Access and Participation dashboard (OfS) update</p> <p>The Committee received a verbal report and presentation on the most recent dashboards (2018-19) from the OfS from the WP Evidence and Evaluation Manager.</p> <ol style="list-style-type: none"> (a) TT detailed student data across the student lifecycle; access, attainment and continuation with a comparison between sector performance with that of Warwick. The dashboards are freely available and can be accessed: https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/ (b) <u>Access</u>: The data explores five areas: Polar 4 Quintiles, ethnicity, age, disability and IMD (Indices of Multiple Deprivation). Statistics on age and disability are generally stable and in line with the sector, however the data highlighted the differential patterns when using Polar or IMD to assess access. When using Polar data, all English HEIs have seen a light increase in Q1 students, while Warwick has not, although the gap between Q1 and Q5 has decreased slightly. When this s explored using IMD data, it is more positive, highlighting the issue that a large proportion of our students come from London, where Polar is ineffective. Warwick’s proportion of students from a BAME background has increased, particularly those form and Asian background. (c) <u>Attainment</u>: The dashboard explores data on students who achieve a 1st/2.i. Warwick has a higher proportion of students receiving these classifications, and with higher proportions of students from Q1and BAME backgrounds than the national picture. (d) <u>Continuation</u>: The dashboard explores the percentage of students progressing to year 2 of their studies. Warwick demonstrates good continuation rates, with students from all quintiles exceeding the national picture and a reduced gap between Q1 and Q5. However this data is only available up to 2017-18. While continuation rates for mature students are lower across the sector, at Warwick rates have increased and exceed the national picture. The rates for disabled students are also higher at Warwick. (e) TT pointed out that OfS data is subject to a time lag, and the University’s internal data is more current and accurate. However there are variations in both the data and the way it is reported. (f) KS enquired whether institutional interventions have coincided with improvement in order to resource activity more effectively. While this is difficult to attribute, it would be an interesting area to map out. Furthermore contextual factors, demographic changes and the current situation would limit research, but TT would be willing to explore this. CH agreed that complexity and intersectionalities make the continuation project challenging. RN added that mapping of the contextualised offers policy has shown an increase in enrolments form students from a BAME background.

	<p>DECISION:</p> <p>The Chair thanked the WP Evidence and Evaluation Manager for an excellent summary clearly aligned to the University's APP targets.</p>
055	<p>upReach annual report</p> <p>The Committee received a report and presentation from the to illustrate the level of engagement of Warwick students in upReach and the impact of that engagement on their graduate outcomes (055-WPC230620)</p> <p>(a) upReach is a social mobility charity and one of the University's partner organisations in providing employability support to Widening Participation students. The UpReach end of year report summarises the graduate outcomes for students who participate in an upReach programme, linked to their Graduate Employability Framework. University of Warwick graduates are outperforming average upReach participants. National upReach student data from 2018 shows that 82% of upReach Associates had a positive "HESA" graduate outcome, with an average salary for those in professional employment of £28,000; and 93% had secured an offer for a graduate role or further study within 15 months of graduation. In response to Covid-19 the programme is currently delivered in an online format.</p> <p>DECISION:</p> <p>The Chair thanked the Widening Access and Lifecycle Manager. Due to meeting time pressures, Committee members are encouraged to refer to the circulated paper, report and presentation in greater detail.</p>
056	<p>Widening Participation Committee Terms of Reference</p> <p>The Committee received a report to review the Committee's Terms of Reference and membership from the Chair (056-WPC230620)</p> <p>(a) CH advised that at the final meeting of the academic year Committees should revisit their Terms of Reference in the context of their initial considerations, and reflect on whether the business of the year has been suitably aligned with the Terms of Reference. The Chair and Secretary will then be able to feed any potential changes in Terms of Reference or membership into the first meeting of the following academic year.</p> <p>(b) CH believed the Terms of Reference to be appropriate. It was suggested that membership of the WP Committee should be reviewed, and members who have served on the Committee for three years should be rotated to offer opportunities to others in their area.</p> <p>(c) AC suggested widening the SU membership to include Welfare, and AB added that the SU will shortly be appointing a Widening Participation Officer, who could potentially chair of the forthcoming Student Advisory Group.</p> <p>ACTION</p> <p>Heads of Departments and Faculty representatives are asked to inform CH and PB if they wish to implement changes in membership. Any changes will be phased in so continuity is not lost.</p>
057	<p>Any other business</p> <p>(a) RN updated the group that the focus of the Research and Evaluation working group is on the BAME awarding gap.</p> <p>(b) The Chair expressed thanks on behalf of the Committee to CB and AC for the work and support they have given to the Committee over the year.</p>
<p>Close: 11.30am</p> <p>Next meeting: Tuesday, 13 October 2020</p>	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
056 Widening Participation Committee Terms of Reference	Heads of Departments and Faculty representatives are asked to inform CH and PB if they wish to implement changes in membership.	All 13 October 2020	