

UNIVERSITY OF WARWICK
WIDENING PARTICIPATION COMMITTEE
RESTRICTED MINUTES OF THE MEETING HELD ON 1 FEBRUARY 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)
	Dr Rebecca Freeman	RF	Dean of Students
	Baljit Gill	BG	Widening Participation Manager, (Assistant Secretary)
	Professor Ruth Hewston	RH	Director of the Centre for Lifelong Learning
	Natalie Lloyd	NL	Deputy Director of Development
	Samuel McClenaghan	SM	Deputy Finance Director, Departmental Services
	Dr Ines Molinaro	IM	Academic Director, Warwick Foundation Studies
	Professor Rachel Moseley	RM	Head of Department, TV and Film
	Faye Murray	FM	Director of Strategic Planning and Analytics
	Kulbir Shergill	KS	Director of Social Inclusion (until 10.30)
	Professor Emma Smith	ES	Director of Education Studies; Research and Evaluation Working Group Co-chair
	Professor Pat Tissington	PT	Academic Director of Employability and Skills
	Professor Richard Tunstall	RT	Head of Clinical Anatomy and Imaging, WMS
	Dr Chris Twine	CT	Academic Registrar
	Professor Gwen Van Der Velden	GV	Deputy Pro-Vice Chancellor (Education)
	Professor Derrick Watson	DW	Head of Psychology, Faculty of Science, Engineering & Medicine
	Roberta Wooldridge Smith	RWS	Director of Student Opportunity
Peter Wreford	PW	Head of Student Funding and Finance	
Attending	Amanda Bishop	AB	WP Faculty Co-ordinator, SEM
	Megan Caulfield	MC	Senior Projects Officer (Student Success), (item 031)
	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 Munn	CM	Widening Participation Manager
	Dr Tammy Thiele	TT	WP Evidence and Evaluation Manager; Research and Evaluation Working Group Co-chair
	Despina Weber	DW	Head of Disability Services (representing Dr Hannah Friend)
Ref	Item		
025	<p>Apologies for absence</p> <p>Apologies were received from:</p> <p>Isabelle Atkins, (Education Officer, Students' Union); Claire Edden, (WP Faculty Co-ordinator, Social Sciences); Dr Hannah Friend, (Director of Wellbeing and Safeguarding); Dr Elizabeth Hough, (Head of Admissions); Dr Letizia Gramaglia, (Head of Academic Development); Associate Professor Lee Griffin, (Academic Director, Postgraduate Taught Education); Professor Kate Ireland, (Director of Centre for Teacher Education); Nathan Parsons, (Postgraduate Officer, Students' Union).</p>		
026	<p>Declarations of Interest</p> <p>No new declarations were made.</p>		
027	<p>Minutes of last meeting on 2 December 2021</p> <p>The minutes of the meeting held on 2 December 2021 (027-WPC010222{Protected}) were received and approved, subject to the inclusion of Professor Moseley in those present.</p>		

028	<p>Matters arising from last meeting on 2 December 2021</p> <p>The Chair reflected on the productive discussion on mature students at the last meeting. The Head of Widening Participation, Director of the Centre for Lifelong Learning and Dean of Students are following up recommendations and will bring the item back to next/subsequent meeting.</p> <p>There were no other matters arising from the meeting on 2 December 2021.</p>
Chair's Update	
029	<p>Chair's Business and Actions</p> <p>There were no updates from the Chair that were not covered in the agenda.</p>
Monitoring, Policy and Practice	
030	<p>Widening Participation applicant update</p> <p>The WP Evidence and Evaluation Manager presented a paper to the Committee (030-WPC010222{Protected}).</p> <ol style="list-style-type: none"> a) The purpose of this report is to provide an early snapshot of the current admissions position for key Widening Participation (WP) groups and programmes, including: POLAR 4 quintile 1 applicants (LPN), Warwick Scholars, Pathways to Law, Pathways to Banking, Pathways to Engineering, Realising Opportunities (RO), Warwick Sutton Scholars, UniTracks and the Sutton Trust Summer School (STSS). The data presented were derived prior to the UCAS application early consideration deadline for all UCAS Undergraduate courses on the 26th of January (except those with a 15 October deadline) and must therefore be interpreted with caution as it only provides a partial picture of applications, offers made, and offers rejected. b) The overall number of applications from WP groups has increased. This increase has been largely driven by an increase in applications from the Warwick Scholars programme and from POLAR 4 Quintile 1 students. The figures indicate that the number of POLAR 4 Q1 applications has increased by 15% compared to last year, however it is too early in the cycle to note differences in offer making. c) Preliminary analysis has been conducted to look at POLAR 4 trends and applications/offers in greater depth and by faculty/department, but no meaningful trends were identified due to where we are in the cycle. Further tracking and analysis will be undertaken to explore applications for these WP groups at a departmental and faculty level in the coming weeks and months to identify trends in offering making and conversion rates once the appropriate data has been processed and made available. d) KS enquired whether a diversity breakdown was available, and TT advised, that while applicants' backgrounds are not usually examined, this would be possible in the future, in conjunction with analysis of those students awarded a contextual offer. TT also clarified that the numbers are unique, not counted twice. e) Furthermore, this admissions cycle indicates 159 applications from care experienced students, 37 of whom have received offers to date. The University has also received 35 applications from refugee students, five of whom have received offers. <p>RECEIVED:</p> <p>The Committee noted the information presented in the report.</p>
031	<p>Inclusive Education update</p> <p>The Committee received a presentation from the Dean of Students and the Senior Projects Officer (Student Success) summarising progress on implementing Inclusive Education.</p>

	<p>a) Working closely with the Head of Widening Participation and the Director of Social Inclusion, The Inclusive Education (IE) model has been mapped where it aligns with WP/Social Inclusion (SI) task groups to avoid duplication in communications. The core of the IE model is ensuring equitable opportunities for all students, which requires attitudinal and structural change within educational provision and those aspects that influence students' education.</p> <p>b) IE has been approved by Senate, and firmly aligns WP/SI strategy. Workstreams have been created for holistic change: SLEEC has supported a number of projects contributing to greater inclusion; training been rolled out to staff and students; e.g. active bystander training for students, and the 'Say my name' project, which involved over 200 staff; new roles have been created and recruited to, to support implementation; the attainment summary dashboard has been shared with depts; market research has been undertaken and a comms strategy has been developed; numerous networking opportunities have been offered.</p> <p>c) Workstreams are structured to manage the process:</p> <ol style="list-style-type: none"> i. Staff and leadership – clarifying departmental structures to progress inclusion efforts; ii. Governance and policy – assessing progress as part of 2021-22 TEG process; iii. Education and learning opportunities - highlighting existing resources/networking, sharing good practice and the development of IE Hub; iv. Student groups and student engagement – supporting departments to ensure inclusion is embedded in engagement through work with DSEs, SSLCs and others; v. Reporting, data and evaluation – supporting depts in reviewing/engaging attainment dashboards to support future planning. Following TEG meetings, departments will create action plans to address any gaps. <p>d) Timeline for implementation of the model:</p> <ol style="list-style-type: none"> i. September: IE workshops to introduce attainment dashboards. ii. January: attainment dashboards released to depts. iii. February/March: TEG discussions undertaken. iv. May: departments to develop action plans. v. May: networking sessions offered to support planning. vi. June/July: IE board to review and refine. A report will be presented to Senate and FEC meetings. vii. Summer: a one day event will be arranged to consolidate IE work so far. viii. September: departments to implement action plans and TEF data will be released. <p>e) AB observed that there was no mention of bursary students, and MC confirmed they would be included. NL suggested building alumni groups, who could self-identify to share their experience beyond Warwick. RF highlighted Project Invisible, collecting stories from current and past students.</p> <p>RECEIVED:</p> <p>The Committee noted the update.</p>
032	<p>Update from Development and Alumni Engagement – fundraising for student support</p> <p>The Committee received a report from the Deputy Director of Development (032-WPC010222{Protected}) for information.</p> <p>a) The Development and Alumni Engagement Strategy (2021-24) approved by Council and underpinned by the merger of Development and Alumni Engagement (DAE) in 2020, sets the team an ambitious target of building a culture of philanthropic leadership that positions the university as a destination for the world's most generous philanthropists, and tripling fundraising income to the University by 2025. To complement this culture of philanthropy, the DAE Strategy commits that the Alumni Engagement team will focus on "<i>friendraising</i>" – building mutually beneficial relationships that inspire friendship and financial support, strengthen our reputation and advance our strategic vision.</p>

	<p>b) To enable these combined strategic outcomes, the Development and Alumni Engagement team prioritises activities that drive alumni and external friends to support:</p> <ol style="list-style-type: none"> i. Philanthropy – making regular, major and planned gifts to support institutional priorities including student experience and academic research, and delivering financial sustainability ii. Student recruitment and marketing – acting as ambassadors, contributing to rankings and graduate outcome surveys, providing influence and insight, and delivering endorsements for marketing materials iii. Student employability and careers – speaking at career events, engaging in mentoring for students and graduates, offering internships and facilitating workplace events iv. Partnerships, leadership and influence – sitting on advisory boards, supporting research and policy development and enabling corporate opportunities. <p>c) Philanthropic priorities include Widening Participation and student opportunities; Institute for Global Pandemic Planning; STEM Grand Challenge (and the Science Precinct); Astronomy and Astrophysics; Sustainability and the Circular Economy</p> <p>d) While our partnership with Into University could not happen without support from funders, unfortunately all funders were excited about supporting this venture, which resulted in a high level lots of restricted donors, meaning that lots of money was tied up but lost elsewhere. By seeking unrestricted support (restricted to the supporting the core priorities as described in the case for support), philanthropic income gives freedom to invest, where the need is greatest, among the core priorities as agreed by the University Executive.</p> <p>e) The Chair commended this fresh approach, in gearing fundraising to the strategy. PW enquired about the annual cash income targets over 5 years in comparison with the current situation. NL explained that cash income equates to how much is dispersed, the other figure relates to funds raised. Over £1m. is needed - at the moment there is £800,000 which will need to be increased to maintain support. PB pointed out that the co-dependent strategies require the continuing need to work in partnership.</p> <p>RECEIVED:</p> <p>The Committee noted the report.</p>
033	<p>A&P and WP Investment and resource allocation</p> <p>The Committee received an update from the Head of Widening Participation (033-WPC010222{Protected})</p> <p>(a) The paper provided an overview of where investment is channelled to meeting Access and Participation (A&P) and Widening Participation (WP) strategic priorities and how an adapted approach may further enhance our ability to achieve the level of ambition demonstrated in plans. Specifically, it provides an overview of the three main investment and funding sources.</p> <ol style="list-style-type: none"> i. Access and Participation Plan investment ii. OfS Student Success Premium iii. University Philanthropic support <p>(b) The main substance of the paper relates to a proposal to change the use and allocation of the OfS Student Success Premium. The student premium is an additional provision made to recognise and support additional costs related to providing equality of opportunity for underrepresented groups to succeed in and progress from higher education. National funding to support access was removed from the grant in support of the national Uni Connect programme. The University receives a premium to support successful student outcomes for undergraduate full and part-time students, as well as an additional premium to support disabled students. The aim of the latter is to support providers to move towards move inclusive models of support and to meet the significant increase in students reporting disabilities and mental health issues.</p> <p>(c) This funding is part of the Recurrent Teaching grant which is channelled directly to academic department budgets and is not ring-fenced for intended use. The University receives around £350k for the disabled students’ premium and, £415k for student success which is modelled by OfS on a formula on WP ‘underrepresented’ populations.</p>

	<p>(d) Proposal to repurpose the annual OfS student success premium to support undergraduate underrepresented groups and promote student success outcomes. This could be delivered by:</p> <ol style="list-style-type: none"> i. An Inclusive Education student success premium- departments to be allocated a ring-fenced £5k per annum to support the delivery of their IE action plans to be developed post-TEG. (£150,000) ii. A Faculty fund- faculties to be allocated £50k each to support collaborative work and smooth any significant departmental loses from the current approach (£150,000) iii. A Student Success Strategic Fund- available to support specific work to enhance retention and student success. Could be directed to focus on mature students and support identified areas of need across the University, including student transitions and student belonging work. (£75,000). <p>(e) This would therefore represent new expenditure within ARC totalling £375k, however the proposal will provide an uplift in funding for smaller departments where resource is often finite, support the delivery of the new Inclusive Education Model where plans will improve outcomes and experiences for all students, specifically targeted underrepresented groups. Furthermore, it presents an opportunity to support a collaborative culture of engagement, especially where there are joint programmes or mutual areas of teaching and learning interest. Finally, it will facilitate a concentrated effort to enhance the learning experience for mature students.</p> <p>(f) The proposal should not detract from how departments invest and engage with other aspects of the WP and A&P agenda. A great deal of change is apparent in the APP, currently the University is in the second year of the previously submitted APP. Changes are primarily targeting investment - previously APPs and AAs used to cover entire lifecycle: access, financial support, retention and progression to further study or graduate employment. Spend on the latter two have now been removed from APP expectations, HEIs are expected to cover these areas from their own budgets.</p> <p>(g) Subject to feedback from the Committee, any proposal would need to be reviewed, discussed, and approved by ARC.</p> <p>RECEIVED:</p> <p>The Committee noted the report and endorsed the proposal. It will need to be presented to ARC next.</p>
034	<p>Future of Access and Participation</p> <p>The Committee received a verbal update from the Chair and the Head of Widening Participation (034-WPC010222{Protected})</p> <p>(a) After a period of policy stability in the Widening Participation (WP) and Access and Participation (A&P) space, a change in policy direction has been confirmed in a letter from the Department for Education (DfE) to the OfS outlining a new approach for A&P. The purpose of this paper is to unpick areas of the new direction and consider the implications for Warwick, including how the University may choose to respond/influence the direction.</p> <p>(b) The Future for Access and Participation includes:</p> <ol style="list-style-type: none"> i. The development of new national A&P targets ii. A stronger concentration how universities play a role in the pre-HE journey, specifically with schools, to support equality of opportunity for the most disadvantaged groups iii. A sharper focus on quality and the impact on student outcomes iv. Guidance concentrates on diversifying modes of study with a strong focus on apprenticeships and technical routes <p>(c) The consequence of this new approach is an apparent reduction of the burden on institutions. Plans are expected to be shorter and accessible to different audiences, namely students and parents. Although there are some clear areas of focus in the guidance, any proposed refresh should not detract from our original ambition, but viewed more as an opportunity to connect agendas together and strengthen areas in light of new evidence.</p>

	<p>(d) Some initial high-level areas of focus to consider in response to the emerging new direction include:</p> <ol style="list-style-type: none"> i. Redoubling our emphasis on altruistic support and access-in particular opportunities to have a 'shared dialogue' with schools and colleges, especially around aspects of school improvement ii. Widening and refreshing our focus on WP and Social Mobility to promote a positive discourse in response to challenges across the whole educational life-course iii. Engendering a more structured approach to regional place-based approaches to tackle, in partnership, local challenges and play an integral role in tackling inequalities (e.g. UCB, IU) iv. Postgraduate A&P reform v. An enhanced role for research, evaluation, and evidence development- an expectation that research-orientated institutions play a central role <p>(e) John Blake, new Director of Fair Access and Participation at OfS, will be presenting his summation of a new future of A&P to the OfS Board on 3rd February.</p> <p>ACTION:</p> <p>PB to send a brief summary around after John Blake's speech</p> <p>RECEIVED:</p> <p>The Committee noted the report.</p>
035	<p>WP Working Group updates</p> <p>The Research and Evaluation Working Group has been collaborating with the Student Advisory Group on research ideas, with plans to take these forward more formally, to offer support with methodological aspects of research, data collection and analysis. Alongside that plans are being developed for co-creation with students. A bid has been submitted with the WP Faculty Co-ordinator, Arts for the creation of 6 month project 'WP student research hub' to fund UG/PGT students to undertake research in areas around WP, inclusion, with PGR students acting as their mentors. This would facilitate the development of a WP Social mobility observatory. The Group have, furthermore, been successful in their application to form part of the TASO panel https://taso.org.uk/ of evaluators to engender interdisciplinary research. Student collaboration and interdisciplinary research complement previous conversations; evaluation of effective practice, external funding would add capacity and additional links.</p> <p>ACTION:</p> <p>The Student Advisory Group to be invited to the next meeting of the Committee.</p>
036	<p>Any other business</p> <p>There was no other business.</p>
<p>Close by 11.30</p> <p>Next meeting: 6 April 2022, 9.30-11.30</p>	