

UNIVERSITY OF WARWICK			
WIDENING PARTICIPATION COMMITTEE			
RESTRICTED MINUTES OF THE MEETING HELD 9.30-11.30am, 4 February 2020			
Senate House Council Chamber			
Present	Professor Christopher Hughes	CH	Pro Vice Chancellor (Education), (Chair)
	Dr Anil Awesti	AA	Centre for Lifelong Learning; Student Success and Progression Working Group Co-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
	Dr Rebecca Freeman	RF	Dean of Students
	Kate Ireland	KI	Director of Centre for Teacher Education
	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 (until 11.00)
	Dr Ines Molinaro	IM	Academic Director, Warwick Foundation Studies (until 10.30)
	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
	Professor Pat Tissington	PT	Academic Director of Employability and Skills
Professor Richard Tunstall	RT	Head of Clinical Anatomy and Imaging, WMS	
Roberta Wooldridge Smith	RWS	Director of Student Opportunity	
Attending	Claire Edden	CE	WP Faculty Co-ordinator, Social Sciences
	Cherryl Jones	CJ	WP Access and Lifecycle Manager, Student Success and Progression Working Group Co-Chair
	Baljit Gill	BG	WP Manager (Assistant Secretary)
	Dr Damien Homer	DH	WP Faculty Co-ordinator, Arts
	Catherine Munn	CM	WP Manager
	Dr Tammy Thiele	TT	WP Evidence and Evaluation Manager; Research and Evaluation Working Group Co-chair
	Despina Weber	DS	Head of Disability Services
	Dan Derricott	DD	Assistant Registrar, Education Policy & Quality (item 031)
	Susan Black	SB	Postgraduate Scholarships Co-ordinator (item 034)
	Becky Vipond	BV	CDT and PG Scholarships Co-ordination Manager (item 034)
Ref	Item		
025	<p>Apologies for absence</p> <p>Apologies were received from:</p> <p>Amanda Bishop (WP Faculty Co-ordinator, Science, Engineering and Medicine); Matt Ferguson (Director of Development); Dr Hannah Friend (Director of Wellbeing and Safeguarding); Dr Anne Hollinshead (Director of the Centre for Lifelong Learning); Sam McClenaghan (Deputy Finance Director Departmental Services); Professor Colin Sparrow (Academic Director, Graduate Studies); Dr Chris Twine (Academic Registrar)</p>		

026	<p>Declarations of Interest</p> <p>No new declarations were made.</p>
027	<p>Minutes of last meeting on 26 November 2019</p> <p>The minutes of the meeting held on 26 November 2020 were received and approved.</p>
028	<p>Matters arising from minutes of the last meeting on 26 November 2019</p> <p>No matters arising.</p>
Chair's Business and Actions	
029	<p>(a) OfS Analysis of Access and Participation Plans 2021-25</p> <p>Of the numerous Widening Participation reports released recently, the most pertinent is the OfS Analysis of Access and Participation Plans 2021-25, which sums up its approach and expectations:</p> <ol style="list-style-type: none"> i. The five year life span indicates a more strategic and transformational approach is expected from institutions ii. A focus on the whole student lifecycle, incorporating both access and participation iii. Development utilising a Theory of Change model iv. A holistic approach to include all aspects of the student experience, for example, teaching and learning, careers v. A challenging approach, with signs of a significant step change <p>While a number of institutional Access and Participation Plans were subject to adjustments, the Warwick Plan remained largely as submitted, thus indicating full endorsement from OfS. Ultimately the University aims to align APP targets with the TEF regulatory framework, and consultation on this will take place this academic year. There is an evident shift towards focus on POLAR demographics of young learners. The Head of Widening Participation shared the new Widening Participation Impact Report, which has been pulled together by the WP Evidence and Evaluation Manager. To support environmentally-friendly practice, there will be a limited print run, and it will be shared online with stakeholders.</p> <p>(b) Update on TEG</p> <p>An update on TEG and TQ will be presented in item 031.</p>
Chair's Business and Actions	
030	<p>Strategic item – Widening Participation Working Groups</p> <p>The Committee received an update on progress of the WP Student Success and Progression working group, and the WP Research and Evaluation working group (030-WPC040220) from the groups' Chairs and Co-chairs. They outlined their areas of focus, progress to date and next steps.</p> <p>(a) WP Student Success and Progression working group</p> <ol style="list-style-type: none"> i. Focussing on Warwick students during the higher education stage of the student lifecycle through two sub-groups ii. Engaging with Warwick students from WP backgrounds in order to understand their particular experiences and needs iii. Investigating best practice in supporting WP students that exists across the sector. <p>Issues identified include:</p> <ul style="list-style-type: none"> • A need to eliminate a deficit model and improve the institution for everybody • The importance of financial support • Learner confidence and identity is key • Academic Skills should engender a supportive environment with embedded study skills • Student resilience

- Employability, including the transition out of higher education
- Rethinking University readiness programmes

(b) WP Research and Evaluation working group

- Analyzing differences in degree outcomes for Warwick (Home UK) students
- Developing a platform for communicating and coordinating WP initiatives and research across the university
- Designing and evaluating WP Programmes and interventions

Analysis of all students in the university, indicates that the following student characteristics appear to be associated with degree class awarded:

- Negatively: Ethnicity (BAME), Low SEC, Independent School.
- Positively: Gender (female), A*s in Maths and in English.

Low Participation Neighbourhood has no statistically significant association with degree class awarded. However, when the analyses were conducted separately by Faculty, important commonalities and divergences were identified. This work is ongoing and will include a more nuanced examination of differences amongst individual departments, as well as their potential causes and how these can best be addressed.

iv. Next steps:

- Consult with Faculty Representatives
- Consult with individual Departments to determine what department/course-specific relationships should be explored
- Merge in other data: other outcomes (GPA, progression, DLHE)
- Invite suggestions for further analysis
- Explore whether there are systematic relationships between departmental characteristics and differential performance by student characteristics (e.g. number of students in department, nature of assessment, other aspects of teaching and learning).
- Develop a platform for communicating and coordinating WP initiatives and research across the university
- Designing and evaluating WP Programmes and interventions, including evaluation of Warwick Scholars' impact and contextual offers

(c) Break out groups

Committee members were invited to comment on and inform the working groups' direction, via a participatory exercise. Group discussion focussed on the following areas:

i. Alignment to WP strategic priorities

This discussion focussed on mapping the activity of the working groups against strategic priorities, ensuring wide scale dissemination of good practice. The University's Social Inclusion strategy should further inform practice, as should the student voice, to ensure inclusivity for all groups of learners across the whole student lifecycle.

ii. Other areas to consider

Discussion advocated taking a holistic approach, ensuring that all students are included. Focus should include part time, vocational and post graduate learners, exploring progression to, and preparation for, PG study, and financial support for these groups to enable them to fully participate in study. It was also agreed that Degree Apprenticeships should have a higher profile in communications, but this area may be explored as a separate project.

iii. Areas of the university to inform working groups

Suggestions included working collaboratively across the University, with greater links to the new Learner Analytics post in SPA, the curriculum review and the credit framework, incorporating employability and skills. Improved utilisation of data from the NSS and WSES and a focus on exploring

	<p>qualitative data would engender a more tailored approach, and promote a move away from a deficit model of support and embed inclusivity.</p> <p>iv. <u>Future priorities of the working groups</u> The following areas were identified:</p> <ul style="list-style-type: none"> • More qualitative exploration, the voice of the student underpinning quantitative research and designing support • Dissemination through a robust process • Working closely with TEG/SLEEC to avoid duplication • Decolonisation project – re closing the attainment gap • Social Inclusion – cultural change should impact on WP work • Modelling inclusive behaviours by academics • Ensuring pre-entry provision equips learners adequately for study at Warwick <p>DECISION: The Chair thanked Committee members for their valuable input into this informative exercise.</p> <p>ACTION: Further updates on the working groups in light of the participatory exercise to be presented before the Committee.</p>
<p>031</p>	<p>Teaching Excellence Group (TEG) update</p> <p>The Committee received an update of the Teaching Excellence Group (TEG) from the Assistant Registrar, Education Policy & Quality (031-WPC040220)</p> <p>(a) The University recently completed the second round of autumn term Teaching Excellence Group (TEG) meetings with each academic department delivering undergraduate or postgraduate taught courses. This year for the first time, the theme of Widening Participation has been included in discussions, demonstrating an institutional focus on this area. A summary of the report has been shared with each department, to direct focus for the year.</p> <p>(b) The agenda for meetings focussed on Successful Student Outcomes for All and the most common themes arising across the thirty three meetings have been compiled in this report</p> <p>i. <u>Student engagement</u> This focussed on the department’s use of, and response to, student feedback, including through the NSS and PTES, and assessed the way in which students engage to enhance their learning experience. Departments are developing student engagement in quality enhancement, led by the Directors of Student Experience. Departments also cited the challenges in improving communications and information provision.</p> <p>ii. <u>Successful student outcomes for all</u> This focussed on the gaps between the progression and attainment of students in different demographic groups, where gaps are known to exist, identified through the Access and Participation Plan. The groups related to participation in HE (POLAR Q1 vs. Q5), ethnicity (Black students compared to White students), disability and age (Mature vs. Young). The focus has been on diversifying access, with only recent consideration to the whole student lifecycle. Work is underway to address the Black attainment gap, but few departments have formal structures to ensure successful student outcomes.</p> <p>iii. <u>Employability</u> This focussed on students’ early engagement with the development of their employability, with all departments reporting on their work, based on an improved understanding of employment outcomes, including the differences between groups.</p> <p>iv. <u>Curriculum review</u> Several departments have recently undertaken systematic reviews of their undergraduate curricula to improve a specific aspect or to refresh their offer.</p>

	<p>v. <u>Other themes</u> These included personal tutoring, interdepartmental collaboration, peer dialogue on teaching and space and timetabling.</p> <p>(c) Generally the TEG process has been a positive experience, although it is recognised that departments are at different stages of work. The inclusion of data during conversations is essential, to explore the role of characteristics impacting on students. It was also suggested that good practice is widely disseminated and celebrated.</p> <p>(d) The process has been evaluated for its effectiveness and a Post TEG workshop is confirmed on 24 March. This will offer an opportunity to share the findings of the process, consider who is the best lead to explore themes and to develop a central support model for this to ensure joined-up practice.</p> <p>DECISION:</p> <p>The Committee noted the thematic findings arising from the TEG meetings and supported action moving forward, including the forthcoming Post TEG workshop.</p>
032	<p>Bursary Award for MBChB students</p> <p>The Committee received a verbal report from the Head of Student Finance and Funding and the Head of Widening Participation to provide a follow up on this item from the last meeting.</p> <p>(a) The University is considering how a Bursary Award specifically for MBChB students would be managed in practical terms, in comparison to the undergraduate Warwick Bursary Scheme. The different aspects of the bursaries would prove complex to integrate, and may potentially create a barrier for the University's undergraduate population.</p> <p>(b) The two bursary schemes would inevitably be very different in character, therefore it would require a new model to develop a separate award for Medicine. The report discussed at the last meeting (020-WPC261119) indicated that Medical students would most benefit from additional financial support in the latter stages of the degree.</p> <p>(c) Work will continue with the Medical School to assess this proposal. Due to the complexities, it is not felt that a decision can be made at this juncture.</p> <p>ACTION:</p> <p>The Head of Student Funding and Finance, and the Head of Widening Participation will continue to work closely with the Medical School on financial and operational modelling. A further update will be presented to the Committee at the next meeting.</p>
033	<p>Access Agreement Monitoring Return 2018-19</p> <p>The Committee were to receive an overview of the Access Agreement Monitoring Return, by the Head of Widening Participation. However the data supporting this has not yet been finalised. Therefore it will be circulated by email to committee members at a later date.</p> <p>ACTION:</p> <p>The Head of Widening Participation to circulate this item to the WP Committee before the next meeting.</p>
034	<p>Warwick Taught Masters Scholarship Scheme (WTMSS) report</p> <p>The Committee received a report on the Warwick Taught Masters Scholarship Scheme by the Postgraduate Scholarships Co-ordinator and the CDT and PG Scholarships Co-ordination Manager (034-WPC040220)</p> <p>(a) The report outlined the background to this Scheme, the changes that have been implemented and the impact these have had on reaching students from under-represented groups wishing to study a postgraduate taught masters course compared to previous years.</p>

	<p>(b) The Warwick Taught Masters Scholarship Scheme (WTMSS) was launched in 2015/2016 and has been offered each academic year. Originally, the scheme was supported by HEFCE and Warwick funding combined, and assessment was based on the level of maintenance grant received at undergraduate study. It is now fully funded by Warwick to the value of £500,000 each year, and eligibility is focussed on applicant criteria specific to widening participation strategies and a continued focus on under-represented groups from deprived areas of the country who would not ordinarily go on to study at postgraduate level. The initial award of £5,000 proved to be insufficient support for disadvantaged applicants who found it difficult to fund the remainder of their fees, the maximum award was subsequently increased to £10,000. Scholars Programmes were added to the scoring criteria in order to recognise and retain those Warwick undergraduates who had already been assessed by the University for financial support during their studies.</p> <p>(c) Consequently, fewer awards were made but the number of students enrolling increased as expected. Overall, there are significantly fewer applicants to the second round of the competition each year and fewer awards made based on the remaining funding after the first round. Full analysis of the data on participation is included. This academic year, there was effectively an increase in the percentage of applicants who were offered funding, as only half the number of awards were available, and an increase of students who then went on to enrol having accepted the award. This indicates that the increased award amount and the changes to the scoring criteria have had a positive impact on reaching the scheme's target market.</p> <p>(d) The competition for 2020/2021 will launch the first round on 1st March 2020 and POLAR 4 (quintile 1) has been introduced to the scoring criteria as an additional weighted area. To address underrepresentation from carers a definition has been added to the guidance. There will also be additional promotion to departments and current final year students in receipt of a Warwick Bursary.</p> <p>(e) It was agreed that support was essential for progression to postgraduate study for students from a WP background. Fees often exceed the level of award, so many students study part-time for two years and work alongside their studies.</p> <p>(f) This builds on the former PSS previous programme examining progression to postgraduate study, which developed an online module. Preliminary talks are being undertaken to offer this to all PG entrants. Further work should be undertaken to understand the nuances of widening participation at postgraduate level, and this will be discussed in the future.</p> <p>DECISION:</p> <p>The Committee noted the report on the Warwick Taught Masters Scholarship Scheme and thanked the presenters for a useful update.</p>
035	<p>Widening Participation Faculty update</p> <p>The Committee received a report from the Widening Participation Faculty Co-ordinators (035-WPC040220)</p> <p>(a) Since taking up post, the WP Faculty Co-ordinators have focussed on embedding their work in to their respective areas, working across the whole student lifecycle and building networks with both staff and students. Much effort has been undertaken to maintain a student focus, to address issues of isolation and feelings of not belonging. They work collaboratively, despite the three faculties being very different in size, nature and resource.</p> <p>(b) They have been involved in governance and dissemination and lead on each Faculty's WP Forum. Significant work has been undertaken around data, with data sets from the last five years being shared with HODS and WP leads in the departments to reduce gaps in communication and support interventions in retention, success and progression.</p> <p>(c) It was suggested that the Co-ordinators link their work with the ED&I network and the Social Mobility Pledge. Support for peerless staff from WP backgrounds would be welcome, and members are requested to email RM if they are interested in taking this forward.</p>

	DECISION: The Chair thanked the WP Faculty Co-ordinators for their update and recognised the challenges involved. The Committee welcome further updates.
Other	
036	Any other business There was no other business to report.
Close: 11.30am Next meeting: Tuesday 31 March 2020, 09.30am-11.30am, University House, CMR 1.0	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
030 WP Working Groups	Feedback on the group exercise and plan next steps	CJ/TT 31 March 2020	
032 Bursary Award for MBChB students	Financial and operational modelling of the proposed Bursary to be undertaken in collaboration with the Medical School	PB/JH 31 March 2020	
033 Access Agreement Monitoring Return 2018-19	The Access Agreement Monitoring return to be circulated to the Committee	PB 31 March 2020	