

UNIVERSITY OF WARWICK
WIDENING PARTICIPATION COMMITTEE
RESTRICTED MINUTES OF THE MEETING HELD 25 May 2021
9.30-11.30AM, MICROSOFT TEAMS

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
	Associate Professor Christopher Bisping	CB	Academic Director, Postgraduate Taught Education
	Paul Blagburn	PB	Head of Widening Participation (Secretary)
	Shingai Dzumbira	SD	Postgraduate Officer, Warwick Students' Union
	Dr Rebecca Freeman	RF	Dean of Students
	Dr Hannah Friend	HF	Director of Wellbeing and Safeguarding (until 11.00)
	Professor Lorenzo Frigerio	LF	Head of Department, Life Sciences
	Dr Letizia Gramaglia	LG	Head of Academic Development
	Professor Ruth Hewston	RH	Director of the Centre for Lifelong Learning (until 11.05)
	Professor Kate Ireland	KI	Director of Centre for Teacher Education (from 10.30)
	Samuel McClenaghan	SM	Deputy Finance Director Departmental Services
	Dr Ines Molinaro	IM	Academic Director, Warwick Foundation Studies (until 11.00)
	Professor Rachel Moseley	RM	Head of Department, TV and Film
	Kulbir Shergill	KS	Director of Social Inclusion
	Professor Emma Smith	ES	Director of Education Studies
	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)
Roberta Wooldridge Smith	RWS	Director of Student Opportunity (until 11.10)	
Peter Wreford	PW	Head of Student Finance (interim) (until 10.30)	
Attending	Aqsa Akhtar	AAk	WP Officer, Warwick Students' Union (item 047)
	Siobhan Bennett	SB	Student Engagement Manager, Student Opportunity (item 045)
	Amanda Bishop	AB	WP Faculty Co-ordinator, SEM
	Professor Gill Cooke	CG	Head of Teaching, Engineering
	Claire Edden	CE	WP Faculty Co-ordinator, Social Sciences
	Baljit Gill	BG	WP Manager, (Assistant Secretary)
	Gemma Hearnden	GH	Student Funding Manager (item 50)
	Dr Damien Homer	DH	WP Faculty Co-ordinator, Arts
	Associate Professor Nicholas Hopcroft	NH	Warwick Medical School
	Jenny Hughes	JH	Head of Operations & Information, Student Opportunity (item 045)
	Marion Jennett	MJ	Widening Participation Internships Co-ordinator, Student Opportunity (item 045)
	Andy Johnson	AJ	WP Lifecycle Officer, (item 047)
	Paul Johnstone	PJ	Head of Analytics (representing Faye Murray)
Cherryl Jones	CJ	WP Access and Lifecycle Manager, Student Success and Progression Working Group Co-Chair	

	Samantha Merrix	SM	Widening Participation Project Officer, Student Opportunity (item 045)
	Catherine McNicholl	CMc	WP Manager
	Fatima Soomro	FS	WP Officer, Warwick Students' Union (item 047)
	Dr Tammy Thiele	TT	WP Evidence and Evaluation Manager; Research and Evaluation Working Group Co-chair
	Nicky Watts	NW	Management Information Analyst, Student Opportunity (item 045)
Ref	Item		
040	<p>Apologies for absence</p> <p>Apologies were received from</p> <p>Delyth Chambers, (Director of Student Recruitment, Outreach and Admissions Services); Matt Ferguson, (Director of Development); Professor Robin Naylor, (Director of Studies, Economics; Research and Evaluation Working Group Co-chair); Faye Murray, (Director of Strategic Planning and Analytics)</p>		
041	<p>Declarations of Interest</p> <p>No new declarations were made.</p>		
042	<p>Minutes of last meeting on 2 February 2021</p> <p>The minutes of the meeting held on 2 February 2021 (042-WPC250521 {Protected}) were received and approved.</p>		
043	<p>Matters arising from last meeting on 2 February 2021</p> <p>(a) <u>Item 035 Care Leavers and Estranged students</u></p> <p>BG confirmed that a working group has been formed to develop plans going forward. The group are meeting on a regular basis and will feed back at the next Committee meeting.</p>		
Chair's Update			
044	<p>Chair's Business and Actions</p> <p>The Chair noted that item 051 Inclusive Education Model (051-WPC250521{Protected}) was circulated for endorsement only; the paper would next be presented at Education Committee and Senate.</p> <p>There were no other updates from the Chair that were not covered in the agenda.</p>		
Substantive items			
045	<p>Employability and inclusion</p> <p>The Committee received a paper from the Academic Director of Employability and Skills, Director of Student Opportunity, Head of Operations & Information, Management Information Analyst, Student Engagement Manager, Widening Participation Project Officer and Widening Participation Internships Co-ordinator (045-WPC250521{Protected})</p> <p>(a) This paper provides an update on the work of the Student Opportunities Team; analyses service engagement and Graduate Outcomes data by ethnicity and POLAR quintiles; and asks for views on next steps, including within the framework of the Inclusive Education model.</p> <p>(b) In terms of Graduate Outcomes, more Asian, Black and Chinese 2017/18 UK, UG graduates went into highly skilled occupations than White undergraduates, but fewer Mixed-Race undergraduates went into highly skilled occupations. More UK, UG graduates from higher participation neighbourhoods went into highly skilled occupations than those from lower participation neighbourhoods, but the picture is mixed when POLAR quintiles are considered in detail, with more undergraduates in quintile 1 going into highly skilled occupations than undergraduates in quintiles 2 and 3.</p>		

	<p>(c) KS welcomed this work, informing the group that it aligned with the work on the Race Equality Charter. As a member of the Race Equality Taskforce, AA suggested disaggregation of Asian and Black categories to highlight the differentials within these groups.</p> <p>(d) PB welcomed the insight as it would support the APP review of progression data. CH further cited the development of IEM dashboards on student attainment, which would extend the data to departments beyond the WP Committee. PT suggested a focus on enrolment data, to encourage students to engage with their decision-making earlier in the cycle.</p> <p>(e) WP programmes in Careers presented their projects:</p> <p>(i) <u>Warwick Advance Internship Programme</u> This programme offers exclusive internships: early access to apply and guaranteed feedback: 1-1 mentoring support guiding students through applications and searching; workshops on transferable skills and employability skills and employer presentations offering opportunities and career options. 170 WP students have been on the programme, with feedback indicating they felt more confident and prepared in their career search.</p> <p>(ii) <u>Strengthening your Career Potential</u> This programme supports students to identify their strengths to help them identify opportunities where they will flourish; develops students' self-efficacy by working to overcome any barriers or perceived barriers to their success; supports students to explore career interests, create a career plan and feel confident to transition to the workplace or further study. Eighty-eight students have been on the programme; students reported understanding their strengths and career options better, feeling better equipped to deal with barriers, more confident in taking action and a better understanding of career options.</p> <p>(iii) <u>Advancing your Strengths Mentoring Programme</u> This programme was launched in June 2020, to support students losing opportunities due to the pandemic. WP students were matched with established professionals to build their confidence, experience and grow their network, with 1-1 mentoring. To date thirty-five WP students are on this programme, with positive feedback.</p> <p>(f) Learning from these programmes:</p> <p>(i) Students have valued open, understanding and empathic approach</p> <p>(ii) Rapport building and consistency are key</p> <p>(iii) Requirement for longer career guidance appointments</p> <p>(iv) Importance of representation in our career related activities</p> <p>(v) Students unaware of the strengths from their own journey</p> <p>(vi) Need for pastoral support and signposting to other services</p> <p>(g) PB highlighted the limitations around regional engagement, in that specific careers may not exist in the locality; Coventry and Warwickshire have been disproportionately impacted by the pandemic, so it may be useful to widen the aspect of different careers. PT pointed out that UoW students benefit from the reputation of the University. RWS also pointed out that employers realise they need to diversify their workforce, so there has been great momentum.</p> <p>(h) CH welcomed the insight from the programmes and suggested incorporating employability into the Inclusive Education Model.</p> <p>RECEIVED: The Committee noted the paper and the Chair thanked the team.</p>
046	<p>2019-20 Access and Participation Plan monitoring return</p> <p>The Committee received a paper (046-WPC250521{Protected}) from the Head of Widening Participation</p> <p>(a) As part of regulatory framework, condition A1, the University is required to submit a monitoring return for its 2019-20 access and participation plan. With changes to the OfS monitoring</p>

	<p>framework a template has been provided with the questions outlined in this report and a further excel document to outline progress against targets set out in the 2019-20 plan.</p> <p>(b) The University's targets were primarily focused towards improving access for specific groups, however following a robust review of student outcomes across the student lifecycle, the University's 2020-21 plan onwards focuses on more evidence-based and ambitious targets. Many of these historic targets do not reflect our new strategic direction. Furthermore, reporting on financial investment on access and participation plans is now incorporated in the annual financial statements (summary provided in Warwick financial statements on pages 33 and 52).</p> <p>(c) The University has made major strides forward with regards to access and participation plan work over the past few years, evident in the progress made against our targets, but equally as important the plans to push ahead with wider strategic measures to improve access and student success, including enhanced governance, policy reform, and embedding an institution-wide approach.</p> <p>(d) The contents of the return include:</p> <ul style="list-style-type: none"> (i) Ambition and Strategy: a summary of the details enclosed in the 2019-20 plan (ii) Progress against 2019-20 APP targets (iii) Impact of Covid-19 on 2019-20 plans and mitigation (iv) Forward look to 2020-21 onwards APP plans: Covid-19 impact, new commitments and variation requests <p>(e) The OfS will prepare a standard, individual impact report which brings together the information submitted in the monitoring return with information on investment included in providers' financial statements. Only information relevant to the delivery of the provisions of the 2019-20 access and participation plans will be included in the published impact report. This means that the impact reports will not include the information submitted in respect of the impact of the coronavirus pandemic on both the 2019-20 and 2020-21 access and participation plans. It will also not include the information providers submit that was required in the OfS approval letters for the 2020-21 plans. Next year's monitoring return will be more pertinent.</p> <p>(f) KS noted that planning was essential for the long term impact of the pandemic on WP intake over the next ten years.</p> <p>(g) The return has been approved, via Chair's action, by the Widening Participation Committee and subsequently approved by UEB.</p> <p>RECEIVED:</p> <p>The Committee noted the 2019-20 Access and Participation Plan monitoring return.</p>
047	<p>WP Student Advisory Group update</p> <p>The Committee received a paper from the WP Faculty Co-ordinator, Social Sciences, WP Officers, Warwick Students' Union and the Widening Participation Lifecycle Officer (047-WPC250521{Open})</p> <p>(a) The newly formed Student Advisory Group (SAG) acts as a forum where current students from a diverse range of backgrounds can support the University to enhance its WP practice and policy. This extends across the whole student lifecycle, from pre-entry through to graduation and beyond, incorporating access, transition, student success and progression.</p> <p>(b) There were 39 applications both at UG and PG level from across all years of study. All applicants scored highly for WP eligibility, with representation from 12 Departments including WMS and across all Faculties. Briefings, training and support were offered to the successful members, with a focus on collaborative working.</p> <p>(c) <u>Terms of Reference</u></p> <ul style="list-style-type: none"> (i) To bring a student perspective in order to inform and influence the strategic direction of the University's Widening Participation work

	<ul style="list-style-type: none"> (ii) To provide advice to the Widening Participation Committee on key WP themes throughout the year (iii) To advise on how student-led research can enhance the development of WP policy and practice (iv) To advocate, champion and promote provision and practice to support specific groups across the student lifecycle (v) To connect with and inform other WP working groups research and practice <p>(d) <u>Items for discussion and recommendations</u></p> <ul style="list-style-type: none"> (i) How the WP SAG will work with the WP Committee (ii) Clarification re point 3 in the Terms of Reference (iii) Positive engagement with students, briefing sessions for other committees including SSLCs, FECs. (iv) The WP SAG should engage more proactively with University policy and strategy moving forward <p>(e) GV added that it would also be useful to support staff in facilitating conversations and requested to attend a future SAG meeting and KS will meet with CE to embed the experience.</p> <p>RECEIVED:</p> <p>The Committee noted the recommendations in the paper and requested regular reports in progress.</p> <p>ACTION:</p> <p>PB to pick up the questions (d) outside of the meeting.</p>
<p>048</p>	<p>Contextual Admissions developments</p> <p>The Committee received a paper from the Head of Widening Participation, Head of Admissions and WP Evidence and Evaluation Manager (048-WPC250521{Protected})</p> <ul style="list-style-type: none"> (a) The purpose of this paper is to outline a range of proposed changes to the policy to support a more evidenced-based approach, promote greater alignment with institutional strategic priorities and provide prospective applicants with a more transparent view on how the policy may benefit them. The following main changes to policy criteria are proposed: <ul style="list-style-type: none"> (i) Decouple the two area-based measures, POLAR4 and IMD, to separate indicators and applicants that meet one of these criteria become eligible for a contextual offer; (ii) Include a new criterion for refugees and asylum seekers to underpin our work on University of Sanctuary. As with care leavers, this group would be eligible on this flag alone; (iii) Maintain eligibility flags through WP programmes; (iv) Refine our care leaver definition to include care experienced applicants where they have spent three months or more in local authority care; (v) Consider further revisions to the school-based indicators over time, in recognition of the lack of robustness of these measures, to ensure the policy remains wholly evidence-based; (vi) The efficacy of additional measures such as ACORN (A Classification of Residential Neighbourhoods) are being reviewed and explored for consideration in future cycles. (b) In addition to the changes to policy criteria, there will also be changes to the information currently presented about offer levels, including the communication and transparency of this to potential applicants and relevant stakeholders. Changes to communications (e.g. study pages and main contextual offer website), and the contextual offer system are currently being reviewed. The proposed changes to the policy would take effect from the next applicant cycle and would be included in promotional information for 2022 entry to encourage more applications from key groups that do not have the predicted grades to meet the offer level and therefore remove existing barriers to widening participation and fair access within the admissions process.

	<p>(c) AA agreed that clarity in communications was vital and maintained that school-based indicators were the most significant factor on future academic potential. TT that FSM would be assessed with KS 4/5 performance.</p> <p>(d) The proposals in this document have been reviewed and approved by the Student Recruitment Steering Group on 22 March 2021 and a summary will be sent to HODS and departmental undergraduate course selectors.</p> <p>RECEIVED:</p> <p>The Committee noted and approved the proposed changes in the report.</p>
049	<p>Developing and embedding a whole institutional approach to WP</p> <p>The Committee received a report from WP Faculty Co-ordinators, Arts, Social Sciences and SEM (049-WPC250521{Protected})</p> <p>(a) A key priority for 2020-21 was to review and consider ways of further developing a consistent and well-defined WP Departmental/Faculty co-ordination model that promotes strategic alignment. This paper outlines the progress made by academic departments and faculties with their Widening Participation (WP) practice, next steps needed to further develop an inclusive model, and suggested recommendations to embed a whole institutional approach.</p> <p>(b) The Inclusive Education Model (IEM) builds on the good practice that already exists at the University. As the IEM action plan is approved and implemented it is important to ensure work is aligned and co-ordinated with WP work across departments and faculties. Well-defined WP action plans created at departmental level would align institutional strategy and Access and Participation Plan priorities. Clarity around the roles and responsibilities of departmental staff involved in WP practice is necessary, and a recognition that this vital work is not just an 'add on' to their roles and needs resourcing accordingly. Established models of practice would be further developed at Faculty level, and engagement with WP students from across the University would grow.</p> <p>(c) <u>Recommendations</u></p> <p>(i) The establishment of a Departmental WP Access and Lifecycle action plan, to be reviewed annually.</p> <p>(ii) The development of a departmental WP Lead role descriptor.</p> <p>(iii) That some lifecycle approaches are developed and led at Faculty level. This may require some elements of funding to be transferred away from departments to the Faculty.</p> <p>(iv) Further embedding of student voices and exploration of opportunities to work collaboratively on communication and feedback.</p> <p>(d) Discussion ensued across the group; LF suggested WP was one strand of the IEM and needed joining together for impact; GV agreed that IEM and WP were not separate entities and should be integrated, in particular the proposal for separate IE and WP roles in departments; KS supported the proposal of one model offering an opportunity to explore inclusion, not just WP, to form a wider strategic approach; AA indicated that this should be applicable to Professional Services as well as Faculties.</p> <p>RECEIVED:</p> <p>The Committee noted the report.</p> <p>ACTION:</p> <p>GV and the WPCs to discuss further outside of the meeting.</p>
050	<p>Additional Student Hardship</p> <p>The Committee received an update from the Student Funding Manager (050-WPC250521{Public})</p>

	<p>(a) As part of the government's response to the Covid-19 pandemic additional funding for student hardship was distributed to higher education providers in the 2020-21 financial year.</p> <p>(b) The University opted to use the money received in the first two tranches of hardship support (£178,496) to support those 350 undergraduate students who had already been identified through the existing Warwick Bursary Scheme to be from a widening participation background and with a household income (as assessed by the Student Loans Company) of £35,000 or less. In addition, these students were typically more vulnerable in that they met at least one of the following criteria:</p> <ul style="list-style-type: none"> (i) They were a care leaver or from a Foyer background (ii) They were a mature student aged 21 or over at the start of their undergraduate course (iii) They were in receipt of the Parents Learning Allowance, Childcare Grant or Adult Dependents Grant from the UK Government as part of their student support package (iv) They were classed as an independent student for student support purposes (v) They were in receipt of Disabled Students' Allowance, Personal Independence Payment (PIP) or Disability Living Allowance (DLA) <p>(c) All 350 students who met the above criteria were awarded £500. Of these, 8 students were from a care or Foyer background and were also awarded an additional £1,750. This money was awarded and paid to these 350 students in advance of the 31st March deadline. It was awarded to support them with the cost of IT equipment to enable them to engage with online teaching and learning activity, as well as to help cover their essential living costs such as rent, food, and travel as the University was aware that they were likely to be struggling to meet these costs in the current pandemic given their low-income backgrounds and potentially vulnerable characteristics.</p> <p>RECEIVED:</p> <p>The Committee noted the contents of the report.</p>
For receipt and/or approval, without discussion	
051	<p>Inclusive Education Model</p> <p>The Committee received a paper for approval without discussion from the Deputy Pro-Vice Chancellor (Education), Dean of Students and Director of Social Inclusion (051-WPC250521{Protected}).</p>
Other	
052	<p>Any other business</p> <p>KS informed the group that the social mobility data monitoring, agree at the Social Inclusion Committee, would be discussed at a future meeting.</p> <p>There was no other business.</p>
<p>Close by 11.30</p> <p>Next meeting: 29 June 2021, 9.30-11.30</p> <p>Microsoft Teams</p>	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
[250521]			
048	<u>Contextual Admission Developments</u> The Committee approved the proposed changes	-	
[250521]			
047	<u>WP Student Advisory Group</u> PB to meet with the group to discuss recommendations	PB	
049	<u>Developing and embedding a whole institutional approach to WP</u> GV and the WPFCs to discuss further outside of the meeting.	GV	