1. Introduction

As the first research-led University to give priority to widening participation and lifelong learning, accessibility is core to Warwick’s values and strategy (http://www2.warwick.ac.uk/insite/strategy). Our strategy, ‘Working Together to Realise Academic Potential’ (2013) strengthens this commitment further by setting out an institution-wide, life course, approach to progression engaging its central Outreach Team, all academic departments, Centre for Lifelong Learning, Warwick Volunteers, Warwick Arts Centre and the Students’ Union.

The University’s priority is firmly to improve access measures and widening participation outcomes, with a mission to attract and encourage the most talented potential applicants, whatever their background. We are firmly committed to investing in growing the applicant pool, through measures we outline below. The University proposes to make minor changes and updates to its 2014/15 access agreement, building on some of the recommendations from the National Strategy for Access and Student Success (April 2014). The main changes to note relate to our Student Financial support arrangements. The University will use the 2014/15 academic year to keep abreast of any changes to the policy and funding environment, whilst building its own evidence-base, to inform any further rebalancing of access agreement expenditure.

This Access Agreement outlines how we will maintain our focus on fair access and widening participation in the context of the changing higher education landscape.

Our common purpose is to enhance social diversity and participation in higher education by:

- Pioneering programmes that are relevant to, and support individual learners, teachers, learning providers and employers to overcome barriers to achievement and enable progression at all levels to ensure that individuals reach their academic potential;
- Providing all learners with an exceptional experience at Warwick that is founded in the highest standards of teaching, learning and supporting infrastructure and through processes and practices which allow for needs-based differentiation where appropriate;
- Working collaboratively to develop access routes into Warwick and into employment that are based on informed practices and scholarly research;
- Engaging with, and continuing to serve, our local communities to ensure that they, and our students, benefit from the University’s presence and facilities in the region;
- Creating new dialogues that inform a wide variety of local, national and global publics of the economic and social value of increasing the diversity of those who participate in higher education;
• Evolving and contributing to the national widening participation and access policy discourse.

As we outline, this Strategy is contributing to:

• *Enhancing investment through our outreach activities in longer-term, sustainable collaborations based on life cycle approaches.* In addition to our continuing commitment to Realising Opportunities and Pathways to Law, we will take a progression approach that supports pupils through different key stages and provides subject engagement and support, teacher CPD and parent and pupil IAG at each stage as evidenced in our partnership with the Royal Society of Arts Academy Schools, our recent success in the Royal Society of Chemistry ‘Chemistry for All’ national programme and our redesigned UniTracks programme. Our International Gateway for Gifted Youth (IGGY) provides free access to its resources for eligible students from low participation neighbourhoods and local schools. Warwick Manufacturing Group has established the Undergraduate Applied Engineering Programme (AEP) and provides one example of Warwick’s commitment to industry collaboration (See: [http://www2.warwick.ac.uk/newsandevents/pressreleases/wmg_to_host/](http://www2.warwick.ac.uk/newsandevents/pressreleases/wmg_to_host/)). New gateway programmes are being designed by Warwick Business School and the Centre for Lifelong Learning to support progression both from school and mature student access.

• *Supporting investment in more rigorous evaluation of activities with a longer term view of ensuring the transfer of research-informed best practice across all activities.* We intend to develop exemplars of best practice that map a life course approach to outcomes for learners. This includes drawing on tracking software through our recent subscription to the Higher Education Access Tracker (HEAT) database as well as developing qualitative evaluative data through the Centre for Educational Development, Appraisal and Research (CEDAR) at the University of Warwick. As we develop our infrastructure for research and evaluation, we will explore the potential of greater data linkage to national and international data sets in order that our approach has broad applicability for research and practice.

• *Strengthening local and regional engagement through innovative projects directed at supporting the most vulnerable learners.* For example, the University of Warwick Science Park Trust has provided funding of £450k to support widening participation and, together with £60k of HEIF funding, this provides over £500k of investment in STEM support in Coventry and Warwickshire.

• *Mainstreaming access through further embedding of widening participation in institutional governance structures.* All academic departments at the University of Warwick have named widening participation representatives. Reports on widening participation are received by the University Council and Steering Committee. In addition, widening participation is a standing item on the Equality and Diversity Committee and the new Widening Participation Strategic Steering Committee forms part of the governance of teaching and learning.

• *Increased attention to retention, student experience including monitoring and supporting access to the professions.* Alongside data collected by our Strategic Planning and Analytics team, research into student experience is being conducted by the Institute for Advanced Teaching and Learning (IATL). Our success in the recent HEFCE Postgraduate Support Scheme is further evidence of our commitment to a lifecourse approach that takes account of outcomes and employability.
University of Warwick
Access Agreement 2015

- **Enhancing professionalism in outreach and widening participation.** Widening participation now forms part of our training of all probationary academic staff through our Postgraduate Certificate in Academic and Professional Practice (PCAPP) and a termly ‘Widening Participation Forum’ has been created to support the transfer of best practice.

2. **Fee Levels for 2015 entry**

The University will charge all Home/EU full-time PGCE and undergraduate students, (including MBChB) £9,000 for the 2015/16 academic year with the exception of students on 2+2 programmes whose fees will be £6750 and foundation degree and part-time students whose fees will be £6,000. The University’s planned Home/EU full-time undergraduate intake for the 2015/16 academic year is 3,277 students of whom 80 are likely to be 2+2 students.

Students who enter the University in 2015-16 and undertake an Erasmus year as part of their programme will be charged a fee of £1,350 during their period of study away from the University. Students who enter the University in 2015-16 and undertake a work placement or exchange programme as part of their course will be charged a maximum fee of £1,800 for the period they are away from the University. These fees apply for all courses that incorporate an intercalated/mandatory year out as part of the course.

Fees for accredited part-time courses run through the Centre for Lifelong Learning will be no more than £6,000 for the 2015/16 academic year pro rata to the number of modules and the relevant CATS points for the individual student’s course of study. Undergraduate part-time students can study up to and including a maximum of 75% FTE in any one year.

A proportion, in line with our general Access Agreement commitments, of any income from part-time students above the basic level outlined above will be committed to outreach and access measures for part-time students. The financial support on offer to part-time students is outlined in section 6 below. Fees for all full-time and part-time Home/EU undergraduate students and PGCE students will rise in subsequent years of a student’s course in line with any permitted inflationary uplift as determined by the UK Government on an annual basis.

3. **Additional Access expenditure: A student lifecycle approach**

Warwick’s strategy takes account of all stages of a learner’s engagement with the University from pre-recruitment through to retention and student experience and on to post-graduate study and employment. In Annex 1 we provide examples of how this is shaping practice in outreach provision, through for example the Warwick-RSA Partnership, as well as how it is influencing the support and retention of students once they have entered Warwick. In this latter respect, we have ensured that the mainstreaming of diversity, through for example including ‘Widening Participation’ as a standing item on the agenda of our Equality and Diversity Committee, will meet the needs of diverse groups of students and hence ensure we deliver an optimum student experience.

In its 2012/13 Access Agreement the University committed to an investment of £1.05m to support its widening participation aspirations. Being mindful of the need to invest additional resource in our access and outreach programmes we will increase our level of investment to £1.65 million by 2014 and to £1.9 million by 2016. We will seek to target this funding on programmes which address: the need to continue and further enhance our existing
collaborative activity; the sector-wide widening participation agenda; and the need to ensure that the University is able to achieve its own ambitious access targets.

In 2011, the University conducted an analysis of its performance against three key access benchmarks with a comparator group comprising the ten most highly selective UK universities in terms of the grade point average of applicants (Warwick has the 9\textsuperscript{th} highest average GPA). Within this comparator group Warwick has the highest proportion of state school educated students, the second highest proportion of students from the lowest socio-economic groups and the third highest proportion of students from low participation neighbourhoods. We believe that this demonstrates that the University’s access performance is strong in the context of its position as one of the most academically selective institutions in the country.

Benchmarking our absolute performance against the sector as a whole placed Warwick below the third quartile for the proportions of these three target groups. This informed the University’s aim to improve its performance in the sector so that intake levels of the most under-represented student groups were comparable with the levels of those institutions who were in the third quartile.

The University currently meets its retention benchmarks and hence investments targeted to improve retention are limited to the financial support arrangements described in section 7 below. The University will continue to focus its efforts on the more challenging targets to increase student intakes from state schools, from lower socio-economic backgrounds, from low participation neighbourhoods, and mature entrants.

Since the University reinforced its commitment to focus on these groups in its 2012/13 Access Agreement, analysis of application, offer making and enrolment numbers for these groups has indicated that success ratios are comparable to those of the general student population at the University, and therefore that increasing application numbers from these groups is the key to meeting our OFFA access targets. Hence significant expenditure will be focussed on outreach activity. One of the key aims of the refreshed strategy will be to work in partnership with schools and colleges across a range of outreach activities to ensure that they are tailored to encourage and inspire those students with the potential to succeed within Higher Education from an early age.

The importance of the Centre for Lifelong Learning in the University’s range of outreach activity is reflected in the proposed lower fees for our 2+2, part-time and Foundation Degree programmes which make a significant contribution to increasing the number of mature entrants, particularly those from lower socio-economic groups.

4. Additional Access and Retention Measures countable by OFFA

The full range outreach activities undertaken by the University is outlined in Annex 1.

Long term outreach

The University already works closely with local partners on outreach programmes. Local outreach work is being enhanced through the continuation of a sustained programme for groups of learners from schools in low participation areas who will receive detailed and focused information, advice, guidance and academic support in order to enable them to maximise their chances of gaining entry to the most competitive institutions. A schools and colleges engagement framework is under development which will underpin an integrated approach to redefining and building effective partnerships. These approaches are being developed to improve Warwick’s presence in local, regional and national schools and colleges. The local model has been redeveloped to be more targeted to need, based on
socio-economic and attainment data, dovetailing with local School Improvement Strategies. Thirty schools in the sub-region have been identified in this new partnership model.

The University has successfully been awarded a contract from the Royal Society of Chemistry National Widening Participation programme 'Chemistry for All'. The project is five years in duration and builds on the heart of the WP strategy for sustained and collaborative interventions and will contribute to positioning Warwick as an innovator and leading in this field. The programme of interventions will start from September 2014 and will run for five years through the school year ending in 2019. One cohort of students will be followed over the five year period of the project. A second cohort will be started in September 2015. The intervention activities will present chemistry in a way that allows students from low participation backgrounds to make informed choices. Alongside this activity programme, a five year longitudinal research study will be commissioned separately, with the aim of providing evidence on the impact of chemistry interventions on students from low participation backgrounds.

The University is also building on the success of existing teaching fellow appointments in the physical sciences and mathematics, whose remit is to work within academic departments to develop subject specific outreach activities with schools, by using this model to support outreach in other academic areas. To date, the departments of Computer Science, Theatre Studies, Modern Languages, Law, English and Politics have also funded Teacher Fellow posts (some part-time), providing a dedicated subject specialist whose role is to develop networks of subject teachers and heads from schools who can contribute to the University’s understanding of the needs for students of those particular subjects. As noted above and further outlined in Annex 1 all academic departments have a named Widening Participation officer whose role is to promote, develop and support activities to enhance participation rates of under-represented groups.

The University’s International Gateway for Gifted and Talented Youth (IGGY) offers free membership and access to its resources for eligible students from low participation neighbourhoods helping to raise their aspirations through on-line resources and networking events.

Further funding from the University Science Park Trust is being committed to a programme of activities to raise aspirations and widen participation in STEM areas with school children and apprentices in the Coventry and Warwickshire area.

The University has reviewed delivery models for its courses to ensure that its provision meets the needs of a diverse cohort of students. We are continuing to build on our successful 2+2 programmes, delivered in partnership with local colleges, seeking to extend the range of courses that we offer through this route. Warwick Manufacturing Group (WMG) has agreed a new part-time programme of study enabling employees of Jaguar Land Rover to follow degree level study. In addition, WMG is opening a University Technical College in September 2014, providing education for 14-19 year olds through an applied, problem-solving based curriculum.

Warwick Business School is aiming to launch a Year 0 ‘front end’ to its existing 3-year degrees in Accounting and Finance or Management in 2015/16 for students from disadvantaged areas who might otherwise miss out on studying these subjects at university. Application for a place on one or other of our proposed BSc (with Foundation Year) degrees will be via UCAS. Additional admissions criteria will be specified to target the programme at WP applicants. Whilst applications will be welcome from all regions of the UK, it is hoped that the programme will be of particular interest to ‘local’ WP pupils who can feasibly commute to Warwick on a daily basis, but who nonetheless will be encouraged to live on campus in order to benefit from all that Warwick has to offer its full-time students. An initial cohort of 20-25 students is envisaged. Decisions on the minimum entrance requirements for
Year 0 in terms of grades and subject mix are still to be confirmed. Where possible, we will endeavour to work with schools to identify pupils who might benefit most from participating in the programme.

The University is keen to explore the ways in which contextual data can be used to inform and support its access and widening participation aims, and has appointed a member of staff to conduct research in this area. Initial work is focusing on the ways in which contextual data can be used to support the targeting of outreach activity, the impact of contextual data on the admissions process, and the tracking of students with whom we have worked through our outreach events. The University ran 3 pilots during the 2013-14 admissions cycle to examine the impact of the use of contextual data at the point of admissions and has committed to maintaining these in 2014/15 with a view to producing a contextual data policy.

The University has a strong record of retention of students from all backgrounds and hence will be focusing its resources on measures to promote access and widening participation in the first instance, but contextual data will be included in subsequent monitoring of retention and student performance and action will be taken to improve retention in future access agreements should issues be identified.

The programme of activity proposed in Annex 1 has been informed by a number of sources. Locally focussed in-school activity is evaluated to measure attitudinal shifts, and the University liaises regularly with local teachers to monitor the subsequent effects of activity in the classroom. In addition, the University has been working with Coventry and Warwickshire Local Authorities to monitor progression rates from both areas to the institution in order to measure whether the package of support collaboratively offered by the Authorities and the University is effective (for the past three years, application rates from both regions have been increasing).

The University also makes use of national research to inform its programme of activity, for example drawing on HEFCE research into the effectiveness of Summer Schools to increase its provision such events, and is engaging in ongoing research into newer initiatives such as the Realising Opportunities scheme so that we can better understand their effectiveness in the context of the new fees structure.

For 2012 entrants, the University added a series of questions to its compulsory enrolment process asking students to confirm whether they had engaged with any of the University's outreach initiatives previously (including both those run by the institution and those run by others as part of a collaborative programme). The data collected in 2012 enabled the establishment of a baseline, and the institution expects to see steady increases on this baseline as more cohorts of £9,000 pa fee payers enter University. This data will also help to identify which of the initiatives are the most effective. As progressive cohorts of students work through the school system, we are evaluating outreach events through surveys and liaising closely with colleagues in schools and colleges to ensure that our offer remains relevant and effective. Feedback is encouraging, and the increase in engagement from local schools and colleges signals that our work is adding value.

**Embedding a student lifecycle approach**

The University's widening participation drivers are firmly orientated towards improving access measures, however our strategy encompasses a lifecycle approach which also focuses on excellence and progression. To this end we are exploring how best to promote progression to postgraduate study for students from disadvantaged backgrounds.

**Progress to employment or postgraduate study**

The University is part of a consortium of six HEIs (including Sheffield, Leeds, Manchester, Newcastle and York) who were recently successful in securing £2.9M funding from the
HEFCE Postgraduate Support Scheme (PSS) ‘Widening Access to Postgraduate Study and the Progressions’. The project, which runs until August 2015, aims to improve take-up of postgraduate programmes, particularly among under-represented groups and with a focus on higher level skills and access to the professions. The overarching aim is to develop an evidence-based understanding of the barriers to postgraduate study, which groups are under-represented in postgraduate study and why. The consortium will pilot new financial support packages, academic programmes and targeted interventions relating to information, advice and guidance (IAG) aimed at removing identified barriers for students from under-represented or disadvantaged backgrounds. This is a strategically important project for the University to better understand the complexities around progression to postgraduate level study for under-represented groups, it is anticipated that the project will inform the new PGT HEFCE funding from 2015/16. Academic departments also use proportions of the Student Opportunity Fund allocation to enhance progression outcomes to employment or postgraduate study.

Collaborative activity

The University recognises the value of effective collaboration as a contributor to its own institutional targets but also to the national widening participation agenda. Measuring this wider collective impact is a key priority as the University intends to articulate this significant investment as part of its evidence-based expenditure. This element of our strategy is founded on high-quality effective partnerships with other HE institutions, schools and colleges and other national providers.

The Warwick University/ RSA Partnership

In October 2013, we launched the Warwick-Royal Society of Arts (RSA) Partnership to provide long term support to RSA Academies from Year 7 through to Year 13. The RSA Family of Academies currently comprises four schools: Whitley Academy in Coventry; the RSA Academy in Tipton; Arrow Vale RSA and Ipsley CE RSA Academy both in Redditch. All schools serve communities with above average levels of deprivation which ensures that activity is targeted to our WP target population. The programme has a core focus on enhancing progression through a progression framework, working intensively across all year groups, to raise aspirations, increase awareness of university options and improve attainment. This long-term outreach approach enables robust evaluation to be built in which contributes to a stronger evidence base and provides the opportunity to create a test-bed for innovative curriculum enhancement activity. The partnership is a two-way engagement where staff are encouraged to share expertise and good practice.

Realising Opportunities

The University of Warwick is a member of Realising Opportunities (RO), a unique collaborative partnership of research intensive universities developing and delivering a national fair access scheme which promotes social and geographic mobility for students from under-represented groups. Realising Opportunities has a robust evaluation framework which incorporates contextual data, student aspirations and the tracking of students through UCAS.

The award-winning Realising Opportunities programme, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research intensive university. These interventions are offered locally and nationally and include a National Student Conference, ongoing support and encouragement from a trained student E-mentor and an academic assessment element.
Successful completion of RO will result in additional consideration given to applications through UCAS from all Partner universities, and the potential for an alternative offer worth up to 40 UCAS points or equivalent from many. Each of the participating institutions has committed future funds to the central operating budget to ensure the on-going delivery and development of RO to 2017. For 2015 – 2016 this will be a maximum of £37,513.24 per Partner.

RO’s independent evaluators, the Institute for Effective Education, commented in December 2013 “partnership working and collaboration have been central to the programme since it was first introduced and it is this that makes it different from many other widening participation projects”.

**Provision for mature and part-time students**

The Centre for Lifelong Learning offers a range of accessible and flexible undergraduate and postgraduate programmes and makes a significant contribution to recruiting and supporting Warwick’s mature and part-time student population. Many students have few or no formal qualifications on entry and share demographic characteristics that are consistent with the criteria outlined in this Access Agreement and the University’s WP Strategy. Students often combine study whilst caring for children or other family members and/or working. The Centre provides support, advice and guidance to Warwick departments on mature and part time students and it operates through partnerships with FE Colleges.

In response to evidence of challenges in part time and mature student access to higher education, the University via CLL has sought to develop its programme offer, to strengthen advice and guidance pre entry and to enhance the student experience to support both progression and success. CLL offers a ‘Gateway to Higher Education’ programme that prepares students for HE study and offers guaranteed entry to the part time Social Studies programme. Other activities include: extension of the 2+2 Social Studies intake; a planned revision of the part time degree programme; investment in posts to support mature learners and outreach, including a Student Experience Manager and a Community Engagement Officer; and enhanced communication and financial advice to outline the funding opportunities available.

**5. Targets and Milestones**

The University does not intend to revise any of its targets for 2015/16 as it views them as suitably ambitious and stretching. However we will continue to monitor them periodically to ensure that emphasis is placed on progress and on developing a longitudinal evidence base. As the strategic student lifecycle approach is embedded, future targets and investment will be refocused where appropriate.

In terms of the absolute number targets set out by the University in 2012-13, the University has seen significant signs of improvement in 2013/14 from state schools entrants and students from low-socio-economic groups, however the University recognises that it has not achieved the numbers originally planned in all targets. The targets were challenging and the University is maintaining those targets for future years as a demonstration of its commitment to widening participation.
The University's targets remain as:

1. Raise the number of full-time young entrants to the university from state schools from the 09/10 level of 1,880 to 2,040 by 2020;
2. Raise the number of full-time young entrants to the university from the lowest socio-economic groups from 400 in 2009 to 530 by 2020;
3. Raise the number of full-time young entrants to the university from low participation neighbourhoods from 140 in 2009 to 170 by 2020.
4. In addition, the University is seeking to increase the number of mature UK learners registered on full-time and part-time programmes from 450 to 600 by 2020.
5. Maintain the current level of recruitment of male primary trainee teachers and then increase the number recruited from 31 to 42 by 2015 (an increase from 18% of the entry cohort to 25%).

The University is ensuring that the loss of Aimhigher funding does not have a negative impact on local students’ access to outreach activity and, together with local partners, exceeded the target number of secondary schools and colleges in Coventry and Warwickshire engaged with during the transitional year of 2011/12. The University is currently working with 37 schools in the Coventry and Warwickshire areas. We will increase the number of schools that we work with to 40 by 2016/17.

The University also recognises the importance of targeting activity at younger children and will deliver specific Higher Education focussed activity to children from 10 local primary schools in 2012/13 and increase this to 16 by 2016/17. Nationally, we would like to maintain delivery of activity to learners in the 113 schools and colleges we already work with and will increase this number to 150 schools by 2016/17.

The University will work collaboratively with Queen Mary, University of London to jointly deliver a Summer School to 30 participants each year up to 2016/17, beginning with a medicine focused event in 2013 and basing activity for 2014/15 on the outcomes of the evaluation of this event.

As a member of the Realising Opportunities partnership, we contribute to and support RO’s aim that 36% of the students starting the RO programme in Year 12 in 2013 will progress to a Russell Group or Research Intensive University in 2015, and that 38% of students starting RO in Year 12 in 2014 will progress to a Russell Group or Research Intensive University in 2016.

6. Financial Support For students

The University is committed to spending £9.3m on outreach activities and financial support to students to support our widening participation strategy for 2015-16. This can be broken down into:

- £5.6m on financial support to students under prior Access Agreements
- £1.8m on financial support to students entering the University in 2015-16
- £1.9m funding for outreach and student success activities

The University is seeking to ensure that, wherever possible, financial barriers to taking up the opportunity to study at Warwick are overcome by offering a package of financial support to our students at the point of entry and throughout their academic careers.

Students who are already studying at the University are entitled to the support package in place during their year of entry for the remainder of their course and are subject to the
entitlement criteria relevant to that support package. Full details of our existing support packages for full-time Undergraduate students are available on our website at http://www2.warwick.ac.uk/services/academicoffice/funding/undergraduate/.

Analysis of Financial Support offered to students under previous Access Agreements

The following table shows our analysis of full-time entrants receiving financial support in previous academic years and how they contribute to our OFFA targets:

<table>
<thead>
<tr>
<th>Target</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake population</td>
<td>2906</td>
<td>2886</td>
<td>2505</td>
<td>3151</td>
</tr>
<tr>
<td>Number of Award Holders</td>
<td>728</td>
<td>821</td>
<td>799</td>
<td>973</td>
</tr>
<tr>
<td>Income less than £25k</td>
<td>506</td>
<td>572</td>
<td>521</td>
<td>658</td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>70%</td>
<td>70%</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>Students in QPE1</td>
<td>61</td>
<td>74</td>
<td>77</td>
<td>73</td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>8%</td>
<td>9%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>State School Students</td>
<td>602</td>
<td>606</td>
<td>689</td>
<td>825</td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>83%</td>
<td>74%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Low SEC students</td>
<td>179</td>
<td>214</td>
<td>217</td>
<td>253</td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>25%</td>
<td>26%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Mature students</td>
<td>84</td>
<td>87</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>As a % of those getting support</td>
<td>0%</td>
<td>10%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Level of support to &lt;£25k</td>
<td>1500</td>
<td>1500</td>
<td>4500</td>
<td>4500</td>
</tr>
</tbody>
</table>

The table shows that the University is increasingly directing financial support at those most in need and those targeted under our Access Agreement. During 2012/13 the University has made some notable progress (in percentage terms) towards its targets under its Access Agreement and this is reflected in increasing proportions of students receiving financial support. Analysis of our 13/14 population to date continues that trend. The University begins the process of approving financial support for incoming students during the application cycle so that each year, students are aware of the support they will receive if they are successful in taking up their place at Warwick well in advance of starting their University career. The University guarantees support to all students who meet the eligibility criteria to ensure that no student is deterred from taking up their place at University due to a lack of appropriate financial support.

Support for students entering the University in 2015/16

The University will offer a broad package of financial support for students entering the University in 2015-16 to support its strategy for improving access and widening participation. The support will encompass a bursary package for students targeted at those on the lowest incomes and students from our most vulnerable groups. The package will be guaranteed to all students who meet the relevant criteria and will be offered for each year of their course. Fee waivers will be offered to part-time students who are in receipt of means tested benefits.
In addition the University will provide a hardship fund to ensure that students in receipt of financial support from the University are able to succeed at their studies. This support will be provided in line with previous HEFCE guidance under the Access to Learning Fund and will augment any support via HEFCE funding for 2015-16. To support our employability aims the University will offer additional funding to students undertaking work placements or unpaid internships during their course of study.

**Warwick Bursaries**

A bursary will be available for each year of a student’s course in which the student meets the eligibility criteria. Warwick Bursaries will be paid in full for intercalated years or during mandatory periods of study away from the University where a student meets the eligibility criteria in that period.

The criteria for receiving a **Warwick Bursary** from the University for 2015/16 entry are as follows:

- You must be a full-time Home/EU student for fee purposes
- You must be studying for your first undergraduate degree
- You must be starting at the University for the first time in the 2015/16 academic year
- You must be in receipt of a tuition fee loan and maintenance grant support from the UK Government for the relevant academic year
- You must have a family income below £35,001 (as determined by the Student Loans Company (SLC) for student support)
- You must have completed sixth form education in England within the state school sector or at a Further Education College
- You must not be entitled to any other statutory support in the form of either a grant or fee waiver for your course

The Warwick Bursary will offer support up to a maximum of £3,000pa for each year of a student's course on a sliding scale determined by family income as follows:

- £2,000pa for family incomes less than or equal to £16,000
- £1,500pa for family incomes greater than £16,000 and less than or equal to £25,000
- £1,000pa for family incomes greater than £25,000 and less than or equal to £35,000

To ensure that the maximum bursaries are targeted at those most in need, the University will pay additional support of £1,000pa to students who meet one or more of the following criteria:

- Students who are Care Leavers or who are from a Foyer background
- Mature students aged 21 or over at the start of their undergraduate course in 2015-16
- Students in receipt of Special Support Grant, Childcare Grant or Adult Dependents Grant from the UK Government as part of their student support package
- Students classed as independent students for student support purposes

Additional support will be offered to students going abroad under the Erasmus Programme (whose family incomes are less than or equal to £25,000) to cover the amount of fees charged for that Erasmus year (£1,350 for 15/16).
Students whose family income is reassessed during the 2015/16 academic year and who no longer meet the criteria of the award will not receive any further payments during that academic year. Amounts already paid to the student prior to the date of the reassessment will not be reclaimed. Students who become eligible for the Warwick Bursary during the 2015/16 academic year will be entitled to the full award. Any instalments due prior to their entitlement being determined will be paid as an initial payment during the term in which the student is first entitled to the award. Subsequent termly payments will then be made as normal during the academic year.

No further eligibility criteria will be applied beyond securing and retaining a place at the University. Bursary support will be paid directly to students via BACS on a termly basis by the Student Loans Company (SLC) on behalf of the University. Students will not need to apply for the bursary. Entitlement for the bursary will be determined as part of the student’s application to the SLC for a tuition fee loan and student maintenance support from the UK Government. Students and their parents will need to agree to data sharing as part of that application process in order that their entitlement to the Warwick Bursary can be assessed.

In excess of 85% of the support offered by the University to new entrants in the 2015/16 academic year is targeted at students with a residual family income of less than £25,001. Our analysis of entrants also shows that there are a significant number of students from the lowest socio economic classes whose family income falls between £25,001 and £35,000, and that is why we have targeted a proportion of bursary support at this group.

Students who have taken part in Outreach Activities and Programmes at the University of Warwick prior to starting their Undergraduate Course at Warwick will also receive additional support.

Students who have taken part in Outreach Activities and Programmes at the University of Warwick prior to starting their Undergraduate Course at Warwick will be eligible to apply for additional support through our Benefactors Scholarships. These awards offer and additional £2,000 per annum for each year of a student’s course and would be in addition to the standard Warwick Bursary. These awards are limited in number and are supported by charitable donations, primarily from Warwick graduates. The awards will prioritise support towards students from low income backgrounds or areas of low participation in UK Higher Education.

**Support for part-time students**

The University will continue to offer support in the form of fee waivers to part-time Home/EU undergraduate students who meet the criteria set out below for each year of their course of study. A maximum fee waiver of £3,000, pro rata to the number of modules and the relevant CATS points for the individual student’s course of study, per annum will be payable to part-time Home/EU students starting their course in the 2015/16 academic year who:

- Are studying for their first undergraduate degree;
- Are in receipt of a tuition fee loan from the UK Government for the relevant academic year;
- Are in receipt, or whose partner, spouse or civil partner, is in receipt of means tested benefits from the UK Government (a full list of the relevant benefits will be available on the University’s website and will be updated each year in line with changes in UK Government benefit arrangements);
- Are not entitled to any other statutory fee support in the form of either a grant or fee waiver for their course.
Additional support for undertaking work placements and unpaid internships

In recognition of the importance of employability the University is giving additional funding up to the value of £1,000 to recipients of Warwick Bursaries undertaking any form of unpaid internship or work placement during their course of study. The funding is paid pro rata for the number of weeks of the placement and is aimed to cover the costs associated with travelling to and from the work place and any additional accommodation costs that may be incurred as a result. Funding will vary from student to student depending on the nature of the placement/internship undertaken.

7. Provision of Information to prospective and existing students

The provision of clear and accessible information, advice and guidance (IAG) is a key component of the University's approach to outreach. The University will ensure that information regarding fee levels and funding is available to applicants at the earliest stage possible. We intend that fee levels will be printed in our prospectus, in our online prospective applicant web pages and in offer letters. Additionally, course fee information will be available via UCAS course search and this information will be highlighted in workshops and open days.

IAG on student funding provision, including statutory support and support offered directly by the University, will be available on the University website, at University open days, departmental open days and other recruitment events, including those intended for students from under-represented groups such as part-time and mature students. IAG on a one to one basis will be offered by telephone, email and an online enquiry service.

Two dedicated posts within our student funding team now provide a source of IAG and financial outreach to local schools, colleges and interested groups. The primary purpose of the posts is to provide information, advice and guidance on fees and funding and access to Higher Education. In order to do this in an interactive and engaging way, workshops have been developed to help students understand University as both a personal and financial investment.

Workshops have been delivered to students at local state secondary schools in Years 9, 11 and Post 16 in line with our schools targeting model. Our aim in targeting these year groups was to support the decision making process students undertake at significant points in their school careers, so that they can make informed choices when accessing Higher Education.

A database has been created to help target local WP schools using selection criteria such as school post code, OFSTED results, and pupil premium /free school meal data. This database will dovetail with the HEAT service outlined below for targeting and analysis purposes and be able to track the number of fees/funding IAG interactions at each school.

The University aims to expand the support it has located in the student funding team in order to provide individual assistance to prospective and current students, their families and supporters. The student funding team will also develop a resources section of the student funding website. These resources will be for teachers to use and download IAG materials creating ongoing relationships and support for schools and colleges we are engaging with and to encourage engagement from others. The aim of the website will be to advertise the full range of services available to schools across all outreach activities and to foster the ongoing relationship that we want to build with schools year on year over the age ranges from 9 to 16. We will also develop the existing online budgeting calculator extending its use to a budgeting App. Prospective and existing students will
be able to use the App to help them budget better. The funding outreach team will also use both the calculator and budget App as teaching resources in schools outreach work to help students think about money management as a lifelong skill.

IAG relating both to nationally available financial support, and to Warwick’s fees and support is embedded in many outreach activities, and we will develop a series of case studies to help prospective students to establish the level of financial aid they are likely to receive.

To ensure that all prospective students understand the new funding system and see the benefits rather than the headline figures, leaflets and web pages have been designed specifically for 2+2 and Part-time students. The leaflets have been distributed via student ambassadors and at recruitment events, and sent to all enquirers. One of the main anxieties for these students in the first few months is finance and particularly the outlay for study costs around the start of their course. To address this concern the funding outreach team are planning to work with partner colleges to run workshops around the costs of university and help encourage students apply for the finance early in order to help with longer term budgeting whilst at University.

A dedicated widening participation website has been developed and populated with the details of aspiration and attainment raising events. The website, including distinctive age-focussed IAG pages, has received twice as many hits in its first year as the previous online provision, and was awarded the 2013 Higher Education and Liaison Officers’ Association (HELOA) Innovation and Best Practice Award. Networks of contacts to replace those maintained through Aimhigher have been established, most notably through the Higher Education and Training Progression Partnership for which the University is the lead institution. A key aim for 2015-16 will be to add finance and funding information to this website for potential students, teachers and advisors. We have also developed specific parent/carer IAG facts sheets around student finance and applying to University to be used at schools parent/carer evenings.

The University is committed to providing timely information to UCAS and SLC to facilitate fully informed applications from students.

8. Equality and Diversity

The University is proud of its diverse community of staff, students and visitors, and is committed to maintaining its excellent record in teaching and research by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity. The University has been operating a Single Equality Scheme since 2008 which ensures compliance with Equality Objectives and with any of the University’s equality and diversity initiatives.

9. Consultation with Students

The student body has been represented on the University’s Widening Participation Strategy Steering Group by the Students’ Union President (whose remit includes Widening Participation). The group, chaired by the Pro-Vice Chancellor for Education (Teaching and Learning) meets regularly to develop a Widening Participation strategy that is robust, effective and takes into account the views of all stakeholders including the student body.
The Students’ Union President is a member of Senate Steering Committee at which access and widening participation matters are regularly discussed and which formally approves the Access Agreement annually as well as being a member of the Widening Participation Strategy Steering Committee which oversees the development of strategic initiatives.

The Students’ Union have been consulted specifically on the changes to the financial support package encompassed within our 2015/16 Access Agreement and are generally supportive of the University’s offering for 2015/16 entrants. Meetings were held with the Students’ Union Officers and the Students’ Union Advice and Welfare representatives to outline the University’s proposals for financial support for new entrants and gain their support for the changes. The changes made reflect the preferred choice of support for our student population. We will continue to work with the Students’ Union between now and 2015-16 to ensure that the mechanisms for delivering the support on offer are in the best interests of students. Dialogue and discussion with the Students’ Union will also extend towards considering the use of contextual data to inform applicant decision making.

### 10. Monitoring and Evaluation

The University’s Access Agreement, along with supporting strategies and policies, will be reviewed regularly and at least on an annual basis by the Senate Steering Committee, prior to consideration by the Senate and the Council. At an operational level, the delivery of the University’s widening participation activity and progress towards the specific milestones included in the Access Agreement will be monitored by the Director of Student Recruitment and Admissions and the Centre for Lifelong Learning in conjunction with the relevant Pro-Vice Chancellor. Extensive review of admissions, in-take and retention data is integrated within the University’s quality assurance and equal opportunities frameworks.

#### Developing and strengthening the evidence base

The University continues to strengthen its evidence base on access and student success measures. The University will use the evidence gathered from a range of sources to inform future alignment of additional fee income expenditure. In addition to the University’s recruitment internal data and HESA performance indicators, further annual monitoring will focus on the impact of financial support on retention and an examination of institution performance outcomes for WP groups, including:

- Surveying students in receipt of financial support to assess impact of support packages on retention and academic performance
- Analysis of datasets relating to disadvantaged groups with a focus on degree outcomes in comparison to non-WP groups

The University is in the process of developing a widening participation evaluation framework to be approved by the Widening Participation Strategic Steering Group in July 2014. This will support the new widening participation strategy, and provide a mechanism to evaluate practice to determine effectiveness and value for money. The framework will include qualitative and quantitative measures and are being developed through a partnership between academic and professional colleagues. This framework directly responds to one of the key underpinning principles of the University’s Widening Participation Strategy 2013-17 in that a research-informed and evaluative approach is employed to ensure that all activity ... is rigorous, evidence-based and effective, and promotes self-reflection and evaluation at individual, department and university levels to
enable learning from those for whom change is directed’. An evaluation sub-group of academics and practitioners has been created to formulate innovative approaches to evaluation that will include exploring data linkage, including linkage to national, administrative and longitudinal and datasets, by:

- Introducing a common evaluation approach to initiatives delivered by all departments in the institution, enabling best practice to be followed in any individual evaluations along with comparative evaluations which robustly indicate which interventions are the most effective.

- The University has recently subscribed to the Higher Education Access Tracker (HEAT) service which will enable the University to measure the long term impact of its outreach activity and track students on outreach programmes through the student life-cycle. The HEAT service offers a collaborative targeting, monitoring and evaluation service for universities to support outreach, fair access and retention targets. The institutional investment in long-term outreach takes a number of years to come to fruition, HEAT will support the understanding of collective impact, where students on Warwick activity progress to other HE institutions.
Institution name: University of Warwick
Institution UKPRN: 10007163

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

<table>
<thead>
<tr>
<th>Number</th>
<th>Please select target type from the drop-down menu</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target?</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Other statistic - State School (please give details in the next column)</td>
<td>Raise the number of full-time young entrants to the university from state schools from the 09/10 level of 1,880 to 2,040 by 2020</td>
<td>No</td>
<td>2009-2010</td>
<td>1880</td>
<td>1900</td>
<td>1920</td>
</tr>
<tr>
<td>2</td>
<td>Other statistic - Socio-economic (please give details in the next column)</td>
<td>Raise the number of full-time young entrants to the university from the lowest socio-economic groups from 400 in 2009 to 530 by 2020</td>
<td>No</td>
<td>2009-2010</td>
<td>400</td>
<td>420</td>
<td>430</td>
</tr>
<tr>
<td>3</td>
<td>Other statistic - Location (please give details in the next column)</td>
<td>Raise the number of full-time young entrants to the university from low participation neighbourhoods from 140 in 2009 to 160 by 2020</td>
<td>No</td>
<td>2009-2010</td>
<td>140</td>
<td>146</td>
<td>148</td>
</tr>
<tr>
<td>4</td>
<td>Other statistic - Mature (please give details in the next column)</td>
<td>Increase the proportion of mature UK learners registered on full-time and part-time programmes from 400 to 600 by 2020</td>
<td>No</td>
<td>2009-2010</td>
<td>450</td>
<td>480</td>
<td>500</td>
</tr>
<tr>
<td>5</td>
<td>Other statistic - Applications (please give details in the next column)</td>
<td>Increase the number of male primary school trainees from approximately 31 to 42.</td>
<td>No</td>
<td>2011/12</td>
<td>31</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>Other statistic - Applications (please give details in the next column)</td>
<td>Increase the percentage of students on the Realising Opportunities Programme progressing to a Russell Group or 1994 group University.</td>
<td>Yes</td>
<td>2011/12</td>
<td>25</td>
<td>36</td>
<td>39</td>
</tr>
</tbody>
</table>
### Table 7b - Other milestones and targets.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target?</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase the number of secondary schools/colleges in Coventry and Warwickshire that we work with to 40 by 2016/17</td>
<td>No</td>
<td>2010/11</td>
<td>32 36 38 40</td>
<td>2014-15: 32, 2015-16: 36, 2016-17: 38, 2017-18: 40</td>
<td>The University plans to increase the number of local schools and colleges it engages with for aspiration/achievement/attainment raising activities for WP learners. Following the loss of Aimhigher, the initial priority will be to ensure that those currently engaged with outreach activity do not lose that provision - after the transitional years the number will be increased. Baseline data is the number of schools we expect to work with in 2010/11 based on current bookings.</td>
</tr>
<tr>
<td>2</td>
<td>Increase the number of primary schools in Coventry and Warwickshire that we work with to 16 by 2016/17</td>
<td>No</td>
<td>2010/11</td>
<td>6 12 14 16</td>
<td>2014-15: 6, 2015-16: 12, 2016-17: 14, 2017-18: 16</td>
<td>The University has been developing a stream of Primary School activity for the past two years, and aims now to roll the activity out to more schools.</td>
</tr>
<tr>
<td>3</td>
<td>Increase the number of secondary schools/colleges that we work with nationally to 150 by 2016/17</td>
<td>No</td>
<td>2011/2011</td>
<td>113 130 140 150</td>
<td>2014-15: 113, 2015-16: 130, 2016-17: 140, 2017-18: 150</td>
<td>Baseline data is the number of schools we expect to work with in 2010/11 based on current bookings.</td>
</tr>
</tbody>
</table>

**Optional commentary on milestones.**

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.