



Awards 2024

Widening Participation or Outreach Initiative of the Year

Institution Name	University of Warwick
Submission title or project name	School Tasking
Nominee / key personnel	Dr Ali Struthers, Reader, Creator of School Tasking, and Director of Widening Participation, School of Law, Warwick University; Dr Katie Jones, Research & Evaluation Manager, The Brilliant Club; Hannah Thomson, Senior Research & Evaluation Officer, The Brilliant Club
URL	https://taskmastereducation.com/school-tasking
Submission	School Tasking is a Warwick Law School-led early intervention outreach programme that aims to bring the joy of the hit Channel 4 television show, Taskmaster, to primary schools serving under-represented communities. Taskmaster itself is fundamentally all about law: interpreting rules, creative semantics, and trying to please a belligerent Judge/Taskmaster. It is, therefore, a wonderful vehicle for legal outreach work. In School Tasking, law students lead informative and interactive classroom sessions on fundamental legal skills and concepts with Year 5 classes. In 2023-24, 18 universities in six regions across the UK and Ireland ran in-school sessions with 1,773 pupils. Finalists from each region then competed in a national final at Warwick University. From 2024-25 onwards, 30 universities and counting will be involved, making it one of the largest multi-provider WP collaborations. Evaluation findings show that School Tasking participants gain positive exposure to university and develop their understanding of Law.



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Institution Name	University of Cumbria
Submission title or project name	
Nominee / key personnel	Centre of Excellence in Paramedic Practice which delivers our Paramedic Degree Apprenticeship programme
URL	
Submission	The University of Cumbria launched the Paramedic Science Degree Apprenticeship two years ago to address significant workforce shortages in the paramedic profession. We support seven of the eleven English ambulance trusts through this programme. The apprenticeship aims to enhance England's paramedic workforce by upskilling frontline ambulance staff, such as emergency medical technicians, to fully qualified paramedics within two years. The university's recent OFSTED inspection praised the university for accurately identifying local, regional and national skills shortages and working with health trusts to upskill their workforces to meet government initiatives. Apprentices work on the frontline as they train, with 96.2% moving into paramedic roles upon completion. Widening participation is a key agenda of the programme, allowing entry via non-conventional routes. A quarter of apprentices have additional learning support needs, nevertheless, we have achieved a high success rate, 90% apprenticeship achievement rate with 79% achieving a 2:1 or 1st class degree.



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Institution Name	Loughborough University
Submission title or project name	Future Talent Programme
Nominee / key personnel	Hemisha Harji, D&I Coordinator; Gemma Francis, D&I Work and Opportunities Officer; Afra Padmore, D&I Associate; Hinesh Nathwani, Careers Projects Officer
URL	https://www.lboro.ac.uk/services/student-services/topics/belonging-diversity-inclusion/
Submission	Created to bridge the Placement Progression gap between black and white students, the Future Talent Programme (FTP) has supported 688 students since launching in 2020, providing targeted opportunities, activities and support to advance student growth and level the playing field. Using a data-driven approach, partnerships are made with schools with the highest placement progression gaps providing interventions as well as 1-2-1 student appointments and coaching to support well-being and progress towards securing a year-long placement or meaningful work opportunities. Listening to students' experiences and challenges, the programme is tailored each year. With representation, sense of belonging and creating safe spaces being key, our flagship Mentoring schemes receive overwhelmingly positive feedback. Furthermore, work experience opportunities are created with pro-diversity employers to increase students' social capital. External QED evaluation in 2022/23 confirmed that the programme has had a statistically significant positive impact on placement progression by 16 percentage points since inception.



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Institution Name	University of Salford, in collaboration with the University of Manchester and IntoUniversity
Submission title or project name	Powering social mobility: IntoUniversity Salford Central
Nominee / key personnel	University of Salford; Sophie Thorp; Nicola Whyley; Maria Dickinson University of Manchester: Lindsay Mephram IntoUniversity: Rebecca Marsh; Victoria Beard; Adam Rahman
URL	https://intouniversity.org/centre/intouniversity-salford-central
Submission	Salford is the 18th most deprived local authority in England, out of 317, according to the Government's latest Index of Multiple Level of Deprivation (2019) and figures suggest around 22% of children in Salford are living in poverty (Greater Manchester Poverty Action, 2022). Pupils facing disadvantage in Salford are now 22.9 months of learning behind their peers by the time they finish their GCSEs (EPI, 2020), making it a high-priority area for additional educational support. In September 2022, a new learning centre opened in Salford with aspirations to empower thousands of young people to achieve their academic and career ambitions. The facility is a collaboration between IntoUniversity, University of Salford and the University of Manchester. Since opening, the centre has exceeded targets, driven by a dedicated team that has supported over 1,500 young people, recruited students to Academic Support, established partnerships with local schools, and run programmes in the holidays.



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Institution Name	Royal Northern College of Music
Submission title or project name	RNCM Young Artists
Nominee / key personnel	Tosin Akindele, Head of Young Artists; Aled Tudor, Head of Junior Programmes
URL	https://www.rncm.ac.uk/engage/young-projects/rncm-young-artists/
Submission	RNCM Young Artists is an imaginative and innovative training programme for aspiring young pop musicians aged 11-18 from Manchester. Since 2022, Young Artists has provided opportunities for 92 young people in under-served communities to improve education, skills and life chances, opening up viable pathways to Higher Education. Young Artists is central to RNCM's Learning and Participation work with Under-18s, addressing the wider crisis of inequity and under-provision in the music education sector. At least 50% of places are free, and RNCM aims to remove all barriers to participation (including travel bursaries and food provision). The project has extended RNCM's reach to new areas of activity and new audiences (40% Combined Ethnicity [other than white] and 59% Index of Multiple Deprivation quintiles 1 / 2), encouraging young people from non-traditional backgrounds to enter higher education. Following the project's inaugural year, two young people successfully gained places on RNCM's BMus Popular Music undergraduate degree course.



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Institution Name	University of the West of Scotland
Submission title or project name	UWS Foundation Academy
Nominee / key personnel	
URL	https://youtu.be/KzFyRccqUd4?si=LD-7vXbaBpCjKnOE
Submission	The UWS Foundation Academy is a pioneering initiative that seeks to raise attainment and provide school-leavers from diverse backgrounds with skills for learning, life and work. Going beyond contextualised admissions, the pilot year of the UWS Foundation Academy has allowed hundreds of participating pupils free access to an extensive programme of higher educational transitional support, embedding aspiration into their educational journey. The unique 12-month programme includes a 10-week module delivered by UWS academics in the school setting, together with a dynamic range of on-campus activities. 97% of those participating in the first year of the programme were awarded a credit-bearing qualification, enhancing not just their educational success, but in many cases, delivering improved self-esteem and self-belief to the participants. The Foundation Academy is spearheading successful school-to-university transition for pupils from disadvantaged backgrounds, at an early stage, to ensure university-level study is an attainable option.