ANNUAL REPORT
WIDENING PARTICIPATION
2017
INTRODUCTION

MANCHESTER: NO BARRIERS, NO BOUNDARIES

Higher education can be life changing and it brings significant benefits to society and the economy. A diverse student body fosters a vibrant and cohesive intellectual, social and cultural environment.

A key ambition for teaching, learning and the student experience at The University of Manchester is for there to be no barriers to the student experience at The University of Manchester.

This annual report for 2016/17 provides examples of our wide range of work and highlights some of our most significant programmes to widen participation across the student lifecycle. We are proud to lead the Russell Group in having the highest number of students from areas of low participation in higher education and from lower socio-economic backgrounds combined. We are committed to ensuring financial issues do not present a barrier for students to access the full student experience and have invested significant funding, together with the support of alumni and donors, into scholarships and bursaries for our students. Each year around a third of our new UK undergraduates receive financial support through the means-tested Manchester Bursary.

2016 marked 30 years since the tragic killing of Ahmed Iqbal Ullah, a Manchester school pupil. This led to the creation of the Ahmed Iqbal Ullah Race Relations Resource Centre which is part of the University and plays an important role in increasing cultural awareness across the city-region and engendering a positive attitude to diversity. Our report features the work of the Centre and the legacy of Ahmed.

In setting our most recent Access Agreement, we were required to outline the ways in which the University contributes to attainment raising in schools in the more disadvantaged areas of our community. The report highlights how we are doing this and the work we will continue to develop to support pupil outcomes.

It is clear that the higher education sector in England will continue to face significant changes over the next few years with the implementation of the Teaching Excellence Framework (TEF), the debate on tuition fees and the bringing together of HEFCE and the Office for Fair Access (OFFA) into the new Office for Students in 2018. This will undoubtedly have implications for universities’ Access Agreements with the appointment of the new Director for Access and Participation. We are ready to embrace the opportunities these changes present and remain committed to ensuring students with the potential and determination, irrespective of their background, have the opportunity to receive a superb learning and student experience at The University of Manchester and are equipped to progress onto fulfilling employment or further study.

Professor Clive Agnew
Vice President Teaching, Learning & Students

The University of Manchester aims to be one of the world’s leading universities by 2020. In doing so we also want to be recognised for our impact on the world, for the revolutionary spirit that defined our history and will drive our future success, and for being part of Manchester.

Our vision and Strategic Plan1 is based around our three core goals:

1. WORLD-CLASS RESEARCH
Our ambition is to be a world-leading university where researchers produce work of the highest significance and impact. We will be distinguished by our interdisciplinary research, for training outstanding researchers and giving parity of esteem to discovery, application, knowledge transfer and impact.

2. OUTSTANDING LEARNING AND STUDENT EXPERIENCE
We will provide a superb and distinctive higher education and learning experience to outstanding students, irrespective of their backgrounds. We will produce graduates distinguished by their intellectual capabilities, employability, leadership qualities, and ability to contribute to society.

3. SOCIAL RESPONSIBILITY
The University will make a difference to the social and environmental well-being of our communities and wider society through our teaching, research, engagement and operations.

To meet our widening participation targets for recruiting students from low-participation neighbourhoods and from lower socio-economic groups, and that the University is in the upper quartile of English Russell Group institutions.

[Manchester 2020 strategic Plan]

http://documents.manchester.ac.uk/display.aspx?DocID=11963
OUR KEY PERFORMANCE INDICATORS

Some key outputs during 2016/17:

- 60 primary school pupils took part in the REading with Ryders Literacy Library Workshop.
- 163 1st and 2nd year students took part in Manchester Gold Mentoring programmes.
- 500 pupils completed the Manchester Access Programme.
- 900 pupils attended Extended Project Qualification workshops.
- 1,109 pupils participated in activities for British Science Week.
- 3,624 students and summer school pupils attended a My Learning Essentials (MLE) open programme workshop.

Impact on student experience and student success

Student Support

The University is committed to providing a supportive environment for all students. In 2016/17, we saw an increase in the number of students from low income households with an increase in the number of students from low income households receiving the Manchester Bursary.

Impact Evidence

Latest data shows that The University of Manchester also had:

- 28.6% of current support students from low income households of less than £25,000 per annum, placing us 3rd in the English Russell Group.
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Impact on student experience and student success

Positive Graduate Destinations

We have seen an encouraging improvement in graduate employment outcomes for 2016/17. 83% of our 2016 graduates had positive graduate destinations, compared to 76% in 2015/16.
GREATER MANCHESTER HIGHER

Overview
Greater Manchester Higher is a collaborative network of higher education providers in Greater Manchester, who are working together to increase awareness and raise ambitions amongst secondary and post-16 learners.

As of January 2017, Greater Manchester Higher (GMH) has been funded through HEPCE’s National Collaborative Outreach Programme (NCOP), a four-year programme, which seeks to support the government’s aims to double the proportion of disadvantaged learners in HE by 2020 by targeting interventions with Y9-13 learners who live in areas of low HE progression.

The NCOP programme has enabled Greater Manchester Higher to create 5 new regional hubs based in local FE colleges which work closely with target schools and their learners. The infrastructure allows us to offer bespoke activities and events which meet the schools’ needs, in addition to a core programme of collaborative and impartial advice and guidance activities. Wrap-around support from a team of Graduate Advisors will ensure that learners get the most out of the events they engage with.

The Manchester Gateways Programme is the University’s flagship widening participation initiative for talented pre-16 learners. The programme targets learners in Y7-Y11, from families with little or no experience of higher education, to promote access to selective universities including The University of Manchester.

Schools commit to bringing year groups across the whole programme so that pupils will have the opportunity to visit the University each year, as they progress through secondary school.

The programme provides subject enrichment and higher education awareness activities as well as information, advice and guidance (IAG) on potential HE course choices and careers. Learners are given the opportunity to develop their subject-specific knowledge through participation in a supportive and engaging environment.

Learners are given the opportunity to develop their subject-specific knowledge through participation in academic workshops on at least one of Manchester Gateways Programme’s three subject pathways:

- Science, Technology, Engineering and Mathematics (STEM)
- Biological, Medical and Human Sciences
- Humanities

The academic content for the programme is developed and delivered by a cohort of Widening Participation Fellows who are University PhD researchers.

To explore in more detail the longitudinal effects of IAG provision at Gateways Days on pupils, the Gateways team will pilot a study using focus groups for Year 10 students from three schools asking for feedback on the impact of attending Gateways on their future plans for FE and HE.

As determined by our Manchester Prioritisation Model - our in-house targeting model in which state schools and colleges are ranked according to the percentage of pupils eligible for free school meals and the percentage of pupils reaching particular key stage thresholds.

The new programme of funding has enabled Greater Manchester Higher to expand its resource to over 35 staff working across the region’s 9 universities and 12 further education colleges. In addition to working with the region’s education providers, we work closely with local authorities, local organising bodies (the Commission for the New Economy, Greater Manchester Combined Authority and the Local Enterprise Partnership) and other partners to ensure that we remain an integral part of the regional skills landscape.

The programme’s success has been measured through a combination of qualitative and quantitative impact evidence, including feedback from pupils, parents, schools and HE providers.

The following partners make up the GMH network:

- Manchester Metropolitan University
- Royal Northern College of Music
- University of Leeds
- Sheffield City College
- Stockport College
- Tameside College
- The Word College
- University Campus Oldham
- Wigan and Leigh College
- Ashton Sixth Form College
- Bolton College
- Bury College
- Holy Cross High School
- Hopwood Hall College
- The University of Manchester
- Manchester Gateways

Impact Evidence
During 2016/17 over 1,200 pupils aged between 12 and 15 visited one of the partner universities, participating in events on campus. In addition, staff and student ambassadors delivered outreach activities in schools to 9,100 learners, their parents and carers.

97% of participants now have a better understanding of how university is different from school.

96% of participants now know more about the benefits of going to university.

86% of participants attending a campus visit say they are more likely to consider going to university.

1,605 pupils participated in the Manchester Gateways Programme, and our evaluation surveys showed that:

95% of participants now have a better understanding of how university is different from school.

94% of participants now know more about the benefits of going to university.

86% of pupils who attended a campus visit say they are more likely to consider going to university.

“...will motivate him in his current studies to ensure he can study medicine at university.”

Sam, Head of GMH

Parent of Y8 pupil at St. Anne’s Academy

Future Priorities
- To continue to promote the Manchester Access Programme (MAP) to Gateways pupils and parents, and track the numbers of pupils moving onto MAP after completing Gateways.

Impact Evidence
During 2016/17, postcode analysis shows that 32% of pupils participating in Manchester Gateways Programme activities were from areas with low progression to higher education compared to 7.8% for entrants to The University of Manchester in 2015/16.

Of the 45 schools that the Gateways programme has worked with during 2016/17, 95% were ‘high priority schools’.
THE MANCHESTER ACCESS PROGRAMME (MAP)

Overview
The Manchester Access Programme (MAP) is our flagship widening access programme for Y12/13 students in Greater Manchester. Since 2005, MAP has supported local students from under-represented backgrounds to break down barriers to higher education. The programme aims to ensure that students are prepared for a future at a research intensive university.

This support is provided through a structured programme of events and activities to gain and develop transferable skills. These include:

- Completing a 1,500 word Academic Assignment under one to one guidance of an Academic Tutor;
- Attending a University Life Conference - a two day event based around enquiry based research, presentation and team working skills through the completion of an Enquiry Based Learning activity. Taking place over two days, students have the option of staying overnight in one of the University’s halls of residence. Common feedback from students is that it helps to give them a ‘taste’ of university life and also to build confidence in their ability to succeed at university.
- The University Life Conference really helped to improve my communication skills and it was a great opportunity to meet a large variety of people in a short space of time! The interaction with the student ambassadors really opened my eyes to both the academic and social aspects of university. I particularly enjoyed meeting with the Student Union’s sports teams at the fair and I would definitely be up for getting involved with representing the University in a team if I become a student here. - Anwar Osman, MAP student (Medicine strand), Bolton 6th Form College
- Completing an Academic TUTOR Assignment under one to one guidance of an Academic Tutor;
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- Attending a University Life Conference - a two day event based around enquiry based learning.

Upon successful completion of MAP students are eligible to receive a differential offer from Manchester of up to 2 A Level Grades (or equivalent). Students will also benefit from support from the staff and guidance from University staff and an early decision on their application before they apply.

Impact Evidence
From 2005 to entry in 2017, 1,800 MAP students have been successfully gaining a place at The University of Manchester. In addition, many MAP students have also progressed to courses at other highly-selective, research-intensive universities including Oxford, Cambridge and UCL.

- MAP students are over 3 times more likely to be from a low-income household, with analysis for 2016 showing that 82.7% of MAP undergraduate students were from households with incomes below £25,000, compared to 25.1% for the University overall.
- Analysis of a sample of MAP students who entered onto an Undergraduate programme at the University in 2016, shows that 86% of students achieved grades of BBB or higher.
- Continuation rates of undergraduate students who have completed MAP are higher than the University overall. For entrants between 2008 and 2014, the continuation rate of MAP students was 94.4% compared to 92.7% for the University’s total undergraduate student population.
- The proportion of MAP graduates who were in a positive employment destination 6 months after graduation is higher than the University overall. In 2015/16, 91.7% of MAP graduates were in a positive employment destination, compared to 82.2% for the University’s total undergraduate population.

University Life Conference
The University Life Conference is a key event in the MAP calendar. The conference aims to develop students’ communication, research, presentation and teamwork skills through the completion of an Enquiry Based Learning activity. Taking place over two days, students have the option of staying overnight in one of the University’s halls of residence. Common feedback from students is that it helps to give them a ‘taste’ of university life and also to build confidence in their ability to succeed at university.

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Future Priorities
To develop the delivery of the academic element of the programme.

MANCHESTER DISTANCE ACCESS SCHEME (MDAS)

Overview
The Manchester Distance Access Scheme (MDAS) is the University’s national widening access programme. Delivered using digital technologies, it supports students preparing for independent learning and academic study.

MDAS was successful pilot in 2013 and 2014 with the School of Arts, Languages and Cultures and the Faculty of Science and Engineering. It was expanded in 2015-17 to include cross-faculty representation working with the Faculty of Humanities, the Faculty of Biology, Medicine & Health and the Faculty of Science & Engineering. MDAS works with Year 13 students from across the country who meet specific widening participation criteria and who are holding an offer of a place to study on a selection of courses at the University. MDAS has two elements:

Online Study Skills Module: adapted from The University’s Library’s award winning ‘My Learning Essentials’ module. This introduces key skills that will be required of students at university, such as how to conduct research, how to evaluate resources and how to reference correctly.

Academic Element: delivered by Academic Schools to support transition and retention to degree programmes. Students complete academic tasks that are tailored to their chosen degree discipline to increase preparedness for first year undergraduate study.

Impact Evidence
In 2017, 96 students successfully completed MDAS, with 67 progressing onto a course at The University of Manchester.

Future Priorities
The University has committed to the expansion and development of MDAS with additional courses participating for the 2017/18 recruitment cycle. A full list of the courses participating can be found on our website: www.manchester.ac.uk/mdas
We have developed a number of successful, disadvantaged areas.

Overview
The University’s work with schools and colleges provides a range of ingredients in 5 key areas that contribute to improved attainment outcomes for learners in the most disadvantaged areas. We have developed a number of successful, sector-leading, long-term initiatives through which we can build capacity and make a difference to a large number of educational establishments in our local community.

Research
We believe that universities have an important role to play in contributing to the evidence base of what activities and strategies have the most impact on increasing progression into higher education as well as raising attainment.

Manchester Institute of Education (MIE) undertakes research which crosses a number of diverse areas including: educational policy and leadership; critical pedagogies and maths education; special educational and additional needs; equity; disadvantage and poverty. MIE involves practitioners, policy makers and researchers in collaborative development and research projects that seek to have a direct impact in the field.

The Disadvantage and Poverty Research Group examines how educational policy and practice, in the context of wider challenges of poverty, can become more equitable for those educationally disadvantaged. Group members are actively engaged with policy-makers and practitioners in applied settings – within schools, local authorities, and regional bodies. We will be undertaking further work to assessing this. One of the areas we will be exploring is how the University can positively influences the learning of classroom practice and creating a wider range of undergraduate degree courses. Students on our Foundation Year Programmes are more likely to be from a low participation neighbourhood and from a lower socio-economic background.

Strategic Partnerships
Through building strategic partnerships the University is able to maximise the impact it has on learners and educational establishments in order to deliver improved outcomes.

School Governor Initiative: places staff at schools in high need areas as governors to support the leadership and strategic direction of schools and colleges. The University’s staff contribute skills and expertise in a range of areas including HR, finance, legal, data analysis and change management.

Foundation Year Programmes: in Medicine, Dentistry, Pharmacy and Life Sciences are taught in partnership with Xaverian College, a local sixth form college and have been specifically designed to provide students with the best possible grounding for continuing onto a wide range of undergraduate degree courses. Students on our Foundation Year Programmes are more likely to be from a low participation neighbourhood and from a lower socio-economic background.

Curriculum Support
By harnessing the expertise of our academic community, the University is contributing to advancements in curriculum development on a regional and national basis.

Students are provided with menus of activities and strategies that are offered on a wide range of undergraduate degree courses.

Future Priorities
We will be undertaking further work to understand which activities have the greatest impact on student attainment, and the most appropriate measures for assessing this. One of the areas we will be exploring is how the University can build capacity within schools, particularly within governance and leadership. We are already working towards this through the continued expansion of our School Governor Initiative and aim to build on this through sharing our expertise in leadership.

Teacher Education and Training
Through the provision of high quality teacher education and training the University makes a significant contribution to improved standards of classroom practice and creating future school leaders.

Initial Teacher Education and Training (ITE): has been graded outstanding by Ofsted. Students spend collectively 70,000 days a year based in local schools and through our PGCE provision and support of School Direct we can make a substantial impact on developing excellent classroom teachers and future school leaders. The University is also a delivery partner with Teach First.

Science & Engineering Research and Innovation Hub (SEERH): is one of the leading centres of excellence in primary science and engineering teaching nationally. With a programme of continued professional development for in-service teachers, SEERH positively influences the learning of primary pupils in the subject areas of science and engineering.

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The Manchester Museum
Offers a suite of educational programmes which are actively targeted at WP Priority Schools. Their ‘Inflatable Museum’ project is designed to provide an interactive, immersive, hands-on learning experience, bringing the museum experience directly to schools and connecting young people from some of Greater Manchester’s most disadvantaged areas to the Museum’s collection.

www.museum.manchester.ac.uk/learning

Jodrell Bank
Delivers a wide range of activities for school-aged children, including special themed days at the Jodrell Bank Discovery Centre for schools with low rates of progression into HE. Their ‘Explore Your Universe’ workshop is delivered to WP Priority Schools and engages students with the research conducted at Jodrell Bank and at the Large Hadron Collider at CERN. Students learn about some of the benefits of science research to our society. Students also get an insight into what it’s like studying science at university.

www.jodrellbank.net/learn/schools

The Whitworth
Offers a wide selection of interactive workshops and programmes for all ages. Their ‘Masterclass’ programmes which are run collaboratively with the School of Mechanical, Aerospace & Civil Engineering and the School of Social Sciences, are led by a range of leading practitioners and are designed to raise the aspiration and attainment of Key Stage 3 - 5 learners.

www.whitworth.manchester.ac.uk/learn

The University of Manchester Library
Delivers introductory visits across some of our key WP programmes. In particular providing support for students undertaking the Extended Project Qualification. This year the Library’s contribution to Widening Participation through Its My Learning Essentials (MLE) resources, has been recognised with a Backboard Catalyst Award for Community Engagement.

www.library.manchester.ac.uk

The Ahmed Iqbal Ullah Race Relations Resource Centre
The Race Relations Resource Centre was founded by Professor Louis Kushick OBE in 1999 to document the stories of Manchester’s diverse ethnic communities in order to tackle racist attitudes. Over the last 18 years, the Centre has provided a wide range of resources to the University’s students and researchers as well as to the wider community. It delivers an extensive and exciting programme of outreach work in schools and colleges across all Key Stages and has encouraged more inclusive ways of teaching to help pupils succeed, as well as raising self-confidence and pride in BAME communities.

The Race Relations Resource Centre is named after 11 year old Ahmed Iqbal Ullah who was tragically murdered in Manchester in 1986. To mark the 30th anniversary of Ahmed’s death, the Centre held a three month long exhibition to commemorate his life and legacy. The exhibition was commissioned to commemorate the legacy of Ahmed and to record and share the cultural awareness made in Ahmed’s name both in Manchester and in Bangladesh. Work on the project began in September 2015 and the main exhibition was launched in Manchester Central Library in October 2016 on Ahmed’s birthday. Over 120 people attended the launch event, where we heard from Ahmed’s sister who made an emotional speech about Ahmed and his life.

35 individuals took part in oral history interviews which shared memories of Ahmed, his inquiry into his death and the long-term impact on their lives, communities and careers. The exhibition also explored the development of subsequent initiatives including the Race Relations Centre, the Manchester Bangladesh Women’s Organisation group – ‘Ananna’, the public sector network the ‘Longsight Syhet Link group’ and the Ahmed Iqbal Memorial High School which was built by Ahmed’s mother Fatima Begum in the family’s home village of Syhet in Bangladesh. The school stands as a testament to Fatima’s determination for something good to come out of Ahmed’s tragic death, as in September 2016, two colleagues had the opportunity to visit the school. The trip enabled them to gain first-hand knowledge of our sister institution and to film, photograph and interview the people involved with the school. All this information was brought back to Manchester to enrich our archive and share our knowledge about the school’s achievements.

Two students from The University of Manchester also supported with the project. They helped to research and process four oral histories, undertook reminiscence work with staff and members of Ananna and contributed to the blog. We also created a travelling exhibition that brought the messages of Ahmed’s life and legacy out to local communities and produced a commemorative book which has been widely distributed across the city.

In total, there were an estimated 71,500 visitors to the exhibition.

A digital interactive exhibition has also been uploaded to the Archive+ exhibition area in the Central Library as a permanent legacy of the project.

Jennifer Vickers, Project Manager
ACCESS ALL AREAS CONFERENCE

The 2016/17 Student Committee made it their priority to raise awareness of student-led WP outreach amongst other HEIs and Students’ Unions through delivering a national conference. The event brought together 100 staff and students from 16 universities, 21 different Students’ Unions, 7 charities and 2 colleges. The conference comprised of workshops and speeches led by Access All Areas, universities, Students’ Unions, charities and the NUS.

It is incredibly motivating to be part of a student community that cares about and works towards something that has such a positive impact on those they work with. In my family, my generation has been the first to attend university therefore widening access to higher education is a topic that I strongly believe in.

I have been involved with the Access All Areas project since I started at university, and without it, I wouldn’t have been able to set up the Longsight Study Group. ‘LIGHTSS’ – LIGHTSS aims to meet the need of resources for GCSE and A Level students in my local area and will hopefully increase students’ chances of going to university. I feel incredibly proud to be involved with the study group support, especially when students say that they don’t think they would have achieved such great results without us.

Memona Shahid, Access All Areas Student Chair 2016/17

In 2017, Memona won the student award for ‘Outstanding Contribution to Widening Participation’ in the University’s Making a Difference Awards.

It was to expand our team of Care Leaver Ambassadors. Now a team of 26, the ambassadors have acted as excellent role models, particularly on the projects we have run with looked after young people.

Our care leaver ambassadors also helped with the delivery of our ‘Supporting the Supporters’ event this year where foster parents, social workers and designated teachers were able to hear from them about their experiences of university life. The event also provided information on the support that universities can offer, as well as information on university applications and student finance.

“Focus on course support: The University also provides support for care leavers once they arrive. This support includes Undergraduate Access Scholarship”, and a named student support contact that can provide one to one advice and guidance on making the most of the opportunities available at the University. The University also provides care leavers with access to accommodation for a full calendar year in our Halls of Residence.

“Success4Life: is a high intensity widening access project for Year 8 and 9 learners in local authority care. The project aims to raise awareness of higher education and opportunities looked after children by introducing them to university life. The programme provides learners with the opportunity to improve their communication and confidence and University staff and Student Ambassadors work closely with the learners to build meaningful and supportive relationships. At the end of the project, the learners attend a graduation ceremony to celebrate their journey with their teachers, social workers and carers.

Future Priorities

To use the National Network for the Education of Care Leavers (NNECL) best practice framework to improve outcomes for students at the University who are care leavers.
Overview

The University of Manchester School Governor Initiative (UMSGI) places staff and alumni in state schools as governors to support the leadership and strategic direction of schools and colleges. The University supports its staff to become governors in 3 ways:

1. Helping staff to find voluntary placements as governors in local schools and colleges through our partnerships with SGOSS – Governors for Schools and Inspiring Governance.

2. Providing easy access to an active in-house network group via face-to-face meetings, an annual conference, e-updates and provision of regular and timely information relevant to governors and schools.

3. Assuring staff the flexibility to take time away from work to fulfil governor duties where necessary.

Impact Evidence

The initiative has been hailed by the DfE and Manchester City Council as a beacon of best practice and has received recognition through national and international awards including the Green Gown Awards (2013), Business in the Community Education Awards (2014), the Times Higher Contribution to the Community (2014) and the Queen’s Award for Voluntary Service (2016).

At the end of the academic year 2016/17 the total number of staff and alumni governors stood at 608, this equates to:

- 51,072 volunteering hours per year (7,296 days per year), impacting on 271,800 learners.
- The economic impact from the contribution of staff governors exceeds £1.33 million per annum.
- Analysis of the schools where our governors are placed in Manchester shows that:
  - Over 70% have above average numbers of pupils in receipt of free school meals.
  - 75% of schools are placed in the top 10% for performance at GCSE.

Future Priorities

To continue to increase the number of staff and alumni placed as school governors to meet the needs of schools and colleges in local communities where there is a shortage of skilled governors.

Caroline Everson
Local Authority Governor Manchester Creative and Media Academy

www.manchester.ac.uk/connect/teachers/school-governors

CONTEXTUAL ADMISSIONS AT MANCHESTER

Overview

Ensuring fair access for students, irrespective of background, is a key priority for The University of Manchester. Contextual admissions provides decision-makers with supplementary data about the social and educational background of applicants.

Clear and transparent information about our contextual data processes is provided to applicants and we ensure all new admissions staff are fully trained in its principles and use.

We use contextual data at different stages of the undergraduate selection process and it includes:

- Neighbourhood by home postcode.
- Whether an applicant has been in official care.
- The performance of the applicant’s school at GCSE and A-level (or equivalent).

Where applicants meet the University’s high academic thresholds, but achieve these in the context of fewer advantages, they are identified for further consideration in the admissions process. This further consideration can include, among other things:

- Additional examination of the personal statement, taking into account that candidates may not have had equal access to participate in extra-curricular activities or to gain specific work experience.
- Making interviewers aware of an applicant’s background and asking them to consider whether the applicant may be from a home and/or educational background where there has been the opportunity to access practice interviews, coaching, guidance and other preparation.
- Further consideration of an application after the confirmation of exam results.

Impact Evidence

We have developed a weekly report on admissions statistics for contextually flagged students, allowing us to track and monitor data throughout the admissions cycle. In the 2016/17 admissions cycle, 11,457 undergraduate applications were contextually flagged for additional consideration.

Future Priorities

To support with a new piece of research, commissioned by the Fair Education Alliance, looking at the use of contextual data across the sector.

www.manchester.ac.uk/contextualdata

apply and track your application

11,457
The number of UG applications contextually flagged for additional consideration in 2016/17

www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data/

stage 1
stage 2
stage 3
stage 6
stage 5
Achieved and predicted qualifications – Level 2 (GCSE or equivalent) and Level 3 (A-level or equivalent)
Additional requirements as evidenced by the personal statement and school reference
Aptitude and additional measures: eg UKCAT, course-specific test, skills test, portfolio
Interview
Confirmation

additional contextual information about applicants may be taken into account

stage 1
stage 2
stage 3
stage 6
stage 5
Additional requirements as evidenced by the personal statement and school reference
Aptitude and additional measures: eg UKCAT, course-specific test, skills test, portfolio
Interview
Confirmation

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http://www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data/
Overview
As a leading international centre of research and learning, The University of Manchester is committed to attracting and supporting the very best students. We believe in entry based on merit and we invest in one of the most generous financial support packages in the UK. We are also committed to ensuring that financial issues do not present an obstacle to ensuring that financial issues do not present an obstacle to ensuring that financial issues do not present an obstacle to ensuring that financial issues do not present an obstacle to ensuring that financial issues do not present an obstacle to ensuring that financial issues do not present an obstacle to ensuring that financial issues do not present an obstacle to ensuring that financial issues do not present an obstacle.

The University has one of the largest cohorts of students from low income households in the UK. We are also committed to providing financial support to students from WP backgrounds. In December 2016, the Office For Fair Access (OFFA) issued a report and toolkit providing guidance to institutions on the use of a statistical model to evaluate the effectiveness of their institution’s financial support packages, with a key focus on looking at specific outcome measures for bursary recipients such as improved access, retention and attainment rates. In spring 2017, we began to scope out plans for the statistical analysis of the results, which will form part of our annual monitoring return to OFFA for 2016/17.

In June 2017, we repeated our annual online survey of first year students in receipt of the Manchester Bursary, to further understand the financial needs and circumstances of our students and the impact that student financial support has on their experiences of university life.

Initial analysis of the data has highlighted how fundamentally important the financial support from the bursary is to many of our students:

- 98% of respondents stated that the Manchester Bursary was one of their main sources of funding.
- 95% said that the Manchester Bursary had been important or very important for their ability to financially continue with their studies.
- 64% said that the Manchester Bursary meant they had less need to take on paid work whilst studying.
- 51% of respondents said it had enabled them to purchase resources for their studies that they would not otherwise have been able to afford.

Students were also asked about the ways in which the funding and support available affected their decisions about studying:
- 30% said they would not have studied without the extra funding from the University.
- 22% said that it affected their decision about what institution to attend.
- 14% of respondents said that the Manchester Bursary was one of their main reasons for choosing to study at The University of Manchester.

Impact Evidence
We have undertaken a range of research to understand the impact of our financial support since 2013. In December 2016, the Office For Fair Access (OFFA) issued a report and toolkit providing guidance to institutions on the use of a statistical model to evaluate the effectiveness of their institution’s financial support packages, with a key focus on looking at specific outcome measures for bursary recipients such as improved access, retention and attainment rates. In spring 2017, we began to scope out plans for the statistical analysis of the results, which will form part of our annual monitoring return to OFFA for 2016/17.

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Overview
Our approach to support the employability of all University of Manchester students is centred around three key themes: embedding employability into the curriculum and academic engagement; promotion of work experience in the form of placements and internships; and enhancing student engagement.

Evidence suggests that students from widening participation backgrounds are disadvantaged in the graduate labour market and internal analysis of our own graduates found a similar picture: there were significantly lower proportions of WP students entering graduate jobs. The University is committed to improving the positive graduate outcomes for its significant cohort of WP students and this is included as a specific target within our Access Agreement: To achieve a year-on-year increase in the percentage of WP students in positive employment destinations as recorded in the Destination of Leavers of Higher Education (DLHE), whilst also aspiring to narrow any gap between WP and non-WP students achieving successful employability outcomes.

Impact Evidence
Several data analyses of employability outcomes for WP graduates, as captured by the 2015/16 DLHE survey, have been produced in order to tailor future services accordingly. We also run focus groups annually with our WP students which have led to the development of marketing campaigns, such as a WP newsletter, which promotes our targeted initiatives and aims to improve student engagement. The latest five year average for employability outcomes for graduates from Low Income Households shows the gap between WP and non-WP cohorts continues to narrow.

Student Engagement:
Pre-entry outreach: careers presentations and workshops with students aged 10-18. The main focus is on Y11-13 students to raise awareness of higher education and get them thinking about the range of career options, open to them. Manchester Gold Mentoring: a six month mentoring programme where University of Manchester students are matched with alumni and employers for career advice and support. In 2016/17, 163 undergraduates on the scheme, or 38% of those being mentored, were from WP backgrounds, which was an increase from last year.

Global Graduates Programme: this programme offers the opportunity for groups of students to travel internationally and meet with a range of employers and alumni to learn more about their industries, businesses and roles. Last year, 29 out of the 32 students that took part in this programme were from WP backgrounds. This programme was highlighted as an example of best practice by the Bridge Group in their report on Careers Services and Social mobility.

In July 2016, I visited London and Paris as part of the Global Graduates programme. Coming from a small town in Greater Manchester, I didn't see myself working in a global city but after meeting with professionals in London and Paris, I realised that it is well within my grasp. Through my experiences completing this internship I have gained skills that are highly valued by employers, such as written and oral communication skills. I highly recommend taking part in a Summer Experience Internship; not only for the potential to set you apart from other graduates in terms of employability – but also for helping you realise your own future career aspirations.

Matthew Perry
Student Experience Intern

Careers workshops and events: actively promoted to WP students, these activities aim to improve develop students' employability skills. During 2016/17, 1318 students from low income households attended these workshops. My Future Framework: this model has been developed specifically for The University of Manchester, based on the experiences of our own recent graduates. It offers new insights into key behaviours, which are important for initial career success.

Work Experience:
Student and Graduate Internships
The University of Manchester runs several internship programmes and ensures high participation rates from WP students and graduates. Student Experience Internships (SEIs) are for pre-final year undergraduate students and offers work placements within the University and charities across Greater Manchester. The Manchester Graduate Internship Programme (MGIP) is for new graduates and identifies internships with a variety of organisations and businesses, including the University. During 2016/17, 48% of students placed in SEIs and 30% of graduates taking part in the MGIP were from a WP background.

Future Priorities
To continue to develop, embed and evaluate activities which will close the gap between the percentage of WP and non-WP students in positive graduate destinations. To work on the HEFCE Funded project, led by The University of Leeds, which aims to support the progression of WP students into postgraduate study.

www.careers.manchester.ac.uk/findjobs/equality/socialmobility/wp

PROFILE
EMPLOYABILITY
62
64
66
68
70
72
74
76
78
2008/09 - 2012/13
2009/10 - 2013/14
2010/11 - 2014/15
2011/12 - 2015/16

% in a positive destination (5 year average) WP students and their Non-WP counterparts (Low Income Households)

In a positive destination (5 year average) WP students and their Non-WP counterparts (Low Income Households)

2016/17 with a total of £50,000 allocated.

A big barrier facing WP students that are trying to secure work experience are the costs. To this end, 95 WP students were awarded bursaries in 2016/17.