I am delighted to introduce our new annual report on widening participation at The University of Manchester.

Social responsibility and widening participation are important to us and are firmly embedded in how we run our University. We are committed to ensuring talented students from all backgrounds can benefit from a University of Manchester education - there should be no barriers to studying and no boundaries to learning.

In 2017 we concluded a wide-ranging review of our widening participation activity and developed a set of principles to underpin our future priorities and investment. These are also reflected in our new approved Access and Participation Plan with the Office for Students (OfS).

Our local communities in Greater Manchester have some of the lowest progression rates into higher education in the UK, and so we remain committed to the delivery of longer term outreach work and targeted pre-16 activities.

Our post-16 work enables prospective higher education students to find out about studying at The University of Manchester and other research-intensive institutions. To help students and their key influencers easily navigate and understand our range of post-16 widening access programmes, we launched Access Manchester, a coherent framework and one-stop-shop website.

We want to attract the very best students from all backgrounds because we believe a diverse student community fosters a vibrant and cohesive, social and cultural environment. A key recommendation of our review was strengthening our use of contextual data, and for 2019 entry contextually flagged students who make Manchester their firm choice will receive an offer of one A-level grade lower (or equivalent) than the standard offer. This is not because we think students who are contextually flagged are not capable of achieving our standard offer, but because we want to recognise, as has been outlined this year in national research, that the system of predicted grades disadvantages students from widening participation backgrounds, and we want to encourage them to apply and accept their place.

The University’s teaching and learning strategy aims to ensure our students have the opportunity to receive a superb learning and student experience, to progress onto fulfilling employment or further study. Our review acknowledged the importance of activity to reduce gaps in outcomes between different groups of students through better understanding the causes of differential outcomes, and delivering strategies to address these. It recommended a blend of whole cohort/targeted student retention and attainment interventions, recognising that widening participation students are not a homogenous group. Monitoring of activities and services which aid student success and progression will help us better understand engagement by different groups of students.

Our post-16 work enables prospective higher education students to find out about studying at The University of Manchester and other research-intensive institutions. To help students and their key influencers easily navigate and understand our range of post-16 widening access programmes, in 2017/18 we launched Access Manchester, a coherent framework and one-stop-shop website.

We want to attract the very best students from all backgrounds because we believe a diverse student community fosters a vibrant and cohesive, social and cultural environment. A key recommendation of our review was strengthening our use of contextual data, and for 2019 entry contextually flagged students who make Manchester their firm choice will receive an offer of one A-level grade lower (or equivalent) than the standard offer. This is not because we think students who are contextually flagged are not capable of achieving our standard offer, but because we want to recognise, as has been outlined this year in national research, that the system of predicted grades disadvantages students from widening participation backgrounds, and we want to encourage them to apply and accept their place.

The University’s teaching and learning strategy aims to ensure our students have the opportunity to receive a superb learning and student experience, to progress onto fulfilling employment or further study. Our review acknowledged the importance of activity to reduce gaps in outcomes between different groups of students through better understanding the causes of differential outcomes, and delivering strategies to address these. It recommended a blend of whole cohort/targeted student retention and attainment interventions, recognising that widening participation students are not a homogenous group. Monitoring of activities and services which aid student success and progression will help us better understand engagement by different groups of students.

Our post-16 work enables prospective higher education students to find out about studying at The University of Manchester and other research-intensive institutions. To help students and their key influencers easily navigate and understand our range of post-16 widening access programmes, in 2017/18 we launched Access Manchester, a coherent framework and one-stop-shop website.

We want to attract the very best students from all backgrounds because we believe a diverse student community fosters a vibrant and cohesive, social and cultural environment. A key recommendation of our review was strengthening our use of contextual data, and for 2019 entry contextually flagged students who make Manchester their firm choice will receive an offer of one A-level grade lower (or equivalent) than the standard offer. This is not because we think students who are contextually flagged are not capable of achieving our standard offer, but because we want to recognise, as has been outlined this year in national research, that the system of predicted grades disadvantages students from widening participation backgrounds, and we want to encourage them to apply and accept their place.

The University’s teaching and learning strategy aims to ensure our students have the opportunity to receive a superb learning and student experience, to progress onto fulfilling employment or further study. Our review acknowledged the importance of activity to reduce gaps in outcomes between different groups of students through better understanding the causes of differential outcomes, and delivering strategies to address these. It recommended a blend of whole cohort/targeted student retention and attainment interventions, recognising that widening participation students are not a homogenous group. Monitoring of activities and services which aid student success and progression will help us better understand engagement by different groups of students.

Our post-16 work enables prospective higher education students to find out about studying at The University of Manchester and other research-intensive institutions. To help students and their key influencers easily navigate and understand our range of post-16 widening access programmes, in 2017/18 we launched Access Manchester, a coherent framework and one-stop-shop website.

We want to attract the very best students from all backgrounds because we believe a diverse student community fosters a vibrant and cohesive, social and cultural environment. A key recommendation of our review was strengthening our use of contextual data, and for 2019 entry contextually flagged students who make Manchester their firm choice will receive an offer of one A-level grade lower (or equivalent) than the standard offer. This is not because we think students who are contextually flagged are not capable of achieving our standard offer, but because we want to recognise, as has been outlined this year in national research, that the system of predicted grades disadvantages students from widening participation backgrounds, and we want to encourage them to apply and accept their place.

The University’s teaching and learning strategy aims to ensure our students have the opportunity to receive a superb learning and student experience, to progress onto fulfilling employment or further study. Our review acknowledged the importance of activity to reduce gaps in outcomes between different groups of students through better understanding the causes of differential outcomes, and delivering strategies to address these. It recommended a blend of whole cohort/targeted student retention and attainment interventions, recognising that widening participation students are not a homogenous group. Monitoring of activities and services which aid student success and progression will help us better understand engagement by different groups of students.

Our report for 2017/18 showcases our work across the student lifecycle, its impact through highlighted projects and case studies, and the final section of the report summarises where we have received local or national recognition for the work we do. The coming year promises to be one of significant change for the sector, with the reporting of the Augar Review and the Office for Students review of access and participation. The work the University has undertaken to establish a set of principles to steer its widening participation priorities will prepare us for the evolving external environment.

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 Plan 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**
   We will make a difference to the social and environmental well-being of our communities and wider society through our teaching, research, engagement and operations.

Our first two goals ask ‘what are we good at?’, whilst our third goal, social responsibility, gets to the heart of the question ‘what are we good for?’ We make a huge contribution to society, through our research, our education and a wide range of remarkable activities undertaken by our staff, students and alumni. Our specific work to widen participation, ensure fair access and promote student success and social mobility for learners is placed within our core goals. The Strategic Plan also identifies high-level indicators and targets used to measure performance – including one specifically relating to widening participation:

“...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]
To expand higher education (HE) opportunities through delivery of a wide-ranging set of outreach programmes designed to raise the aspirations of students to progress to HE.

To identify and attract outstanding students based on their educational potential and merit, irrespective of background.

We deliver a wide range of activities and programmes across the student lifecycle, to support learners from less advantaged backgrounds to access and participate successfully in higher education (HE) and prepare for further study or employment. Whilst this report looks at only a sample of these in some depth, the following map provides an overview of the breadth of our work, with links available to find out more.

*Programme spans both Pre-16 and Post-16 outreach
To find out more about our pre-16 and post-16 programmes, please visit: www.manchester.ac.uk/connect/teachers/students
To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify outstanding students from all educational backgrounds.

**Parents and Carers**
Introduction to university life for parents/carers of young people involved in our programmes.

**Summer School**
Residential Summer School for year 10 students.

**The Brilliant Club**
The University works alongside the charity to place PhD students in non-selective state schools, providing on and off campus activities to develop students’ skills, helping them secure places in highly selective universities.

**Language outreach projects**
Talks and taster sessions for students of all ages delivered across the North West of England to promote studying languages.

**Humanities outreach projects**
A range of activities such as interactive workshops and presentations, both on and off campus, designed to raise awareness of subjects like Law, Politics and Geography.

**Biology, Medicine and Health outreach projects**
A number of schemes and projects to help young people engage with health care related disciplines, including ‘Pharmacy in Schools’ and ‘What do Psychological Scientists do?’

**Access Manchester**
A website that acts as a single point of information about the widening access schemes at the University.

**Foundation Year 0 programmes**
This is an alternative route into the University for students wanting to study Medicine, Dentistry, Pharmacy, Life Sciences, Sciences and Engineering.

**Sanctuary Seeker Support**
The University provides scholarships, tuition fee concessions and advice and guidance for students who are in the process of or who have recently sought sanctuary in the UK.

**Student Recruitment, Selection and Admissions Policy**
Provides clear and transparent information on the admissions process for applicants and their advisers.

**Contextual Data**
Additional background information used by admissions staff to ensure that all students have an equal opportunity throughout the university application process.

**Access and Participation Plan**
Our Access and Participation Plan, approved by the Office for Students, outlines our strategy for improving access and student success for those from underrepresented groups.

**Undergraduate Admissions Framework**
A framework to make the application process for all degree programmes as simple as possible for prospective students.

**Fair Admissions**
1. [www.manchester.ac.uk/study/undergraduate/applications](http://www.manchester.ac.uk/study/undergraduate/applications)
2. [www.mane.ac.uk/4SW1sE](http://www.mane.ac.uk/4SW1sE)
3. [www.manchester.ac.uk/contextualdata](http://www.manchester.ac.uk/contextualdata)
4. [www.hesa.ac.uk](http://www.hesa.ac.uk)
6. [www.manchester.ac.uk/foundation-courses-eu](http://www.manchester.ac.uk/foundation-courses-eu)
To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify outstanding students from all educational backgrounds.

Contextual Data

Additional background information used by admissions staff to ensure that all students have an equal opportunity throughout the university application process.

HESA performance indicators

Provide information on the performance of the University in areas including widening participation and student retention, compared with other institutions.

Access and Participation Plan

Our Access and Participation Plan, approved by the Office for Students, outlines our strategy for improving access and student success for those from underrepresented groups.

Fair Admissions

To provide superb teaching, learning and support facilities for all students. To recognise retention issues related to specific groups, and have effective mechanisms in place to support these students.

Outstanding Learning and Student Experience

To produce socially mobile graduates distinguished around the world for their professional, employability, leadership qualities and broad liberal education.

Alumni – The Manchester Network

Graduates can stay connected with the University, their peers and over 2,500 alumni professionals willing to provide advice, as well as attend a range of events, reunions and networking opportunities. The Manchester Network links graduates and alumni and offers the following:
- Workplace experience
- Showcasing careers and cultures
- Funding for scholarships and bursaries
- Participating in the University’s School Governor Initiative

Careers Service

As well as providing comprehensive information and guidance to students about careers or further study, our careers service also offers a range of specific programmes including:
- Work Experience Bursaries
- Student Experience Internships
- Manchester Gold Mentoring
- Global Graduates
- Manchester Graduate Talent (MGT)

Outstanding Learning and Student Experience

1. www.manchester.ac.uk/my-learning-essentials
2. www.manchester.ac.uk/studentfinance
3. www.manchester.ac.uk/masters-eu-funding
4. www.manchester.ac.uk/dass
5. www.manchester.ac.uk/mlp
6. www.manchester.ac.uk/pass
7. www.manchester.ac.uk/learningcommons
8. www.manchester.ac.uk/study/experience
9. www.stellify.manchester.ac.uk/about
10. www.careers.manchester.ac.uk
11. www.manchester.ac.uk/connect/alumni
Our key performance indicators help us measure the outputs and outcomes of activities against strategic objectives. These enable us, year-on-year, to review our progress and assess the impact of our widening participation activities.

Some key outputs from 2017-18:

**Pre-16 Outreach**

Our work with pre-16 learners is concentrated across our local communities in Greater Manchester and the North West, where progression rates are among the lowest in the UK.

- 85 primary school pupils took part in the Writing with Rylands Literacy Scheme.
- 159 pupils took part in Access to the Professions Days.
- 468 students completed the Manchester Access Programme.
- 873 students attended Extended Project Qualification workshops.

**Post-16 Outreach**

Our post-16 activities are focused on fair access to The University of Manchester and other selective universities.

- 1,968 UG students worked in peer support roles.
- 2,047 Students accessed ‘My Learning Essentials’ workshops.

**Student Success**

The University of Manchester is committed to providing superb undergraduate teaching, learning and support facilities for all students.

- 745,934 users of The Children’s University of Manchester website.
- 843 pupils participated in activities for British Science Week.
- 80 pupils took part in the Year 10 Wise Up Summer School.
- 323 Student Ambassadors worked across our programmes and events.
- 810 local students attended Brilliant Club events at the University.
- 866 students from low income households attended careers events and workshops.
- 1,453 pupils attended Manchester Gateways activity days.
- 156 students completed the Manchester Distance Access Scheme.
- 383 primary school pupils took part in the Race Relations Roadshow workshops.
- 866 students from low income households attended careers events and workshops.
- 28 WP students took part in the Global Graduates Programme.
Impact Evidence

We take our commitment to fair access seriously and monitor the outcomes of our activities in relation to their impact on the progression of less advantaged groups into the University.

We examine our performance in the main "access indicators" set out by the Higher Education Statistics Agency (HESA) as well as monitoring the outcomes of all of our outreach work.

Latest data shows that 29.2% of undergraduate students at The University of Manchester come from low income households of less than £25,000 per annum.

Source: The University of Manchester Monitoring Return 2016/17

<table>
<thead>
<tr>
<th></th>
<th>% Low Participation N’hoods (LPN POLAR 3)</th>
<th>% Lower Socio-Economic Groups (NS-SEC 4-7)</th>
<th>% State Schools and Colleges</th>
<th>% Disabled Students Allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Manchester</td>
<td>7.9</td>
<td>22.8</td>
<td>82.8</td>
<td>7.5</td>
</tr>
<tr>
<td>English Russell Group (20 HEIs)</td>
<td>6.5</td>
<td>20.4</td>
<td>77.2</td>
<td>5.6</td>
</tr>
<tr>
<td>English Russell Group Ranking (20 HEIs) numbers</td>
<td>3rd</td>
<td>5th</td>
<td>3rd</td>
<td>2nd</td>
</tr>
<tr>
<td>English Russell Group Ranking (20 HEIs) proportions</td>
<td>6th</td>
<td>5th</td>
<td>5th</td>
<td>2nd</td>
</tr>
<tr>
<td>UoM Standard Benchmark</td>
<td>7.6</td>
<td>-</td>
<td>82.9</td>
<td>5.6</td>
</tr>
<tr>
<td>UoM Standard Benchmark Difference</td>
<td>0.3</td>
<td>-</td>
<td>-0.1</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Source: Higher Education Statistics Agency (HESA) Performance Indicators 2016/17

In addition to the main access indicators set out by HESA, we also monitor our performance against other key social geo-demographic indicators such as the Index of Multiple Deprivation (IMD 2015) and ACORN.

1 Data on lower socio-economic groups (NS-SEC 4-7) are no longer published by HESA as part of the UKPIs and so benchmark data for this indicator is not available.
2 IMD is an overall measure of multiple deprivations experienced by people living in an area and is calculated for every Lower Layer Super Output Area (LLSOA), or neighbourhood, in England.
3 The ACORN dataset provides geo-demographic classification of residential neighbourhoods in the UK by combining demographics and lifestyle information.

Impact on Student Experience

The University has an inclusive approach to supporting its students, underpinned by two clear ambitions – no barriers to studying, no boundaries to learning. We are committed to delivering a personalised student experience in a rich, inclusive and diverse environment, creating a sense of identity and belonging, and responding to changes in student requirements.

Our peer support schemes - PASS (peer-assisted Study Sessions) and Peer Mentoring – offer current students the opportunity to gain advice from students who have been in the same position, enhancing their learning experience as well as providing them with a supportive environment.

The University Library has developed My Learning Essentials, a collection of face-to-face workshops and online resources, specifically designed to support students’ academic skills development throughout their studies. MLE is also a tool for reducing the gaps in access, attainment and progression for students from disadvantaged backgrounds.

Following the recent changes in the Disabled Students Allowance (DSA), our Disability Advisory and Support Service (DASS) has focused on enabling registered students to take more control over their learning experiences. For example, we introduced a lecture-capture policy, which has greatly aided supporting students with additional needs.

The University has also made further developments to its wellbeing strategy for students presenting with mental health issues. The four universities in Greater Manchester (The University of Manchester, Manchester Metropolitan University, The University of Bolton and Salford University), together with the GM Health and Social Care Partnership (GMHSCP), have developed a new dedicated student mental health referral pathway that will significantly improve access to assessment and treatment for HE students with significant mental illness.
Focus on...

Students from low participation neighbourhoods (LPNs), low socio-economic groups and/or low household incomes.

The University of Manchester is a large and diverse institution with a strong track record of attracting and supporting students from underrepresented groups. However, whilst we are performing well overall, we are committed to improving further.

In the latest analysis of the UCAS equality data\(^1\), it was suggested that The University of Manchester has a lower offer rate to students from disadvantaged backgrounds (specifically LPN POLAR 3). Our internal detailed analysis of our 2015 student cohort found that when the data sample included students who met specific course requirements, there was very little difference in offer rates between different groups of students. We are repeating this analysis to monitor and then act on any differences in offer rates.

The 2016/17 HESA Performance Indicator Data shows that 7.9% of our entrants were from low participation neighbourhoods (LPNs) performing above our benchmark by 0.3% and above the average for the English Russell Group. Over a five-year period the gap between the proportion of entrants from the lowest and highest participation areas has decreased by 3.3%. We also have a high proportion of entrants from lower socio-economic backgrounds at 22.8%, again above the English Russell Group average.

Examples of how we are addressing these challenges can be seen in our profiles on the Manchester Access Programme (page 12), Access Manchester (page 13) and Contextual Data (pages 22-23).

The University’s non-continuation rate is low with only 4.1% of our young entrants from LPNs no longer in higher education by 2016/17, meeting our benchmark. This compares to an England average of 8.7% and English Russell Group average of 4.1%.

In 2016/17, 80.1% of students from LPNs, 82.2% from low household incomes and 80.3% from lower socio-economic groups obtained a good degree. This compares to 86.3% for our UK, first degree young cohort overall. However, a regression modelling showed that when factors such as entry qualifications are accounted for, household income or LPN status did not significantly influence university attainment. This analysis did identify a significant difference in relation to socio-economic background, with students from higher socio-economic groups more likely to obtain a good degree than students from lower socio-economic groups.

For further information on how we support our current undergraduate students, see our Impact on Student Experience (page 8) and our Student Bursaries profile (page 25).

The most recent five-year average for graduate employability outcomes, based on Destination of Leavers from Higher Education (DLHE) data, shows the gap between LPN, lower socio-economic and low household income groups and the relevant comparator group continues to narrow. For the five-year period (2011/2012 – 2015/2016), the gap between students from LPNs and those from other neighbourhoods was 1.9%; for students from lower socio-economic groups and those from higher socio-economic groups it was 1.6%; and between students from low household incomes and those from higher household incomes it was 2.1%.

For more information on activities supporting employability, see our Graduate Destinations profile (pages 26-27).

---

Impact Evidence
During 2017/18 over 2,700 pupils aged between 12 and 15 visited one of the partner universities, participating in on-campus events. In addition, staff and student ambassadors delivered outreach activities in schools to over 16,200 learners, their parents and carers.

- 93% of participants now have a better understanding of how university is different from school.
- 88% of participants now know more about the benefits of going to university.
- 78% of participants who attended a campus visit say they are now more likely to consider going to university.

Future Priorities
- To align with school priorities including their statutory responsibilities under the National Careers Strategy.
- To continue to work closely with the Careers and Enterprise Company’s team of Enterprise Coordinators to ensure a joined up approach to CEIAG (careers education, information, advice and guidance).
- To further engage parents, carers and other key influencers through collaboration and support for community organisations and events.
- To undertake a minimum of two pieces of research to develop understanding of key challenges around access to higher education and the strengths and weaknesses of collaborative outreach.

We have been lucky enough to be located in one of the geographical NCOP areas, this has meant that our students have been able to take advantage of a number of fantastic widening participation opportunities. Quite frankly, without the GMH programme our students would not have access to these potentially life-changing opportunities, for example:

- A number of our year 12 students are actively engaged in the Brightside online mentoring programme, this has helped to increase their confidence in their ability to get onto competitive degree courses and raise their aspirations.
- The Charisma Confidence building and interview skills workshop, delivered by the Oldham Coliseum was very well received by our students, although they found it challenging they felt much more confident and prepared for interviews and public speaking.
- There have been numerous inspiring workshops, activities and visits to university linking with a number of curriculum areas.

Kevin Reece, Careers Manager, Oldham Sixth Form College

THE MANCHESTER GATEWAYS PROGRAMME

Context
There is a sector-wide move towards narrowing the gap between advantaged and disadvantaged groups entering the higher education system, at selective universities in particular. Our work with targeted local secondary schools aims to increase subject-specific knowledge, help students explore opportunities for the future and support their progression to higher education.

Overview
One of our flagship initiatives at the heart of our widening participation agenda is the Manchester Gateways Programme. This programme is central to promoting access to selective universities, particularly to students from groups that are currently underrepresented.

It is aimed at talented pre-16 learners from years 7-11, whose families have little or no experience of higher education.

Schools bring their Gateways cohort to an annual campus visit so that, between year 7 and year 11, pupils build their knowledge of university life.

Learners develop their subject-specific knowledge through academic workshops, the content of which is developed and delivered by a cohort of Widening Participation Fellows - university PhD students. These workshops are on three subject pathways:

- Science, Technology, Engineering and Maths (STEM)
- Biology, Medical and Human Sciences
- Humanities

Students also take part in higher education awareness activities, as well as receive important information, advice and guidance (IAG) on course choices and careers.

In 2018/19, the programme will celebrate its 10th year of working with Greater Manchester schools and their pupils.

Impact Evidence
During 2017/18, postcode analysis shows that 26% of pupils participating in Manchester Gateways Programme activities were from areas with low progression to higher education compared to 6.9% for entrants to The University of Manchester in 2016/17.

Of the 40 schools that the Gateways programme has worked with during 2017/18, 97% were ‘high priority schools’.

1,453 pupils participated in the Manchester Gateways Programme, and our evaluation surveys showed that:

- 92% of participants now have a better understanding of how university is different from school.
- 92% of participants now know more about the benefits of going to university.
- 82% of participants who attended a campus visit say they are more likely to consider going to university.

Future Priorities
- To continue to focus on producing up-to-date information, advice and guidance for teachers and pupils by refreshing the content of year 9 and 10 visits, and improve understanding of all pathways into HE, including all Level 3 qualifications.
- To provide additional spaces on the programme for Looked After Children and to continue to work with schools to involve more young people who could be considered ‘Young Carers’.
- Further work will be developed on supporting parents and carers with understanding the benefits and opportunities created by attending university through events and improved communication.

Gateways Parents’ Event
Parental/carer support is extremely important in students’ educational achievements. As part of the programme we hold an annual event for year 7 and 8 pupils, and their parents or carers. They come to campus to find out more about the programme, meet current University students and staff, and learn more about university life in general.

For my daughter to know that university is an option she can choose is really important – universities need to be opened up to people from different backgrounds. She’s a very motivated girl and taking part in this means her interest in studying at university is instilled from a young age. It’s also a lovely campus and really nice to get to visit it, and hear more about the programme.

Parent of year 7 pupil, Reddish Vale High School

1 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 MANCHESTER ACCESS PROGRAMME (MAP)

Context
Selective universities have a crucial role to play in raising the aspirations of less advantaged students to progress to higher education, and working to close the ‘fair access gap’ between advantaged and disadvantaged students. Our Manchester Access Programme supports local students, to develop their skills and readiness for study at Manchester, or other research intensive universities.

Overview
The Manchester Access Programme (MAP) is designed to help year 12 and 13 students from families in Greater Manchester, who have little or no experience of higher education, learn about and prepare for study at a research intense university. This support is provided through a structured programme of events and activities where students:

- Attend workshops on campus to develop their academic and transferable skills;
- Attend a University Life Conference - a two day event based around student-centred study;
- Complete a 1,500 word academic assignment under one-to-one guidance of an academic tutor, with access to the University’s library and Virtual Learning Environment.

Upon successful completion of MAP, students benefit from:

- Advice and guidance on their UCAS application and if applying to The University of Manchester, an early decision on their application;
- An alternative offer of two A-level grades (or equivalent) lower than the standard course offer;
- A donor-funded scholarship to assist with their studies if they progress to Manchester.

Impact Evidence

- Following expansion in 2013, 500 students successfully completed MAP each year.
- When they have completed University over 90% of MAP graduates are in a positive employment destination.
- MAP undergraduate entrants have a continuation rate of nearly 95%.
- Typically 3/4 of our MAP undergraduates come from the lowest household incomes.
- Of those students who successfully complete MAP and apply to Manchester, 75% are made at least one offer.
- 29% of MAP entrants to the University do not need the 2 A-level grade (or equivalent) reduction.
- Since 2005, 1,974 MAP students have successfully gained a place at The University of Manchester.
- I found the academic assignment very useful as it helped me understand what to expect at university, and taught me important skills such as time management and structure. The Enquiry Based Learning task at the Conference was also really good, as it was fun working in groups and getting to choose our own question to research.
  - Mohammad Badru Dhoa, Rochdale Sixth Form

Future Priorities
To further build on the success of MAP, aiming for a controlled expansion for our MAP 2019 cohort.
ACCESS MANCHESTER

Context
At Manchester we want to recruit students who have the potential to be successful. We run a number of widening participation schemes aimed at talented students in year 12 and 13 from backgrounds that are currently underrepresented in higher education. In 2017 the University brought these schemes together into one coherent identity called ‘Access Manchester’.

Overview
Access Manchester takes the form of a website, and acts as a single point of information for potential students and their key influencers to access everything that could support their progression to highly selective universities, such as The University of Manchester.

The website was developed in consultation with colleagues from across the University and targeted focus groups of students. The website allows students and key influencers to browse the selection of programmes that we offer, as well as find out which schemes they might be eligible for by using our eligibility checker tool.

Access Manchester Schemes include:
• Manchester Access Programme (MAP)
• Manchester Distance Access Scheme (MDAS)
• Pathways to Law
• Pre-University Courses in Social Sciences
• Preston Widening Access Programme for Medicine (PWAP)

Future Priorities
• Access Manchester will be taken into schools in the local area, with a particular focus on year 11 pupils from schools where we currently have little or no participation in our Access Manchester Schemes.
• We hope to build relationships with several local secondary schools to raise awareness of Access Manchester schemes to all pupils who might be eligible to take part in them as they progress to Level 3 study.
• We will also be making use of social media advertising to targeted audiences to increase meaningful traffic to the website and using Google Analytics and Campaigns to understand how successful this has been.

“
What I enjoyed the most was the placement in a large law firm which gave me hands-on experience and prepared me for the demands of a legal career. The highlight for me was gaining access to a Magic Circle firm in London; access that I wouldn’t have been able to gain if it hadn’t have been for Pathways to Law and their forward-thinking initiatives. The programme prepared me for professional working life and I made life long connections.

Holly Golding,
Law graduate and former Pathways to Law student

“
USING RESEARCHERS

Context
One in three privately educated pupils will progress to a Russell Group university, compared to one in 40 pupils from low-income backgrounds\(^1\). At Manchester, alongside our strategic partners, we seek to inspire the next generation of researchers by bringing secondary and sixth-form students, teachers and university research staff together in projects and activities that bring contemporary research to life for young people.

Overview
Through our partnerships with the Brilliant Club and Nuffield Foundation we deliver a range of opportunities for students from underrepresented backgrounds to access invaluable experience of the world of academia and research. We also have around 50 WP fellows – largely PhD students – at the University, who support our WP activities with a range of learners from primary pupils through to sixth formers.

www.thebrilliantclub.org
www.nuffieldfoundation.org

The Brilliant Club Scholars Programme

Our strategic partnership with The Brilliant Club started in summer 2015, supporting attainment raising and widening access to highly selective universities for underrepresented groups. The Brilliant Club Scholars Programme mobilises researchers to bring academic expertise into state schools and places doctoral and postdoctoral researchers in schools and sixth form colleges to deliver programmes of university-style tutorials to small groups of pupils.

I decided to work with The Brilliant Club because I feel strongly about encouraging young people to pursue and achieve their full potential, and I liked the multiple tutorial approach which allows a tailored method to be taken depending on each pupil’s strengths and character. The tutorials are designed to offer information which goes well beyond the national curriculum, and the pupils are able to research, critically assess and communicate complex information in a way that would be expected of a university undergraduate student.

I think that by pulling in tutors who are active researchers in the global academic environment, The Scholars Programme adds a touch of reality to the concept of learning, why we learn and how we can apply that knowledge and research for the good of the world around us.

In this respect, I believe the tutees will have a stronger grasp than most of their peers as to why learning and academic work are important.

I think a lot of pupils find the opportunity to fully explore an academic field beyond the prescribed syllabus liberating and eye-opening, and I have seen many pupils flourish in this environment. It also starts building a foundation of university-level skills, such as critical analysis and referencing, which make the prospect of studying at university less intimidating for those previously unlikely to pursue it through a lack of confidence and familiarity.

Working with The Scholars Programme has also supported my professional and career development and has provided me with an opportunity to contribute to the overall strategy and goals of the University.

Robert Worth, The University of Manchester PhD Brilliant Club Tutor

---

\(^1\) www.thebrilliantclub.org/wp-content/uploads/2017/03/Path-to-Outcomes.pdf
WP Fellows

We have around 50 WP Fellows, largely non-final year PhD students from a wide range of disciplines who provide vital support with the delivery of our widening access activities. WP Fellows contribute in various ways to the development and delivery of a wide range of events for young people, their parents, carers and teachers including subject taster workshops and lectures, academic study skills, student life activities, teaching and learning at university and school and college careers events.

For the last three years I have been a Widening Participation Fellow representing Chemical Engineering. Within this role I took part in a huge range of amazing activities and worked with a variety of students from across Greater Manchester from under-represented backgrounds. These activities include delivering engineering workshops in the Manchester Museum as part of the Gateways programme, Success4Life, British Science Week and Dragonfly days, and delivering a range of talks to encourage students to consider university and STEM subjects. It was great to see students be excited by science and engineering and hear them talk about future aspirations. It has been an incredibly rewarding experience to be able to help young people think about their futures and make informed choices. These activities are essential in showing there are a variety of subjects outside of what you typically learn at school and to show young people that university is a place for everyone.

Dr Emily Cooksey,
WP Fellow, Chemical Engineering and Analytical Science

Manchester Access Programme (MAP)

MAP tutors play a pivotal role in the delivery of our flagship post-16 widening access programme, supporting students through the academic assignment process and providing them with one to one advice and guidance.

I have been a MAP tutor since 2008 and in the course of that time I have tutored students interested in studying biological sciences, medicine or dentistry. What I enjoy most about tutoring is being able to support the students in what is, for many, their first time to research academically a topic of their choosing and something which really interests them. Students are not limited by a prescriptive curriculum, and this allows them to be creative and stretch themselves. This is a two-way street and some of the topics students have picked have meant that I have had to return to the library and read about subjects as diverse as conservation and medical approaches.

The programme is constantly adapting to provide tutors with up-to-date resources and training. The most rewarding part of being a tutor is to feel like I am helping talented students from Greater Manchester fulfil their potential and achieve their goals.

Dr Fiona Lynch, MAP Tutor

Nuffield Research Placements

The University supports the Nuffield Foundation and hosts around 50 students for Research Placements in Science each year over the summer holidays. Through this programme, students gain an insight into a wide variety of STEM careers and information to help them to make more informed decisions about what to do after school or college. Last year the University was proud, once again, to have hosted more students than any other institution in the UK, with many of these students attending schools in disadvantaged areas, or coming from families with no history of going to university.

I took part in the Nuffield research placement scheme and the Manchester Access Programme in 2017. My placement was on Flares in Astrophysical MASERs. It was based in the Jodrell Bank Centre for Astrophysics, under the supervision of Dr Malcolm Gray and involved simulating a rotating MASER cloud by changing the position of an observer within a plane. Throughout the project, I learnt a combination of physics-specific and general skills. At the end of my placement I was able to present my findings through a report, scientific poster and presentation at the Nuffield Celebration Event. Following this my research from the placement at Nuffield with Dr Gray has now been published!

Being on the Nuffield Research Placement scheme and MAP made me even more determined to study at The University of Manchester. When I didn’t quite get the grades I needed, I opted for a Foundation Year at the University and I hope to progress onto Physics with Astrophysics in 2019. I hope to become a lecturer in the future, so to observe how postgrads and professors work was invaluable. The Nuffield placement gave me a glimpse of my end aspiration that I’m determined to continue working towards.

Louisa Mason,
Foundation year student,
The University of Manchester

Future Priorities

The University is committed to working with researchers to develop our WP programmes and improve learning outcomes for participants. From 2018/19, we have a specific target in our Access and Participation Plan to improve the attainment of students by drawing on the skills and expertise of our researchers.
BAME PROGRAMME

Context
The University of Manchester is committed to creating an environment where diversity is celebrated and everyone is treated fairly, regardless of gender, disability, ethnic origin, religion or belief, sexual orientation, marital status, age, or nationality.

Overview
The University’s work to increase the participation of BAME groups in higher education is coordinated through a dedicated post which works across the University and the Ahmed Iqbal Ullah Education Trust and Race Relations Resource Centre. Specific events are held each year to promote cultural awareness and progression to higher education and work is also being undertaken in collaboration with Academic Schools to better understand the underrepresentation of BAME students, particularly black students, in certain discipline areas.

Holocaust Memorial Week
For Holocaust memorial week, six student ambassadors delivered workshops in schools across Manchester to nearly 400 pupils. The workshops focused on themes around Nazi propaganda and hate crime, with the aim of educating students on the impact of prejudice and discrimination towards minority groups.

Get into Geography
The Get into Geography project explored the perceptions of geography with a group of 20 BAME year 10 pupils, and evaluated a range of interventions to widen participation for potential BAME geography students.

Black History Month
We ran a series of events and workshops in schools across Greater Manchester to teach people from different backgrounds and cultures about Black history reaching 4,627 pupils. Activities included workshops focusing on Black heritage, culture and identity, discussion panels and film screenings. The events were held in schools, on campus and at the Race Relations Resource Centre in the Manchester Central Library.

Workshops at primary and secondary schools introduced students to Black history, but also looked at African clothing and patterns, the importance of identity, key figures from the civil rights movement and modern day sports. Some secondary schools also took part in a workshop exploring issues of race and discrimination, taking part in a debate about the Black Lives Matter campaign.

We worked collaboratively with two Greater Manchester youth groups – Whitworth Young Contemporaries and Moss Side Powerhouse Library – using resources from the Race Relations Resource Centre to support a range of activities exploring Black culture with young people.

We also ran a free event at the Manchester Central Library to share and celebrate African culture, with support and contributions from local businesses, caterers, poets and performers.
Throughout 2017-18, I have designed a number of new projects working with different departments within the University to help inspire more BAME young people to consider selective universities. I also work with faculties across the university to improve the retention and attainment rates of BAME students who are currently studying here.

Being new to Manchester and witnessing the impact that the bombings at the Ariana Grande concert had on young people across the city, I was really motivated to design a project that was about empowering change and helping young people to become active citizens, who would challenge hate and prejudice. I also wanted the project to encompass learning from mistakes made in history. The Diversity Champions project has incorporated all of these aspects, bringing together many inspiring pupils, students and teachers as well as some fantastic charitable organisations. For some of the pupils it was their first time abroad, and it was great to see them experience something new and different.

Catherine Millan
Student Recruitment and WP Coordinator (BAME)

Refugee Week
This year’s refugee week involved our student ambassadors alongside a PHD student designing and delivering a workshop in three Greater Manchester schools. The workshop educated young people about the numerous difficulties refugees face. The workshops included interactive activities and games, enabling young people to learn about refugees’ journeys, and develop a greater understanding of the current refugee crisis.

Race Relations Roadshow
Throughout the year, our Race Relations Student Ambassadors visited primary schools across Greater Manchester, sharing fictive and non-fictive stories that celebrate the culture and history of Manchester’s diverse communities. Through the project pupils have received over 100 free books and we have delivered a number of workshops about folk tales from around the world.

Summer Reading Challenge
For Manchester City Council's Summer Reading Challenge, the Race Relations Resource Centre used creative writing and visual arts to explore the theme ‘communication’, to help develop fifteen young people’s confidence in communicating their feelings to others, and communication skills generally, as well as helping them discover relatable and inspiring BAME and working-class people through the Centre’s resources.

We were able to invite critically acclaimed Nigerian-American author, Tomi Adeyemi, to share her experiences of being a Black female author in the 21st century.

Black Lawyers Matter
This year has seen the launch of the Black Lawyers Matter project within the School of Law. The project aims to encourage and inspire local Black males to study law at university. The project was developed by the School of Law to address the lack of representation of Black males studying law and within the legal professional more broadly. The project also supports the promotion of the Lemn Sissay Law Bursaries, providing 3 bursaries for Black male students studying at the University. The outreach element of the project has involved a team of PhD and undergraduate law students going into schools across Greater Manchester to deliver an interactive workshop providing information, advice and guidance about studying Law.

Future Priorities
• To increase applications to the University from BAME pupils.
• To work in partnership with community organisations that help reduce barriers into HE faced by students from refugee and migrant backgrounds.
• Develop educational resources that celebrate and promote Black British history that can be integrated into today’s curriculum.

Refugee Week
This year’s refugee week involved our student ambassadors alongside a PHD student designing and delivering a workshop in three Greater Manchester schools. The workshop educated young people about the numerous difficulties refugees face. The workshops included interactive activities and games, enabling young people to learn about refugees’ journeys, and develop a greater understanding of the current refugee crisis.

Race Relations Roadshow
Throughout the year, our Race Relations Student Ambassadors visited primary schools across Greater Manchester, sharing fictive and non-fictive stories that celebrate the culture and history of Manchester’s diverse communities. Through the project pupils have received over 100 free books and we have delivered a number of workshops about folk tales from around the world.

Summer Reading Challenge
For Manchester City Council's Summer Reading Challenge, the Race Relations Resource Centre used creative writing and visual arts to explore the theme ‘communication’, to help develop fifteen young people’s confidence in communicating their feelings to others, and communication skills generally, as well as helping them discover relatable and inspiring BAME and working-class people through the Centre’s resources.

We were able to invite critically acclaimed Nigerian-American author, Tomi Adeyemi, to share her experiences of being a Black female author in the 21st century.

Black Lawyers Matter
This year has seen the launch of the Black Lawyers Matter project within the School of Law. The project aims to encourage and inspire local Black males to study law at university. The project was developed by the School of Law to address the lack of representation of Black males studying law and within the legal professional more broadly. The project also supports the promotion of the Lemn Sissay Law Bursaries, providing 3 bursaries for Black male students studying at the University. The outreach element of the project has involved a team of PhD and undergraduate law students going into schools across Greater Manchester to deliver an interactive workshop providing information, advice and guidance about studying Law.

Future Priorities
• To increase applications to the University from BAME pupils.
• To work in partnership with community organisations that help reduce barriers into HE faced by students from refugee and migrant backgrounds.
• Develop educational resources that celebrate and promote Black British history that can be integrated into today’s curriculum.

Refugee Week
This year’s refugee week involved our student ambassadors alongside a PHD student designing and delivering a workshop in three Greater Manchester schools. The workshop educated young people about the numerous difficulties refugees face. The workshops included interactive activities and games, enabling young people to learn about refugees’ journeys, and develop a greater understanding of the current refugee crisis.

Race Relations Roadshow
Throughout the year, our Race Relations Student Ambassadors visited primary schools across Greater Manchester, sharing fictive and non-fictive stories that celebrate the culture and history of Manchester’s diverse communities. Through the project pupils have received over 100 free books and we have delivered a number of workshops about folk tales from around the world.

Summer Reading Challenge
For Manchester City Council's Summer Reading Challenge, the Race Relations Resource Centre used creative writing and visual arts to explore the theme ‘communication’, to help develop fifteen young people’s confidence in communicating their feelings to others, and communication skills generally, as well as helping them discover relatable and inspiring BAME and working-class people through the Centre’s resources.

We were able to invite critically acclaimed Nigerian-American author, Tomi Adeyemi, to share her experiences of being a Black female author in the 21st century.

Black Lawyers Matter
This year has seen the launch of the Black Lawyers Matter project within the School of Law. The project aims to encourage and inspire local Black males to study law at university. The project was developed by the School of Law to address the lack of representation of Black males studying law and within the legal professional more broadly. The project also supports the promotion of the Lemn Sissay Law Bursaries, providing 3 bursaries for Black male students studying at the University. The outreach element of the project has involved a team of PhD and undergraduate law students going into schools across Greater Manchester to deliver an interactive workshop providing information, advice and guidance about studying Law.

Future Priorities
• To increase applications to the University from BAME pupils.
• To work in partnership with community organisations that help reduce barriers into HE faced by students from refugee and migrant backgrounds.
• Develop educational resources that celebrate and promote Black British history that can be integrated into today’s curriculum.

Refugee Week
This year’s refugee week involved our student ambassadors alongside a PHD student designing and delivering a workshop in three Greater Manchester schools. The workshop educated young people about the numerous difficulties refugees face. The workshops included interactive activities and games, enabling young people to learn about refugees’ journeys, and develop a greater understanding of the current refugee crisis.

Race Relations Roadshow
Throughout the year, our Race Relations Student Ambassadors visited primary schools across Greater Manchester, sharing fictive and non-fictive stories that celebrate the culture and history of Manchester’s diverse communities. Through the project pupils have received over 100 free books and we have delivered a number of workshops about folk tales from around the world.

Summer Reading Challenge
For Manchester City Council's Summer Reading Challenge, the Race Relations Resource Centre used creative writing and visual arts to explore the theme ‘communication’, to help develop fifteen young people’s confidence in communicating their feelings to others, and communication skills generally, as well as helping them discover relatable and inspiring BAME and working-class people through the Centre’s resources.

We were able to invite critically acclaimed Nigerian-American author, Tomi Adeyemi, to share her experiences of being a Black female author in the 21st century.

Black Lawyers Matter
This year has seen the launch of the Black Lawyers Matter project within the School of Law. The project aims to encourage and inspire local Black males to study law at university. The project was developed by the School of Law to address the lack of representation of Black males studying law and within the legal professional more broadly. The project also supports the promotion of the Lemn Sissay Law Bursaries, providing 3 bursaries for Black male students studying at the University. The outreach element of the project has involved a team of PhD and undergraduate law students going into schools across Greater Manchester to deliver an interactive workshop providing information, advice and guidance about studying Law.

Future Priorities
• To increase applications to the University from BAME pupils.
• To work in partnership with community organisations that help reduce barriers into HE faced by students from refugee and migrant backgrounds.
• Develop educational resources that celebrate and promote Black British history that can be integrated into today’s curriculum.
CULTURAL INSTITUTIONS AND LIBRARY

Context
Equal access to cultural institutions remains a challenge across the UK, with significant barriers still facing disadvantaged groups. Analysis shows that two of the primary factors influencing engagement in arts and cultural institutions are educational attainment and socio-economic backgrounds. The University of Manchester has a vast array of collections, information and resources across its cultural institutions, and year-on-year is widening access to these.

Overview
The University of Manchester’s cultural institutions and libraries offer a wide range of educational programmes to schools, colleges and prospective students. The aim of this is to stimulate and inspire people of all ages, from all backgrounds, but to also provide students with curriculum-supporting resources.

The Manchester Museum
The Museum plays a significant role in engaging young people from disadvantaged areas in Greater Manchester, through a variety of targeted activities. Programmes include artist-led drawing, research skills and enrichment day activities, ‘Engage with Expert’ study days, ‘Culture Collective’ sessions delivered by PhD researchers, and hands-on activities linked to the national curriculum. The ‘Inflatable Museum’ project provides an interactive and immersive learning experience for students, bringing the museum experience directly to schools in Greater Manchester. www.museum.manchester.ac.uk/learn

The Whitworth
The Whitworth Art Gallery gallery offers a fantastic range of activities for people of all ages. The gallery’s Art School provides learners with fun and practical artist-led workshops. The Masterclass collaborative programme brings together artists, scientists and other practitioners to share their expertise with Manchester students; in 2017-18, 19 masterclasses were delivered alongside 11 partners to 584 students. ‘Your Whitworth’ provides local learners with free resources, tours and self-led opportunities. www.whitworth.manchester.ac.uk/learn

The University of Manchester Library
The University Library provides a range of support and resources, including the award-winning My Learning Essentials, to help students have the best possible learning experience. The Library offers support to students undertaking the Extended Project Qualification (EPQ) – a piece of work that requires evidence of planning, preparation, research and independent learning giving students an excellent grounding for university-level study. The University Library also offers workshops, induction sessions and comprehensive access to resources to WP students across the North West. www.library.manchester.ac.uk

The Ahmed Iqbal Ullah Race Relations Centre
The Race Relations Resource Centre was founded in 1999 and is a specialist library that provides resources centred round the experiences of the BAME communities in Greater Manchester. The Centre also delivers an extensive and exciting programme of outreach work in schools and colleges across all key stages. You can read more information about these activities on pages 16 and 17. www.racearchive.manchester.ac.uk
The Jodrell Bank Discovery Centre in Cheshire is one of the University’s cultural institutions. Against the backdrop of the giant Lovell radio telescope, we have around 160,000 visitors each year, and our primary goal is to inspire the scientists and engineers of the future. Of these visits, around 22,000 are primary and secondary school students, coming to Jodrell Bank on educational trips. Jodrell Bank is also the site of the Bluedot festival, which this year saw 18,000 festival goers engage in an incredible weekend of science, music, art and culture.

I have managed the Jodrell Bank Discovery Centre’s widening participation programme for the last two years. The purpose of the scheme is to lower barriers facing disadvantaged secondary schools and provide students with access to our resources. It’s a pleasure and privilege to be able to engage with students who would not otherwise be able to take part in our activities. Our goal is to inspire them with astronomy, and to encourage them to take up STEM subjects and careers.

In 2017/18, the Centre provided free entry for 499 students from eligible secondary schools. We also used part of our funding to provide £100 bursaries for fourteen of these schools, to help with travel costs.

As well as encouraging visits to the Centre, we also run an outreach programme for WP schools, to engage with those that schools are unable, for whatever reason, to visit us. In 2017-18, the Centre’s Engagement Team delivered our astronomy outreach workshop to 1,336 secondary school students throughout the North West.

We have run special events which extend our offer beyond our traditional astronomy-related engagement. Each January, we now host the “Cold War Day” – developed and delivered in partnership with colleagues from the University’s department of History. This day sees A-level students in schools eligible through the National Collaborative Outreach Programme (NCOP) visiting for free, to learn about Jodrell Bank’s role in the Space Race.

And finally, we have been able to develop a partnership with Beechwood Primary School in Crewe. For the past two years this school has engaged in an arts project, working with a local artist, and co-funded by the Arts Council. We work with them to develop an astronomy-related exhibition or performance, which is then delivered, by the children at the Bluedot science and music festival.

Jamie Sloan, Education Manager, Jodrell Bank Discovery Centre
Context
Many students across the UK dedicate their time to working closely with their local communities. The Students’ Unions in particular deliver a vast number of wide-ranging initiatives, many of which specifically target issues around access to higher education. Since 2012 The University of Manchester has supported its students in financing the delivery of these projects; this includes funding the student-led Access All Areas (AAA) programme.

Overview
The Access All Areas (AAA) programme is a student-led initiative coordinated by the Students’ Union, and part-funded by the University, that seeks to tackle educational barriers facing students from disadvantaged backgrounds. Our students work with a range of schools, colleges and organisations across Greater Manchester and run projects to improve widening participation in higher education. The programme aims to tackle educational inequalities within local communities in Greater Manchester, whilst simultaneously providing our students with valuable volunteering experience.

NEON Students’ Unions and Widening Access Summit
Building upon the success of last year’s Access All Areas conference, the Students’ Union hosted a National Education Opportunities Network (NEON) Summit, where AAA shared a platform with other WP practitioners and were able to present their activities, best practice and key successes in developing and delivering student-led widening participation activities across the student life-cycle.

Student Led Access All Areas Projects
Central to the success of Access All Areas is its student-led approach, allowing our students to deliver 10–15 first-hand projects across Greater Manchester. Examples of the 2017/18 projects include:

Lunchtime Study Space
A relaxed environment set in an underperforming school where our University students supported secondary school students with their studies.

The Manchester Medical Research Student Society (MMRSC)
Year 12 and 13 widening participation students with an interest in medicine were given the opportunity to attend a conference led by undergraduate students and researchers. The aim of this was to promote the importance of medical research to younger generations.

STEM Society Outreach
Alongside other projects, the STEM Society delivered workshops at five different libraries to engage young people with STEM subjects. The topics at these workshops included: ‘Bugs, Brains and Botany’, ‘Slime’, ‘Coding’, and ‘3D Printing’.

Medics in Primary Schools
Students delivered weekly lessons at local primary schools in disadvantaged areas of Greater Manchester, focusing on subjects such as ‘Antibiotic Awareness’.

Reading Mentors
Students volunteered in local primary schools to support pupils, and increase their skills and confidence.

MedReach
Fifty-eight student mentors support over 60 post-16 students to develop the skills required for applying to study medicine at university.

Access to Recreation Grant
Over the last year 89 University students received an Access to Recreation Grant, which aims to remove the financial barriers that prevent students from participating in Students’ Union activity.

Impact Evidence
• In 2017/18 650 AAA volunteers worked with 44 schools and colleges, delivering over 2,560 hours.
• 100% of teachers asked would recommend Access All Areas.

Future Priorities
• To continue to increase engagement of Access All Areas with the communities of Greater Manchester, including schools, organisations working with young people and the students of The University of Manchester.
• To work with more volunteers to promote higher education to those from widening participation backgrounds.

I have been a part of Access All Areas for 3 years as a Research Coordinator, Chair, Project Assistant, and, this year, as a Training Coordinator. I enjoy the trust Access has in students, and the power it offers to amazing projects that can be life changing for children. The hours of work behind the projects and committee work are worth it when you see the excitement of the children and the appreciation of the teachers.

Andreea Avramescu, FunFair Project Leader for Access All Areas
WORK WITH PARENTS AND CARERS

Context
We know that parents provide a key source of information about university for children from a young age. The University of Manchester was one of ten institutions to take part in a collaborative research project run by Alterline last year, looking at university decision-making across childhood and adolescence. A key finding from the project was that parents play a vital role in children’s thinking and behaviour when it comes to considering and applying to university.

Overview
The University offers a range of opportunities for the parents, carers and families of young people who are taking part in our core pre and post-16 outreach programmes, to come onto campus to learn more about the University and the programmes that their son/daughter are taking part in.

The parents/carers of the year 7 Gateways learners are invited to attend a Gateways Introduction Evening which includes an outline of the programme, a presentation on Why Choose University, along with the opportunity to meet current students and staff. At the end of the programme, they are invited to come back onto campus to attend a celebration event which introduces some of our post-16 opportunities to engage with at the University, our cultural institutions and the careers service.

Parents and carers also have the opportunity to engage with the Manchester Access Programme (MAP) at various points throughout the year, to learn more about the programme and university life in general. At the end of the programme, parents/carers and families are invited to join in with the ‘Celebration Evening’, where the hard work and dedication of the students is recognised through a traditional graduation ceremony.

Explore University: an event for parents, carers and young people
The event runs on campus on a Saturday in July and is a chance for parents, carers and young people to visit The University of Manchester and attend a selection of informative workshops. The workshops cover topics such as:

- What courses we offer;
- How to get into university;
- What student life is like;
- What career opportunities a university degree can lead to;
- An update on student finance.

Visitors also have an opportunity to tour the University campus, explore our Museum and meet with University staff and current students.

In 2017, 47 families attended the event consisting of 59 adults and 60 children.

“Coming from a background with no previous higher education experience, all information proved to be extremely helpful and informative.”

“It was a very informative and encouraging day. I wanted my son to be inspired and he was, thank you.”

“I loved finding out from the students what they enjoyed about the University and how they chose their course.”

The Greater Manchester Higher collaborative programme delivers a range of activities for parents and carers, including a number of local community events specifically aimed at supporting parents and carers. The University also has a parents information stand at our regular open day exhibitions and offers a range of specific resources and information for parents and carers on our Access Manchester website.

Future Priorities
To work with Alterline on a piece of follow up research – ‘Parents as Influencers’ – which will further explore the role that parents play in the higher education decision-making process. Through this we will seek to understand how parents formulate their opinions about higher education and how this impacts on young people, particularly those from a widening participation background.

1 www.alterline.co.uk
2 www.access.manchester.ac.uk/what-is-access-manchester
Context
Widening access to university is an essential part of improving social mobility. However, the gap between disadvantaged students and their more advantaged peers in accessing universities is still a significant issue. This is a particular challenge for selective universities, which have high levels of competition and high entry tariffs.

Overview
At Manchester, a key objective for our Teaching, Learning and Student Experience strategy is to reduce barriers to study by attracting outstanding students irrespective of their backgrounds.

As such, we are committed to reducing and eliminating barriers to entry for students who have the potential to succeed at Manchester and since 2011, have provided admissions decision-makers with supplementary data to allow them to put the achievements of each individual applicant into context.

Where an applicant meets the University’s high academic threshold and receives the WP Flag, they are identified for further consideration in the admissions process, which can include:

- 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;
- Asking interviewers to consider whether the applicant may be from a home and/or educational background where there has been less opportunity to access practice interviews, coaching, guidance and other preparation;
- Further consideration of an application after the confirmation of exam results.

Our focus now is how we can make more effective use of contextual data. From 2018/19 the University will also use contextual data to make students who receive the WP Plus Flag, and meet the eligibility requirements, a standard offer alongside a differential offer of one A-level grade lower (or equivalent). Students will only qualify for this after placing Manchester as their firm choice.

At Manchester contextual data are used in a two-step flagging process

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>WP Flag</td>
</tr>
<tr>
<td></td>
<td>Neighbourhood by home postcode or if an applicant has been in local authority care for minimum of 3 months.</td>
</tr>
<tr>
<td>Step 2</td>
<td>WP Plus Flag</td>
</tr>
<tr>
<td></td>
<td>WP flag or if an applicant has been in and the performance of the applicant’s school at GCSE and A-level (or equivalent) is below average or applicant has been in local authority care for more than three months.</td>
</tr>
</tbody>
</table>
Future Priorities

The evaluation of the use of contextual data differential offer-making to provide information on the implementation (process evaluation) and impact (outcome evaluation), including:

- monitoring the use of contextual data offers, and which subjects/grades the lower offer is applied to;
- monitoring of the profile of applications, offers and acceptances for WP Plus flagged students;
- reviewing outcomes for students who require the lower contextual data offer, for example:
  - progression onto course
  - continuation into second year of study
  - exam performance at end of first year.

An ambitious approach to contextual admissions must be central to our strategy if we are going to make progress on access at the scale and pace necessary to meet the expectations of government, students and the wider public. A level grades can only be considered to be a robust measure of potential if they are considered alongside the context in which they are achieved.

Chris Millward, Director of Fair Access and Participation, 2018

To receive the lower offer students must receive the WP Plus Flag and:

- be applying for a course where the minimum entry requirements are ABB;
- have predicted grades within 2 grades of the standard entry requirement;
- have the qualifications and required subjects for the course they are applying to;
- satisfy any additional selection measures such as interview, aptitude test.

Applicants will not need to submit any additional data to the University to be considered for a contextual data lower offer, and can check their eligibility at www.manchester.ac.uk/contextualdata/eligibility

Contextual data flags are not generated for mature students (aged 21 or over on 1 September on year of entry) as the measures used are less relevant due to the gap between completing secondary/post-16 education and applying to the University. Applications from mature students are guaranteed to be given additional consideration in our admissions process for relevant academic, professional and life experiences.

Education in the UK is not fair. Children progressing through education do not all have the same chances of success. It is well-evidenced and widely recognised that parents’ income, the quality of school attended and myriad other background factors affect educational outcomes for young people.

Fair Education Alliance, 2018

As a higher education researcher, one of my main interests is in how selective universities decide which applicants to make offers to. Having the right qualifications obviously matters a great deal, but applicants’ potential is as important as their attainment. And that’s a problem for universities because not all young people have had access to the same kind of prior educational opportunities.

Here at The University of Manchester, interventions like the Manchester Access Programme help to give students the social and cultural capital needed to feel that they truly belong at university. But the challenge for some students remains getting the grades. That’s why I’m delighted to be a member of the Contextual Data Task and Finish Group that has informed the University’s decision to make lower offers for applicants flagged as “WP Plus”. This is not only the right thing to do in terms of promoting social justice, but also in terms of selecting students with the greatest potential to flourish at university.

Dr Steven Jones
Senior Lecturer,
The University of Manchester

To receive the lower offer students must receive the WP Plus Flag and:

- be applying for a course where the minimum entry requirements are ABB;
- have predicted grades within 2 grades of the standard entry requirement;
- have the qualifications and required subjects for the course they are applying to;
- satisfy any additional selection measures such as interview, aptitude test.

Applicants will not need to submit any additional data to the University to be considered for a contextual data lower offer, and can check their eligibility at www.manchester.ac.uk/contextualdata/eligibility

Contextual data flags are not generated for mature students (aged 21 or over on 1 September on year of entry) as the measures used are less relevant due to the gap between completing secondary/post-16 education and applying to the University. Applications from mature students are guaranteed to be given additional consideration in our admissions process for relevant academic, professional and life experiences.
SCHOOL GOVERNOR INITIATIVE

Context
In many areas across the UK, schools face great difficulty in recruiting skilled governors, who can provide them with extensive knowledge, skills and experience, to support their vision and strategic direction.

Overview
The University of Manchester’s School Governor Initiative (UMSGI) aims to support the leadership, strategy and development of local state schools and colleges, through encouraging our staff and alumni to become school governors.

Governors support schools and colleges with their long-term development, by:
• Assisting the head teacher in assessing and recognising good performance, as well as ensuring accountability;
• Supporting the school through strategic management; helping to set their aims and objectives, and monitoring the progress of this;
• Making executive decisions regarding the appointment of head-teachers and the school’s budget.

To support our staff and alumni in this endeavour, the University:
• Helps them find voluntary placements as governors in local schools and colleges through our dedicated partnerships with Governors for Schools and Inspiring Governance;
• Offers access to an active network and training opportunities so staff and alumni can share best practice, provide support and act as ambassadors for the initiative, as well as organising an annual conference, network meetings and providing regular and relevant information;
• Gives our staff the flexibility to take time away from their work to fulfil governor duties.

Our programme is renowned for being one of the most extensive School Governor programmes in the UK, and has been hailed by the Department for Education and Manchester City Council as a beacon of best practice.

Future Priorities
• To continue to further promote the opportunity to other HEIs and share our knowledge and expertise through a variety of media including video.
• To ensure our staff continue to benefit from the volunteering opportunities by closely linking their experiences to their own personal and professional development at the University.

I have been a co-opted school governor at Ashgate Specialist Support Primary School in Manchester since November 2015 and am a member of the Teaching and Learning Committee and, more recently, governor responsible for the Right-Respecting-School (RRS) UNICEF initiative.

Ashgate has approximately 90 pupils distributed in 13 classes as they suffer from diverse spectrums of autism and/or more severe and challenging forms of sensory or motor disabilities and therefore, require attention of a teacher and two teaching assistants at all time.

I work alongside dedicated governors, a brilliant head-teacher, loving parents and devoted staff who support pupils’ learning and development according to the national standards. The teamwork is a class act at Ashgate and it is managed from the centre like many large and very successful organisations. I think any organisation would benefit from this style of management, and I certainly have adapted and used their style in my daily activities at work at The University of Manchester too.

As project manager of Precision Medicine Institute (2015-18), I am able to share some of my transferable skills and experiences in management of large organisations with the team such as finance management, educational measures and risk assessments. I introduced PESTLE and SMART objectives in some of the initiatives so that as a team we could address issues related to diverse projects more efficiently and effectively.

Dr Samaneh (Ella) Maysami Manchester Precision Medicine Institute (MPMI)
Context
In recent years there have been a number of major changes in the way higher education is funded in England. Whilst the link between student financial support and student decision making remains unclear, there is growing evidence of the positive impact that financial support can have in alleviating financial pressures during undergraduate study.1

Overview
The University of Manchester is committed to ensuring that financial issues do not present an obstacle for learners and has one of the largest cohorts of students from low income households. During 2017 approximately one third of our students received cash bursaries of £2,000 per year, and many received more. Central to our financial support package is keeping it simple and easy to understand.

Impact Evidence
The University has undertaken research to understand the impact of our financial support. During 2017, we have further extended our evaluation to include statistical analysis looking at the outcomes of bursary recipients against a comparator group. Our preliminary findings from this suggest that there are no significant differences in the retention or outcomes of bursary recipients at Manchester, which could suggest either that there is no difference and the bursary group has equivalent outcomes to the comparator group, or that the bursary has successfully levelled the playing field between high income and low income students. We will be undertaking further statistical analysis during 2018 using a refined model.

We have also undertaken an annual online survey of bursary recipients and worked in conjunction with our Students’ Union to conduct a series of one to one interviews allowing us to capture a deeper insight into the thoughts and feelings of bursary holders.

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

Scholarships for Master’s Students
The University is increasingly focused on issues related to widening access to postgraduate study, both taught and research. We have introduced our own Manchester Master’s Bursary, providing £3,000 to students studying for a Master’s degree who meet the award’s widening participation criteria. For 2018 entry we have offered 100 awards to eligible students.

Future Priorities
To undertake further quantitative and qualitative evaluation into the affects that student financial support can have on student outcomes and experience.

Context
There is still a significant gap between students from underrepresented groups and other students, not just when applying for university but also when entering the graduate labour market. As outlined in the State of Nation 2017: Social Mobility in Great Britain report, the options for young people from disadvantaged backgrounds are more restricted than those from more advantaged backgrounds. This is due to a number of reasons: access to competitive higher education institutions, obtaining expert careers advice and support, and receiving specialised insights about the graduate labour market.

Overview
At Manchester we want to enable fairer access to a wide range of graduate jobs for talented students regardless of their background – this is central to our values as a world class university.

Our Careers Service recognises that our graduates need both academic excellence and the transferable skills required to boost their employability. We want to ensure that all of our students, regardless of their background, have access to a wide range of graduate jobs.

We therefore focus on supporting the employability of our students and centre our approach round the following three key themes:

- Embedding employability into the curriculum and academic engagement;
- Promotion of work experience in the form of placements and internships;
- Enhancing student engagement.

Research on employment outcomes show that employment opportunities for students from underrepresented groups are impacted by a number of factors; fewer opportunities around employment recruitment practices, work experience and extra-curricular activities, and less access to internships. Through a successful partnership between The University of Manchester’s Careers Service, the Widening Participation (WP) team and colleagues around the University, we are improving the employability of our students and ensuring the gap between WP and non-WP students continues to narrow.

“I applied for the Study China programme in order to learn Mandarin for a month, as this skill would really help me in the competitive graduate labour market, especially within the fashion industry. I also felt that gaining first-hand experience in such a vibrant country would enhance my personal and professional development. However, I had no idea how I was going to fund the trip! After talking to my peers and the Careers Service, I heard about the Work Experience Bursary Scheme and decided to apply. If it wasn’t for this funding I would not have been able to participate.”

Zarah Hodder
BSc (Hons) Fashion Buying and Merchandising, graduated 2018

“The Global Graduate experience has completely changed the way I look at my future, I am aiming much higher now than I would have before. I have realised coming from a lower socio-economic background does not have to hinder my progression, if anything, it adds to my individuality in interviews. My confidence has grown immensely, I am already applying for things I would never have considered. The trip to London and Paris has helped me build a valuable network and I remain in touch with many of the alumni from the trip.”

Melissa Crane
Social Anthropology (Mature)
Student Engagement:

Pre-entry outreach
Careers presentations, workshops and attendance at events on campus targeting students aged 10-18. The main focus of these is raising awareness of higher education and the career-enhancing benefits of university.

Manchester Gold Mentoring
University students are matched with a mentor and receive around two hours of careers support a month, over a six month period. Mentors provide students with excellent advice and insight in a number of areas; including job roles, organisations and sectors, networking, CV writing, skills development, and interviews and assessment centres. In 2017/18, 119 undergraduates on the scheme, or 33% of those being mentored, were from WP backgrounds.

Global Graduates Programme
Students at The University of Manchester get the opportunity to travel internationally to spend a week with a variety of employers and alumni, to learn about their sectors, companies and roles. This exposes our graduates to professional networks, allows them to practice and develop their skillset, and increases their understanding of employability. Of the students taking part in this programme, 88% of them (28) were from WP backgrounds.

Careers workshops and events
These are actively promoted to our WP students, to help develop their employability.

Work Experience:

Student and Graduate Internships
The University of Manchester recognises the importance of building up work experience to improve employability, and so runs several internship programmes. Student Experience Internships (SEIs) offer pre-final year undergraduates the opportunity to undertake a paid, full-time internship for eight weeks, either within the University or a charity/not-for-profit organisation.

Manchester Graduate Talent (MGT) is for graduating students and sources paid, graduate-level jobs with a variety of organisations and businesses, including the University. Last year 57.2% of students taking part in our graduate internship programme were from a WP background.

Work Experience Bursaries for WP students
A significant barrier facing widening participation students trying to secure work experience are the costs. To support students with this expense, in 2017/18 we awarded 95 WP students with bursaries, totalling £51,000.

Future Priorities
To continue to develop, embed and evaluate activities which will close the gap between the proportion of WP and non-WP students in positive graduate destinations. Activities will include:

- A “meet the professionals’ event”, for BAME students in the School of Arts, Language and Cultures (SALC), and attended by BAME graduates and graduate recruiters talking about their experiences;
- New mentoring strands for BAME students and disabled students;
- Individual support for Care Leavers;
- Group sessions for mature students and Live at Home students;
- New employer led events for disabled students and the provision of “quiet rooms” at the Career fairs to provide further support.

Impact Evidence

Analysis of employability outcomes for 2016/17 WP graduates, as captured by the Destinations of Leavers from Higher Education (DLHE) survey, helps to inform our services and activity. In addition to this we run annual focus groups with our WP students; these help tailor our marketing campaigns to promote our targeted initiatives and improve student engagement. The results for the 2016/17 DLHE survey show that the five year average for positive employability outcomes for graduates from Low Income Households is increasing, which means the gap between WP and non-WP students is continuing to narrow.
Our annual report is a fantastic opportunity to reflect on the achievements of the past year.

The case studies within the report highlight the impact our widening participation (WP) work is having on the young people, students and key influencers. I would like to close the report by thanking all The University of Manchester staff and students who have made this work possible and whose efforts have been celebrated through local, national and international awards.

In August 2017, just before the start of the start of the 2017-18 academic year, The University of Manchester Library’s contribution to widening participation through its My Learning Essentials (MLE) resources was recognised with a Catalyst Award for Community Engagement, awarded by Blackboard Inc. This award for the Library’s WP service in partnership with the University’s Widening Participation and Outreach Team showcases the use of MLE’s eLearning and blended learning approaches to improve quality, scale and reach in three WP programmes: the Manchester Access Programme, Manchester Distance Access Scheme and the Extended Project Qualification.

In the same month the Faculty of Biology, Medicine and Health WP team won a national award from Health Education England for its research into the performance and experience of widening participation students compared to non-widening participation students.

In May 2018 the University held its annual Social Responsibility awards recognising staff and students making a difference. In the Widening Participation category, the staff award was won by Anne Knott from the Dalton Nuclear Institute for the Infinity Festival. Taking place in Cumbria, an area of high child poverty and low higher education uptake, the Infinity Festival addressed the need for more scientists and engineers in the area by creating a collaborative STEM event to inspire young people and families through exciting talks and workshops. The student award was won by Emily Cooksey from the Faculty of Science and Engineering for her work as a Widening Participation Fellow and a Manchester Access Programme Tutor, where she has made a difference by engaging and interacting with a wide range of audiences, in particular encouraging female students to engage with science and engineering. There was also a Special Award for long-term commitment which went to Dr Tom McCunnie in the School of Social Sciences, recognising the contribution of the Pre-University Courses which have been running since 2011.

Also in May 2018 The Greater Manchester Looked After Children’s Forum was recognised for its work by winning a National Education Opportunities Network (NEON) Widening Access Partnership Award at the Palace of Westminster. The Forum supports the educational progression of Care Leavers and Looked After Children across Greater Manchester and is a partnership of educational institutions and services. The University of Manchester is represented on the forum, which meets termly. In addition, students from the University were highly commended in two other categories. The Student Inspire Network was highly commended in the Widening Access Initiative (Retention and Success). This new and exciting project is being delivered for students by students, taking a simple model to improve access to careers information for students from BAME backgrounds. Memona Shahid was also highly commended in the NEON Student of the Year category. An undergraduate Pharmacy student, Memona has been making an invaluable impact to the educational journey of young people from her local area in Manchester since 2014, through LIGHTSS, which offers revision support to disadvantaged students.

Most recently, the University’s School Governor Initiative has been recognised through the national CIPD People Management Awards and the local Spirit of Manchester Awards. In September the Initiative was shortlisted for CIPD’s best skills-based volunteering initiative and in October the initiative won the Spirit of Manchester Employee Volunteering Award.

It’s been a very busy and successful year for staff and students across the University who are working to improve outcomes for widening participation students, and I look forward to another successful year ahead.

Stephanie Lee
Head of Widening Participation and Outreach
IntoUniversity Manchester North opened in autumn 2018 in partnership with the University of Manchester.

IntoUniversity provides local learning centres where young people are inspired to achieve. At each local centre IntoUniversity offers an innovative programme that supports young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration.
PRINCIPAL CONTACT FOR ENQUIRIES

Stephanie Lee
Head of Widening Participation and Outreach
The University of Manchester
Email: stephanie.lee@manchester.ac.uk
Tel: +44 (0)161 275 7544