
This year has been a significant and unique challenge for Widening Participation (WP) as we have sought to react to and mitigate the effects of the Covid-19 pandemic on the children, young people, students, and graduates that we work with. Face-to-face activity stopped in March, and since then we have worked hard to create digital and online versions of our programmes, as well as rapidly designing new activities to address the sudden challenges that have arisen. The whole of the University’s teaching, learning and support services also moved online, including our wellbeing, careers and peer support activities.

We are really proud of how we have reacted to this challenge, and in this report we showcase some of the new WP activity that now exists, in addition to demonstrating how our established programmes have adapted to the current situation, across 5 key areas:

> Pre-16 outreach
> Post-16 access
> Fair admissions and funding
> Outstanding learning and student experience
> Successful graduates
Our Access and Participation Plan (APP) 2020/21 – 2024/25

Our APP sets out how we will improve equality of opportunity for underrepresented groups to gain access to, succeed in, and progress from Higher Education. The University recognises that some groups of students are more likely than others to be accepted onto a course or awarded a good degree (1st or 2:1) and has committed to 6 key targets to eliminate such gaps where these exist.

<table>
<thead>
<tr>
<th>Target/Indicator</th>
<th>Baseline 2017/18</th>
<th>Provisional 2019/20</th>
<th>Target 2024/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to raising attainment in schools – in partnership with the Brilliant Club, supporting pupils to make at least a 5% improvement in their overall academic progress whilst participating in The Scholars Programme.</td>
<td>118 pupils from POLAR4 Q1+2 make 5% or more progress</td>
<td>219 pupils from POLAR4 Q1+2 made 5% or more progress</td>
<td>230 pupils from POLAR4 Q1+2 make 5% or more progress</td>
</tr>
<tr>
<td>Reduce the gap in participation at the University between the most and least represented groups (POLAR4 Q1:5).</td>
<td>5.2:1</td>
<td>4.5:1</td>
<td>3:1</td>
</tr>
<tr>
<td>Significantly reduce the unexplained gap in degree attainment (1st and 2:1) at the University between White and Black students.</td>
<td>11.6%</td>
<td>11.4%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Significantly reduce the unexplained gap in degree attainment (1st and 2:1) at the University between White and Asian students.</td>
<td>10.6%</td>
<td>6.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Significantly reduce the unexplained gap in degree attainment (1st and 2:1) at the University between Disabled students and students with no known disability.</td>
<td>4.4%</td>
<td>1.8%</td>
<td>0%</td>
</tr>
<tr>
<td>Significantly reduce the unexplained gap in degree attainment (1st and 2:1) at the University between the most and least advantaged students as measured by IMD.</td>
<td>10.4%</td>
<td>7.3%</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

1 Some of the factors that contribute to the non-continuation and attainment gaps are structural, such as entry qualification, subject of study or age of students. However, once such structural factors are taken into account, there remain significant unexplained differences which are referred to as unexplained gaps.

2 Participation data relates to entry in 2020, degree attainment relates to degrees awarded in 2020. Data correct as of September 2020. Minor changes may occur following the census date on the 1st December.

3 Faculty of Biology, Medicine and Health (FBMH), Faculty of Humanities (HUM), Faculty of Science and Engineering (FSE).

4 The ethnicity categories used here depend on self-reported data, however we recognise that the options available represent an oversimplification of identities. When looking at this data for monitoring and planning purposes we segment these categories.

Our Future

This year we launched Our Future, where our commitment to WP is embedded in the long-term vision and strategic plan that sets our priorities for the next five years.

% of young entrants on UG full time programmes from POLAR4 Q1³

% awarded a good (1st or 2:1) degree in 2020²⁴
We also partnered with Brightside to move our Year 10 advice and guidance (IAG), life skills and study skills. provides resources for learners covering information, GM Higher now has a resources database, which to support disadvantaged pupils.

We developed a new Gateways microsite so that newly buy the necessary equipment for online learning. A prioritises students without the financial means to learning during this extraordinary time. This scheme We set up an IT access scheme to address barriers to We extended the Living Cost Support Fund to more than four times its normal value, in order to cope with heightened demand. The Manchester Masters Bursary of £4,000 was awarded to an additional 25 postgraduate students from WP backgrounds in order to support 100 in total. The Undergraduate Access Scholarship was also extended to include students who are estranged from their families. We extended the Living Cost Support Fund to more than four times its normal value, in order to cope with heightened demand. The Manchester Masters Bursary of £4,000 was awarded to an additional 25 postgraduate students from WP backgrounds in order to support 100 in total. The Undergraduate Access Scholarship was also extended to include students who are estranged from their families. We initiated emergency financial support for Physician Associate students who meet WP criteria. The existing accommodation bursary scheme has also been increased to allow more local students from WP backgrounds to stay in halls during their first year of University. These opportunities and many of those outlined above were made possible by the Emergency Hardship Fund campaign, which has raised £1.5 million from over 3,000 alumni and supporters in 80 countries to support our students during the pandemic.

We developed a new Gateways microsite so that newly new system has been launched by Humanities for monitoring engagement with our online learning platform Blackboard. This will allow us to identify students who aren’t engaging and offer academic or personal support, as well as signposting to useful services we provide. Our Peer Support mentors have developed creative and innovative ways to deliver peer support virtually, including online PASS sessions, quizzes and academic revision workshops.

Our response to Covid-19

Since the start of the pandemic we have worked hard to respond to the challenges of Covid-19 and ensure we are doing all we can to support people from underrepresented groups to access, succeed in and progress from HE in this exceptional context. Here is a summary of our main activity in this area:

Moving access programmes online

Our Manchester Access Programme (MAP), Gateways programme, Pathways to Law and GM Higher activities were redesigned for online delivery. We reconfigured MAP to include online webinar based events, an interactive Zoom conference and virtual meetings so tutors could support MAP students with their academic assignment remotely. Our MAP alumni community and Students Ambassadors helped bring a sense of connection and belonging to the University using a variety of online platforms.

We developed a new Gateways microsite so that newly created material can be easily accessed by Gateways pupils, parents and teachers. We will continue to work with schools and teachers to support the virtual delivery of our Gateways programme throughout 2020/21.

We worked closely with the Tutor Trust, an award-winning Manchester charity which provides professional tuition to school children from low income backgrounds. During the pandemic the Tutor Trust received more applications for tutoring than ever before, and recruited 450 tutors during 2019/20. Students from the University make up 70% of Tutor Trust tutors in Manchester, and it was recently announced that the charity will be part of the national online tuition pilot to support disadvantaged pupils.

GM Higher now has a resources database, which provides resources for learners covering information, advice and guidance (IAG), life skills and study skills. We also partnered with Brightside to move our Year 10 mentoring programme online, and to offer a new Year 13 mentoring programme alongside our existing Year 12 programme. We have developed a series of IAG webinars for learners and collaborated with The Access Platform to offer 1-2-1 guidance via our website.

Fair admissions

We put additional measures in place to ensure students from WP backgrounds were not disadvantaged during the admissions process of this exceptional year. This has helped to reduce the gap between young people from areas of low participation and those from high participation accessing the University, significantly surpassing our APP target for this year. Find out more about our admissions 2020 work here.

Funding

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Outstanding learning and student experience

We set up an IT access scheme to address barriers to learning during this extraordinary time. This scheme prioritises students without the financial means to buy the necessary equipment for online learning. A new system has been launched by Humanities for monitoring engagement with our online learning platform Blackboard. This will allow us to identify students who aren’t engaging and offer academic or personal support, as well as signposting to useful services we provide. Our Peer Support mentors have developed creative and innovative ways to deliver peer support virtually, including online PASS sessions, quizzes and academic revision workshops.

Successful graduates

The Careers Service quickly moved all services online including 121 careers support, interview coaching, online workshops and CV advice. We’ve also set up the Student Experience Internships, which creates paid opportunities for UG students to aid employability. Our Work Experience Bursaries have been extended to support students from WP backgrounds to undertake career-related work experience which will be crucial in a competitive jobs market.

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Race Equality

The University is committed to equality, diversity and inclusion and we have been awarded the Race Equality Charter Mark for the second time, one of only a few institutions nationally to achieve this. However, we recognise there is still a lot of work to be done. The events over the summer in the United States highlighted the problems across the world, and the subsequent anti-racist demonstrations in the UK focussed our efforts and led to the production of the

Evaluation and evidence

We have been developing our evaluation approach through our Evaluation Action Plan, created using the OfS evaluation self-assessment tool. Our progress includes:

• Theories of change and Monitoring, Evaluation and Targeting plans for all key programmes
• Evaluation Skills Survey to identify areas of strength and need for staff
• Delivery of bespoke evaluation training for colleagues across the University
• Increasing our use of HEAT across the University
• Review of survey questions used for outreach to ensure they are standardised and robust
• New survey software for paper and online surveys
• New resources and tools developed: evaluation risk assessments, focus groups, online and remote activity evaluation, simplified targeting model, and an evaluation manifesto
• Creation of an internal online community for resources, training and sharing best practice
• Engagement with academic literature through evidence reviews and membership of national groups such as NERUPI and TASO

Race Matters report and action plan focussing on the following key areas:

• Black students’ admissions, funding, attainment and learning experience
• Black staff recruitment, progression, pay and employment experience
• How Black lives are represented in the University’s history and heritage.
Pre-16

Our pre-16 work aims to expand Higher Education opportunities by delivering outreach programmes designed to raise the awareness and aspirations of students. The impact of Covid-19 has meant that we have had to rapidly adapt content to mainly virtual forms to reach learners and support schools.

**Great Science Share (GSS) for Schools**

The Great Science Share for Schools celebrated its 5th birthday this year. The campaign focused on a series of themes over 6 weeks, linked to the United Nations’ Global Goals for Sustainable Development, by encouraging children and young people to ask and share scientific questions. Activity included GSS Question Makers, weekly Live Lessons, scientist and engineer engagement through #AskAQuestion including Live Q&A and Twitter chats, and a Fabulous Science & Arts music and movement activity. Resources were offered from a wide range of national STEM organisations and support from key sponsors made this year truly the greatest yet.

![Great Science Share](image)

Exploring the science share showcase and access all the resources including Live Lessons and new Question Makers. Follow the campaign at: @GreatSciShare

- **46%** of English schools engaged in this year’s GSS were high priority WP schools.
- **90,760** primary and secondary pupils from family and school registrations.
- **43%** increase in engagement since last year.

**Gateways**

Between September 2019 and March 2020, Gateways welcomed 842 pupils from years 8, 9, 10 and 11 to 26 visit days from 33 schools. In normal circumstances, we would see at least 1,600 pupils from 48 schools over 50 visit days across the year.

The second half of Gateways was cancelled due to the Covid-19 pandemic. However, we were able to repurpose existing virtual IAG for secondary pupils and teachers, and generated new online IAG and academic enrichment content for Greater Manchester pupils in general.

- **91%** of Gateways attendees felt they knew more about the benefits of university as a result of a Gateways event.
- **93%** of Gateways attendees have a better understanding of how university differs from school as a result of a Gateways event.
- **94%** of the 33 schools engaged in the Gateways programme during 2019/20 were high priority schools.

**IntoUniversity Manchester North**

IntoUniversity Manchester North delivered 1,130 phone calls since March as part of the remote Academic Support programme.

- **20 mentoring pairs** continued their partnership via IntoUniversity’s e-mentoring platforms, providing sustained support to young people throughout the Covid-19 pandemic.

The University’s School Governor Initiative has held two virtual network meetings where staff shared work being done in their schools to support home learning, particularly for disadvantaged learners, and how they prepared for schools’ reopening.

**1,230** University staff and alumni volunteered in local schools as Governors.

**Other pre-16 activity**

- **1,039** activities delivered
- **18,900** individual learners engaged
- **176** schools and colleges engaged

- **87 students** volunteered mentoring hours for ReachOut, more than any other university

**Greater Manchester Higher**

From September 2019 to March 2020, we delivered activities to learners across Greater Manchester, including in-school information, advice and guidance (IAG), campus visits, subject tasters, mentoring programmes and activities linked to the school curriculum and industry.

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Our post-16 work focuses on identifying and attracting outstanding students based on their educational potential and merit, irrespective of background. This work contributes significantly towards our APP target to reduce the access gap between POLAR4 Quintiles 1 and 5.

**Access Manchester**

Access Manchester is the framework of access schemes and contextual data practices, including the Manchester Distance Access Scheme, the Manchester Access Programme, Medicine Preston Widening Access Scheme, Pathways to Law and the Pre University courses in Social Sciences. Potential students and their supporters can use the Access Manchester website to check eligibility and find out more about these programmes.

**Manchester Distance Access Scheme (MDAS)**

MDAS is a national online access scheme for offer-holders who have a place on a participating course at Manchester. In 2020, 191 students completed MDAS and progressed to Manchester. This year the Alliance Manchester Business School has been a really positive addition to MDAS, widening the scope of degree disciplines offered by the scheme.

With Insight Education BME Mentoring programme

10 student mentors from The University of Manchester were matched with 10 student mentees from Loreto College. Together they completed an online mentoring programme designed to support Black, Asian and minority ethnic students to progress into high-tariff universities. The initial meeting and training for the mentors and mentees was held on campus, and they also had the opportunity to spend the afternoon with a number of BME professionals from across the UK to gain valuable career advice and guidance. Overall the programme resulted in raised awareness and understanding of university life and improved confidence in applying to high-tariff universities.

**MAP**

MAP is our flagship widening access scheme for local students. Each year we help over 600 local students from underrepresented backgrounds to prepare for university study through a variety of workshops and engaging activities.

**Other post-16 activity**

- Discover days
- Adults Returning to Education (ARTE)
- Care experienced young people

**Without Agnes’s support, I would have just hoped for the best. Instead, I started to believe that I should aim high and changed my approach to studying. I am now predicted AAA, up from BBB and looking forward to going to a top university.**

**Mentee**

This year in response to Covid-19, we moved MAP online. The centerpiece of MAP is a set of compulsory activities and an academic assignment, complemented by a series of optional events. These include research and referencing skills, mentoring, medical masterclasses and a University Life Conference which were all adapted and delivered virtually.

With school and college closures and at such an uncertain time, students really appreciated the opportunity to do MAP this year.

In 2020 481 students who completed one of our Access Manchester schemes progressed to the University, a 43% increase on last year.

**5,300 learners**

Between March 2019 and March 2020 we attended 34 events in priority schools across Greater Manchester, engaging with around 5,300 learners.

**Post-16 Context and Targets**

**Key Developments**

**Fair Admissions and Funding**

**Outstanding Learning and Student Experience**

**Successful Graduates**

**Reflections**
Fair Admissions and Funding

We aim to ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify outstanding students from all backgrounds.

Admissions 2020

The Confirmation and Clearing process for 2020 was an uncertain and confusing time for students across the country. We put additional measures in place to ensure that students from WP backgrounds were not disadvantaged during this exceptional year. These included:

- A dedicated hotline for students from our access programmes
- Prioritisation of WP students in the University’s Confirmation and Clearing strategy
- WP specific offers for courses in Clearing plus dedicated guidance and an eligibility checker tool for applicants
- Analysis of students’ calculated grades compared to their predicted grades to inform Confirmation decisions
- PowerBI dashboard providing up-to-date information on WP student intake data through Confirmation and Clearing

Contextual Admissions

Our contextual admissions process uses data about an applicant’s school or college and the area they live in to get a better understanding of their potential to succeed in the context of certain barriers.

Following feedback on our contextual offer process we have

- Updated our webpages and FAQs to make the content more visible and user-friendly
- Updated our eligibility checker tool
- Removed the requirement for applicants to accept Manchester as their firm choice in order to receive a contextual offer
- Introduced a contextual offer for students applying for a course through Clearing

The Manchester Bursary

The Manchester Bursary is a central part of the University’s financial support to ensure that prospective students are able to study with us regardless of family income. In 2019/20, nearly 6,000 students received over £10.9 million of funding via the Manchester Bursary, in addition to any Government Student Finance support.

Sanctuary seeker support: Article 26 programme

The A26 programme works with 5 students each year who are awarded the Article 26 scholarship and come from a sanctuary seeker background, which includes asylum seekers and refugees. Without these scholarships, students would be prevented from accessing Higher Education as they are not eligible for Student Finance government support.

This year we held a meet and greet session that enabled the 1st year students to meet 2nd and 3rd year students. We also held monthly catch-up sessions for students, and more recently have hosted a virtual session to introduce the new scholarship students joining us in September 2020. We actively promote the scholarship through social media, Open Days, and presentations in schools, colleges and with community organisations.

The University of Manchester is now a University of Sanctuary, part of the Cities of Sanctuary initiative which works to ensure our nation is a welcoming place of safety for all.
As an institution built on world-class research, we want to share knowledge to challenge and transform our students, giving learners of all ages and backgrounds the chance to contribute to positive change, improving their lives and those of others.

Outstanding Learning and Student Experience

**Peer Support**
The Peer Support team has trained student volunteers to support every 1st year student across 68 programme areas. The move to online teaching encouraged the Peer Support community to adapt to a more virtual approach. We have been inspired by the positivity of our volunteers and the innovative approaches they have adopted to support their students; from online PASS sessions, quizzes, to academic revision workshops.

1,879 student Peer Support volunteers trained

**The Institute for Teaching and Learning**
This year we launched the new Institute for Teaching and Learning, an academic centre created to support teaching quality, embed innovative teaching methods and lead on university-wide strategic projects. We are committed to fostering and celebrating a culture of teaching excellence. So far the Institute has set up:

- 11 inaugural Institute Fellows appointed
- Development programmes for academics
- Teaching toolkits
- Awards for excellence in teaching and learning
- 36 Student Partners employed

The Library is central to life at the University and plays a key role in engaging students from all backgrounds, through the delivery of outreach and access initiatives and supporting students through their studies.

The Ahmed Iqbal Ullah RACE (Race Archive and Community Engagement) Centre is a specialist library focusing on the study of race, migration and ethnic diversity. The centre’s work has never been more important with the increased public focus on anti-racism and the Black Lives Matter movement. The Centre offers extensive materials equipping schools and communities with the knowledge to promote an anti-racist future.

Find out more at:
- John Rylands Library
- Library Widening Participation Support
- My Learning Essentials (MLE)
- Ahmed Iqbal Ullah Race Relations Resource Centre

"Everyone made it clear that this was a space to be used by everyone regardless of your walk of life... this was a space to be used rather than preserved under a glass case, only to be touched with white gloves."

PGCE History student

**Student Recruitment and Widening Participation (SRWP)**
In addition to supporting on and off campus delivery in the first half of the 2019/20 academic year through workshop delivery and guided tours, our Student Ambassadors were vital in moving our activity online. From writing blogs, to taking part in online Q&A sessions to online mentoring and being a Unibuddy, Student Ambassadors have remained at the centre of our team. They act as role models to prospective students and represent the University, answering questions about student life, their course, studying during the Covid-19 pandemic and much more.

Over 9,550 hours of work completed by our Student Ambassadors in 2019/20

53% of our Student Ambassadors come from WP backgrounds

**University of Manchester Library**
The John Rylands Education team ran 74 sessions engaging 2,334 in 2019/20

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In the 2019/20 academic year, the online Library resources have been viewed 85,229 times

The University of Manchester Library engaged 491 students through 26 Researching your Project (EPQ) sessions

"The advice you're giving me is brilliant, I really appreciate it. Thank you, I'm about to start working on my personal statement so will keep that [advice] in mind."

Mentee supported by a Student Ambassador

**Other Outstanding Learning and Student Experience activity**

- Disability Advisory and Support Service (DASS)
- Student Advice and Response teams
- Stellify Award

"The advice you're giving me is brilliant, I really appreciate it. Thank you, I'm about to start working on my personal statement so will keep that [advice] in mind."

Mentee supported by a Student Ambassador
Successful Graduates

We aim to realise students’ potential through ‘Manchester made me’ – a distinctive set of opportunities to allow our students to reach their full potential and optimise their employability and readiness for further study.

Iqra Shah’s story

Iqra first engaged with the University as a learner on Gateways, our flagship pre-16 access scheme. She then progressed to the Manchester Access Programme (MAP) during Year 12 and attended our Discover Days to find out more about the subjects she was interested in. After successfully completing MAP she gained a place at the University to study BA History (Hons). After graduation, Iqra was recruited to the Widening Participation team as the BAME Graduate Intern. The next step on Iqra’s impressive journey is an MA in Humanitarian and Conflict Response during which she will also be working as a Residential Life Advisor, supporting students in halls.

My experience as an intern on the BAME Programme has been rewarding, allowing me to challenge myself and take on new roles to develop my skills and passions further by working on multiple projects. One of these is the Diversity Champions; a hate crime awareness project working with Greater Manchester schools and using Holocaust education as a foundation to raise awareness of the importance of being an active bystander.

Throughout my internship I gained valuable work experience in supporting young people of colour to break down barriers to higher education. The diversity of my role enabled me to work with different community groups, and on initiatives that focus on race and identity. Working on these youth centred projects has encouraged me to pursue a career within the charity sector and begin a Masters. I have also developed a real passion for the work we do to support Sanctuary Seekers.

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Careers Service

The Covid-19 pandemic, and the resulting uncertain labour market, has highlighted additional challenges facing particular graduates. Some WP students face disadvantage due to a lack of personal/professional networks and challenges gaining graduate jobs/work experience.

The Careers Service worked quickly to get services online so we could continue to offer support to students. This includes:

- Virtual 121 careers support
- Help to create strong CVs/LinkedIn profiles
- Coaching on succeeding at video interviews/online assessment centres
- Weekly programmes of online workshops accessed via our YouTube playlist
- Targeted webinars for example, ‘Transition to Employment for Graduates with Disabilities’ and live Q&A sessions with Living at Home students
- ‘Meet the Professional’ events, where students can continue to develop their professional networks

Manchester Master’s Bursary (MMB)

As part of the University’s commitment to widening participation in postgraduate study, annual awards are made to Master’s students across the University who meet certain widening participation criteria. This year, we were able to increase the number of awards from 75 to 100 with each recipient receiving £4,000. This was possible due to the Division of Development and Alumni Relations team’s Emergency Hardship campaign.

I have been incredibly grateful for the bursary and it has made a huge difference. The bursary made it possible for me to visit my mother in hospital during lockdown. I am unable to express what a huge impact being able to do this has had on both of our mental health, as well as relieving the burden on my siblings. I lost quite a lot of work when lockdown happened and though I was lucky enough to find more, the bursary was incredibly valuable during this transition. It has undoubtedly contributed to my ability to complete my academic work to the standard I have.

Student who received the Manchester Master’s Bursary

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My experience as an intern on the BAME Programme has been rewarding, allowing me to challenge myself and take on new roles to develop my skills and passions further by working on multiple projects. One of these is the Diversity Champions; a hate crime awareness project working with Greater Manchester schools and using Holocaust education as a foundation to raise awareness of the importance of being an active bystander.

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Other work we do to support our students’ progression

Alumni Service

Work experience bursaries

Global graduates

Co-host a national working group on widening access to postgraduate study
Reflections

The last year has been a year like no other, where global events have disproportionately impacted young people and students from widening participation backgrounds, and the gaps that already existed between the most and the least advantaged have been further compounded. However, we have also seen how quickly support services and activities have been mobilised to provide continued support in the virtual environment and how this has led to new and creative approaches.

With this in mind we decided to publish our Widening Participation Annual Report solely online this year. The report highlights the success of our work to reduce gaps in outcomes between those from the most and least advantaged backgrounds as well as spotlighting areas where we still have much progress to make.

In responding to the impact of Covid-19 we focused on key areas where sector research showed that gaps will continue to grow for those from less advantaged backgrounds: education, digital access, financial support and health and wellbeing. There was particular concern with regards to the awarding of qualifications in August 2020 following the cancellation of exams. To respond to this we put in place a number of measures to ensure students from widening participation backgrounds were not disadvantaged, leading to a record number of students progressing into the University through our Access Manchester initiatives. As the University moved to online teaching overnight in March, we quickly set up support for students to get online including a laptop loan and Wi-Fi access scheme. This has since been extended with the generous support of donors who raised over one million pounds to provide a range of support for students, including the extension of our Living Cost Support Fund for students in financial hardship. Along with teaching, assessment moved online too which brought positive outcomes for disabled students as they were able to take their assessments in exactly the same conditions as anyone else, rather than needing special arrangements.

There have also been reasons for celebration during the year. In May the University held its Making a Difference Awards online with wins in the Widening Participation category for the Inside Out project which empowers children as science communicators, and The Black Pharmacists Collective, a group of Black MPharm students, working together to close the access and degree awarding gaps between white and Black students. In August our Diversity Champions project won an Outstanding Social Behaviour Award and in the NEON National Awards, our Peer Support work was highly commended in the Retention and Progression category. Dr Enam Haque from the Faculty of Biology, Medicine and Health was also highly commended in the Contribution to Widening Access category for his exceptional work in increasing access to Medicine.

As the new academic year progresses, we are continuing to develop our practice of delivering and evaluating online outreach, student support, teaching and learning and identifying new ways of working which will help to build more inclusive practices now and into the future.

Stephanie Lee
Head of Widening Participation and Outreach

April McMahon
Vice President for Teaching, Learning and Students