Looking back, moving forward

Welcome to The University of Manchester’s annual report on widening participation which celebrates our successes for 2018/19. Here we showcase examples of our work across the student lifecycle and its impact through highlighted projects, case studies, local and national recognition.

A significant focus this year has been the development of our Access and Participation Plan (APP) for 2020/2021 with the Office for Students (OfS). It provides a detailed and balanced assessment of our performance, the targets and milestones we have set and the strategic measures and approaches to deliver our commitments. As we move forward we will continue to build on our many achievements – whilst acknowledging areas for improvement and addressing the expectations for universities set by the OfS.

We believe passionately in supporting all young people to achieve their aspirations through our outreach work and social responsibility agenda. Much of our pre-16 work is delivered in collaboration with other higher education institutions and third sector organisations and includes our new IntoUniversity Centre funded by donors and officially launched in February 2019 (pages 16-17) to provide a sustained higher education presence for young people in our local community.

As a University 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. Our post-16 work enables prospective students to find out about studying at the University and our Access Manchester framework (pages 14-15) guides prospective students and their key influencers through our range of post-16 widening access programmes. We have recently become a University of Sanctuary where we have committed to continuing our Article 26 Sanctuary Scholarships and are building on our existing work to ensure the University is a welcoming and safe place for refugees and asylum seekers.

Support for student learning and the enhancement of the student experience is a close collaboration between students and staff and is underpinned by two clear ambitions: no barriers to studying, no boundaries to learning. In undertaking a detailed analysis for the APP we identified gaps in degree outcomes between different student groups and we have committed to eliminating these. Our key projects and strategies will continue to enhance and transform student learning with schemes like My Learning Essentials (MLE); peer support including Peer Assisted Study Sessions (PASS); teaching quality and innovation through our pedagogic Manchester Institute of Teaching and Learning and the University College of Interdisciplinary Learning (UCIL); and student engagement via My Manchester and Stellify.

Widening participation in postgraduate study is an emerging area of work within the sector and at our University. However, finance remains a barrier for some and our Manchester Master’s Bursary provides £3,000 to 100 incoming students from widening participation backgrounds each year (page 24). We have also been embedding learning from the collaborative Prepare for Postgrad catalyst project we were part of through the OfS Addressing Barriers to Student Success programme.

This will be my seventh and last widening participation report as I am soon retiring from my role as Vice President for Teaching, Learning and Students. I am incredibly proud of what the University has achieved so far and thank the many colleagues and students who are improving student outcomes through a range of initiatives thereby supporting the University to achieve our overall goals for widening participation.

Professor Clive Agnew
Vice President Teaching, Learning & Students

1 www.manchester.ac.uk/connect/teachers/publications/access-and-participation-plan
2 www.access.manchester.ac.uk
Context

Our new Access and Participation Plan 2020/21 – 2024/25
Access and Participation Plans (APPs) set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. The Office for Students (OfS) is the regulatory body which monitors APPs to make sure that providers honour the commitments they make in these plans.

The OfS has recently approved our new APP which encompasses the widening participation work of the University. This includes a number of ambitious targets that reflect the OfS national Key Performance Measures (KPMs) and the most challenging gaps identified through an analysis of our own performance.

Evaluation strategy
In developing the evaluation strategy for the APP, we used the OfS evaluation self-assessment tool to review our approach to evaluation across each of the three areas of the student lifecycle – access, success and progression.

Our assessment identified areas of good evaluation practice as well as opportunities for improvement and we have created detailed action plans to address areas where our evaluation practice can be further developed.

The introduction of a theory of change for all core programmes will provide a strong foundation on which to strengthen our evaluation practice. We are also investigating how to increase our use of internal administrative data and HEAT tracking data, as well as trialling participatory and creative approaches to evaluating WP programmes and activities.

<table>
<thead>
<tr>
<th>OfS KPMs</th>
<th>The University of Manchester target</th>
</tr>
</thead>
<tbody>
<tr>
<td>To eliminate the gap in entry rates at higher-tariff providers between the most and least represented groups (POLAR4 quintiles 5 and 1) by 2038-39.</td>
<td>To reduce the gap in participation between the most and least represented groups (POLAR4 quintiles 5 and 1) at the University from a ratio of 5.2:1 to a ratio of 3:1 by 2024/25.</td>
</tr>
<tr>
<td>To reduce the gap in degree outcomes (1sts or 2:1s) between white students and black students.</td>
<td>To significantly reduce the unexplained gap in degree attainment (1st and 2:1) at the University by 2024/25 between: • White and black students; • White and Asian students; • Disabled students and students with no known disability; • The most and least advantaged as measured by Indices of Multiple Deprivation (IMD).</td>
</tr>
</tbody>
</table>

What is POLAR?
POLAR stands for Participation of Local Areas. It is a methodology used to categorise geographic areas according to the proportion of young people who progress to higher education. E.g. POLAR4 quintile 1 means an area where a very low proportion of young people go to university.

1 HEAT is a data and analysis service for the HE sector which aims to build robust evidence of WP impact through longitudinal tracking.
We deliver a wide range of activities and programmes across the student lifecycle, to support learners from underrepresented backgrounds to access and participate 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.
Outstanding Learning and Student Experience

9 http://www.dass.manchester.ac.uk
10 https://www.manchester.ac.uk/study/undergraduate/student-finance
11 https://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials
12 http://www.peersupport.manchester.ac.uk
13 https://www.library.manchester.ac.uk/learning-commons
14 http://www.studentsupport.manchester.ac.uk
15 http://www.stellify.manchester.ac.uk

Successful Graduates

16 http://www.careers.manchester.ac.uk
17 https://www.manchester.ac.uk/study/masters/funding/uk-eu-student-advice/masters-bursary
18 https://www.manchester.ac.uk/connect/alumni
**Student Recruitment, Selection and Admissions Policy**
Policies aiming to make the application process as simple as possible. (5)

**Careers Service**
A range of programmes and comprehensive information and guidance for students about careers or further study. (16)

**Transparency Data**
Information on the University’s performance in areas including widening participation and student retention in comparison to other institutions. (7)

**ReachOut**
A mentoring charity raising aspirations of young people in disadvantaged communities.

**Tutor Trust**
A charity offering additional academic support through access to skilled tutors.

**North West Gifted and Talented**
A charity providing sessions for gifted and talented young people in Science, Maths and English.

**Manchester Supplementary Schools**
Events and discussions so supplementary schools can share experiences and showcase their work.

**Sanctuary Seeker Support**
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.

**Foundation Year 0 programmes**
An alternative route into the University for students wanting to study Medicine, Dentistry, Pharmacy, Biological Sciences, Sciences and Engineering. (8)

**Undergraduate Admissions Framework**
Clear and transparent information on the admissions process for applicants and their advisers. (4)

**Contextual Admissions**
A process that considers additional background information to ensure all students have an equal opportunity throughout the application process. (6)

**Sanctuary Seeker**
Support

**Education Charities/ Organisations**
The University works with different charities/organisations that support young people with their school education.

**Postgraduate Master’s Bursaries**
A financial support scheme aiming to widen access to master’s courses by removing barriers for students from underrepresented groups. (17)

**Manchester**
**Supplementary Schools**
Events and discussions so supplementary schools can share experiences and showcase their work.

**Successful Graduates**
To produce socially mobile graduates who are distinguished around the world for their professional, employability and leadership qualities alongside their broad liberal education.

**IntoUniversity Manchester**
A local learning centre providing support to young people from disadvantaged backgrounds. (2)

**Young Person’s University**
A website providing information and learning tools for secondary school students, related to university subjects.

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Impact evidence

We collect evidence to measure the outputs and outcomes of activities against our strategic objectives. These enable us, year-on-year, to review our progress and assess the impact of our widening participation activities.

Key outputs from 2018-19

**Pre-16 Outreach**
- 1,600+ pupils attended Manchester Gateways activity days.
- 3,860 students attended workshops at the John Rylands Library.
- 374 hours of training delivered to Diversity Champions.

**Post-16 Outreach**
- 576 individuals visited the Access Manchester website in 6 months.
- 104 students completed Pre-University Social Science access courses.
- 102 Extended Project Qualification support workshops delivered.

**Learning, Student Experience and Successful Graduates**
- 472 students completed the Manchester Access Programme.
- 38% of our Student Ambassadors had previously completed the Manchester Access Programme (MAP).
- 17 Equity and Merit scholarship recipients studied at Manchester.

- 69 pupils took part in the year 10 Wise-Up Summer School.
- 3,662 pre-16 pupils attended John Rylands Library workshops and tours.

- £50,000 of work experience bursaries were awarded to 87 WP students.
- 15,000+ hours of work were done by our Student Ambassadors.

- 1,241 pupils were supported by IntoUniversity Manchester North.
- 472 students completed the Manchester Access Programme.
- 47% of our Student Ambassadors were from WP backgrounds.
- 104 students completed Pre-University Social Science access courses.
- 104 students completed the Manchester Access Programme.

- 19 Discover Days were delivered to 795 students.
- 65 students were supported by the Living Cost Support Fund.
- 150 Master’s Bursaries of £3,000 were awarded to PGT students from WP backgrounds.
- 3,860 students attended workshops at the John Rylands Library.
- 825 undergraduate students were supported by donor funded scholarships.
- 200 undergraduate students took part in our Manchester Gold Mentoring programme.

- 69 pupils took part in the year 10 Wise-Up Summer School.
- 3,662 pre-16 pupils attended John Rylands Library workshops and tours.
- £50,000 of work experience bursaries were awarded to 87 WP students.
- 165 students completed the Manchester Distance Access Scheme.
Access indicators

We take our commitment to fair access seriously and monitor the outcomes of our activities in relation to their impact on the progression of underrepresented 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 our outreach work.

<table>
<thead>
<tr>
<th></th>
<th>% POLAR4 quintile 1</th>
<th>% Lower Socio-Economic Groups (NS-SEC 4-7)¹</th>
<th>% State Schools and Colleges</th>
<th>% Disabled Students Allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Manchester</td>
<td>7.8</td>
<td>23.5</td>
<td>84.6</td>
<td>7.5</td>
</tr>
<tr>
<td>English Russell Group average (20 HEIs)</td>
<td>6</td>
<td>N/A</td>
<td>77.3</td>
<td>5.7</td>
</tr>
<tr>
<td>English Russell Group Ranking (20 HEIs) proportion</td>
<td>Joint 5th</td>
<td>N/A</td>
<td>5th</td>
<td>2nd</td>
</tr>
<tr>
<td>UoM Standard Benchmark</td>
<td>7.8</td>
<td>-</td>
<td>83.1</td>
<td>5.6</td>
</tr>
<tr>
<td>UoM Standard Benchmark Difference</td>
<td>0</td>
<td>-</td>
<td>1.5</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Source: Higher Education Statistics Agency (HESA) Performance Indicators 2017/18

We also monitor our performance against other key social geo-demographic indicators.

25.3% of undergraduate students at the University of Manchester come from low income households (less than £25,000 per year).

The University of Manchester Monitoring Return 2017/18.

We work with a wide range of schools and colleges across Greater Manchester in all ten boroughs. This map shows the schools and colleges involved in our Primary Work, Gateways Programme, Manchester Access Programme and Discover Day series during 2018/19.

¹ NS-SEC categorises households based on the occupation of the highest earner.
This data is no longer published by HESA so benchmark data is not available

² ACORN categorises areas by combining demographics and lifestyle information.
Greater Manchester Higher

www.gmhigher.ac.uk

National context
The University of Manchester is part of Greater Manchester Higher (GM Higher), a partnership of universities and further education colleges from across Greater Manchester funded through the National Collaborative Outreach Programme (NCOP)¹.

Overview
GM Higher aims to provide impartial information, advice and guidance about progression routes to higher education (HE) ensuring learners and their key influencers receive information about the variety of HE options available.

The programme aims to:
• Reduce the gap in higher education participation between the most and least represented groups;
• Support young people to make well-informed decisions about their future education;
• Support effective and impactful local collaboration by higher education providers working together with schools, colleges, employers and other partners;
• Contribute to a stronger evidence base around 'what works' in higher education outreach and strengthen evaluation practice in the sector.

There is a wide range of activities delivered through GM Higher including campus visits, in-school presentations and workshops, mentoring, summer schools, professional development for teachers and activities for targeted learners (care leavers, disabled learners and young carers).

Impact evidence
In 2017/18 GM Higher worked with 105 NCOP target schools and colleges, delivering activities to over 7,600 NCOP learners...

- 29% Increase in the number of learners who know more about the options available to them in HE following the Year 10 Mentoring programme.
- 16% Increase in learners who think that university/higher education is for ‘someone like me’ following a Uni:4U Summer School.
- 29% Increase in learner intention to progress to university/higher education following a Campus Visit.

Future priorities
• 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 engage with parents, carers and other key influencers;
• To ensure all state schools in Greater Manchester are aware that GM Higher can signpost them to outreach opportunities at our partner institutions;
• To continue to engage strategically with other partners (e.g. Greater Manchester Combined Authority) and explore opportunities to match-fund activity.


My mentor was the most perfect mentor for my needs, she was incredibly helpful and helped me open doors I didn't even know were there. Y12 Learner, online mentoring (Cohort 2 mentee, May 2018)

It’s been an outstanding day and I have truly enjoyed myself. It has been truly informative and it has helped me decide what I want to be in the future and how I will approach getting a job and getting the degree. Alicia, St John Fisher Catholic High School (Y10, Uni:4U 2018)

It has helped to embed a much clearer CEIAG programme in school by informing students’ awareness of their post high school options. Careers Coordinator, St Anne’s RC High School

All of the children that have been involved have demonstrated increased knowledge of higher education. Head of Careers, All Saints Catholic College
The Manchester Gateways Programme

National context
The Office for Students has set goals to close the gap between the most and least represented groups at higher education. Gateways, our flagship pre-16 outreach programme, aims to help achieve this by supporting students from local secondary schools explore their opportunities whilst developing their knowledge and understanding of HE.

Overview
Gateways provides targeted careers information advice and guidance (IAG), academic enrichment experiences, and education-based aspiration building activities for pupils from socio-economic groups less likely to progress into HE. At each visit pupils are able to develop their knowledge of HE, reflect on their aspirations and explore their skills development. Gateways uses both school and learner level targeting, with participating pupils expected to meet at least one of the following criteria:

- No parental experience of HE;
- Identified as having a disability;
- Experience of Looked After Care;
- Experience as a young carer.

During 2018/19, we welcomed 1,606 pupils to 48 visit days from 42 schools, including welcoming 441 new year 7 students onto the programme. At these events pupils participated in IAG activities led by our Gateways team and supported by current undergraduate students who work as student ambassadors. Pupils also engaged in academic ‘stretch and challenge’ workshops delivered by current PhD students from a wide range of HE subjects.

Impact evidence

School Level Targeting
Of the 42 schools that the Gateways programme worked with during 2018/19, 93% were ‘high priority schools’.

Learner level targeting
Of the new year 7 students who entered onto the programme, 60% came from areas of low progression to HE and 82% from less socio-economically advantaged areas.

Future priorities
During 2018/19, we developed a theory of change, and have identified a number of improvements that can be made to the programme. Through 2019/20, we plan to:

- Host three parents/carers evenings with more updated and relevant IAG;
- Improve the online resources for Gateways pupils and their parents/carers after visit days;
- Further promote the University’s Access Manchester programmes to Gateways pupils and their parents/carers.

www.manchester.ac.uk/gateways

1 According to our in-house targeting model – the Manchester Prioritisation Model (MPM) – which ranks schools according to the proportion of pupils who receive free school meals, and the average GCSE attainment.
2 POLAR4 quintiles 1 and 2
3 IMD quintiles 1 and 2
Access All Areas

National context
Students’ Unions across the UK deliver a wide range of initiatives which aim to address issues around access to higher education. The University of Manchester’s Students’ Union runs the student-led Access All Areas (AAA) programme. Since 2012 The University of Manchester has supported students in financing the delivery of AAA and its projects.

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 WP 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, whilst simultaneously providing our students with valuable volunteering experience, development for teachers and activities for targeted learners (care leavers, disabled learners and young carers).

Projects
Access All Areas’ success centres on its student-led approach which allows our students to deliver the projects they’ve created and developed. Examples of 2018/19 projects include:

• **Code Club** – Students volunteer weekly in an after school club at a primary school, teaching children coding using the programming language ‘Scratch’;

• **Consider Postgrad** – An annual event at the Students’ Union to encourage students to consider a postgraduate course;

• **Reading Mentors** – Students volunteer in local primary schools to support pupils with their reading confidence and skills;

• **Medics in Primary Schools** – Students deliver weekly lessons at local primary schools in targeted areas of Greater Manchester, focusing on subjects such as ‘Antibiotic Awareness’;

• **Primary Fair (FunFair)** – Children attend STEM workshops in the Students’ Union, and then go on a campus tour.

Impact evidence
In 2018/19 our volunteers delivered over 200 hours of support to a range of schools and colleges across Greater Manchester.

- 100% of schools and partner organisations who were surveyed would recommend Access All Areas.

- 100% of teachers who were surveyed agreed that AAA projects were successful and valuable to pupils.

Future priorities

- To work with more volunteers to create and promote a wider range of project opportunities;

- To continue to increase engagement of Access All Areas across Greater Manchester, including schools, organisations working with young people and students of The University of Manchester.

www.manchesterstudentsunion.com/groups/access-all-areas-projects-volunteers
Cultural Institutions

Context

There are many challenges facing the cultural sector in engaging people of all socio-economic backgrounds, education levels and geographical locations. The University of Manchester has a number of collections, information and resources across its cultural institutions and continues to work to widen access to these.

Manchester Museum

Manchester Museum is undergoing a £13.5 million development programme, ‘Hello Future’, which will create new gallery spaces and a new entrance. Until 2021, the Museum’s natural history galleries remain open and we continue to support learners of all ages from across Greater Manchester and beyond.

As well as self-led visits, we are continuing to develop and deliver opportunities to discover and investigate our collections through curriculum-linked sessions. Programmes include a new ‘Art of Botany’ session which offers creative, artist-led workshops across the Museum and the Whitworth. Our ‘Inflatable Museum’ continues to pop up in schools across Manchester, and as well as taking ancient Egyptian artefacts out to primary schools, the programme has now extended to support the transition to secondary school.

The award-winning ‘Shabtis in Schools’ programme has reached over 5,000 pupils by installing a real ancient Egyptian artefact into five local primary and secondary schools for a term.

In addition to the existing programmes, we will be developing new opportunities to support vocational qualifications, work experience and career development.

www.museum.manchester.ac.uk

Jodrell Bank

Jodrell Bank Discovery Centre’s widening participation activities included subsidised visits to the Centre for 575 students from eligible secondary schools, as well as free outreach visits for a further 361 students. On top of this, we ran our annual ‘A-level Cold War Day’ in partnership with the School of Arts, Languages and Culture. This day saw 45 A-level history students from NCOP target schools visit the Centre, to engage with the heritage of the site. Finally, for the third year we have worked in partnership with Beechwood Primary School, ‘From the Fields’ and ‘Global Grooves’, to welcome year 4 pupils and their families to the bluedot science and music festival, by performing a space-themed carnival parade.

www.jodrellbank.net

The Whitworth

The Whitworth encourages engagement on all levels: through conversation, opinion shaping, social making and access to experts. We are committed to the concept of the ‘Useful Museum’, moving forward with a civic agenda to promote art as a tool for impacting on the world around us. Our gallery can play a key role in addressing current concerns such as climate change, young people’s voice, racial inequality and health.

As a University Gallery, we are ideally placed to make academic research accessible through a stimulating programme of exhibitions:

• Our Art School provides playful artist-led workshops;
• The Masterclass collaborative programme brings together artists, scientists and other practitioners to share their expertise with Manchester students;
• ‘Your Whitworth’ provides local learners with free resources such as ‘TACTILE’, 11am tours and self-led opportunities;
• ‘Whitworth Young Contemporaries’ is a group of young people who meet weekly to plan and deliver a programme of social activism with the aim of making a difference in local communities. In 2018/19, 876 young people took part.

www.whitworth.manchester.ac.uk/learn
Library

Context
Access to special collections, archives and world-leading research is often restricted to those studying at a higher education institution. The University of Manchester Library's aim to increase access to, and engagement with, our special collections, archives and world-leading research through three of its sites.

Main Library
The Library is central to life at The University of Manchester, making it a perfect place for school students of all ages to learn new skills, and explore what it’s like to study at university. Library membership is free for all school-age students and their teachers; opening the door to our world-class collections, from rare books and artefacts to journals showcasing cutting-edge research. Schools can engage with our rich collections through a range of education programmes, open access resources and activities for learners from KS2 to post-16.

The John Rylands Library
The John Rylands Library is our spectacular neo-Gothic building, steeped in local history and containing one of the world’s most comprehensive collections of rare books and manuscripts. The public can visit the library for a guided tour based on the Library’s history and collections, or attend a skills-based workshop linking our special collections to school and college curricula.

The Ahmed Iqbal Ullah Race Relations Centre
The Ahmed Iqbal Ullah Race Relations Resource Centre is a specialist library focusing on the study of race, migration and ethnic diversity. Our mission is to support world-leading research around these three areas, alongside engaging in meaningful ways with local community groups and schools.

Alongside our library collection with over 14,800 titles, we also support black, Asian and minority ethnic (BAME) groups to explore and preserve their own heritage, rather than simply adding things to our own archives. We help community groups to build the capacity to be able to lead their own projects and archive their own collections, while at the same time promoting national discourse around race, ethnicity and migration. It’s not just about sharing the story within the community, it’s about sharing the stories and increasing engagement with the whole of the city and beyond.

We work extensively with young people in schools and communities to support national awareness campaigns such as ‘Holocaust Memorial Week’, ‘Refugee Awareness Week’ and ‘Black History Month’ by delivering events in the Central Library and activities in schools and across the city.

In 2018/19 3,857 young people attended our workshops and tours. 3,013 of these young people came from WP target groups.

Case Study
The Peterloo Massacre workshop
Our most recent workshop on the Peterloo Massacre allows students to play the role of a detective, investigating the events of the Peterloo Massacre by examining a range of evidence including newspapers, maps, etchings and our Peterloo Relief Fund Account Books as well as seeking out items in the Library’s exhibition space using an interactive iPad trail.

www.library.manchester.ac.uk/rylands

www.racearchive.manchester.ac.uk
Access Manchester

Context
Selective universities have a crucial role to play in delivering social mobility and closing the ‘fair access gap’ between students from the most advantaged and disadvantaged parts of society.

Overview
The University of Manchester runs a number of widening participation schemes aimed at talented year 12 and 13 students from backgrounds that are currently under represented in higher education.

Access Manchester takes the form of a website, acting as a single point of information for potential students and their key influencers to access everything that may help them progress to highly selective universities such as The University of Manchester.

Our 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.

The benefits may include, for example, advice and guidance on their UCAS application and personal statements, an alternative offer of up to two A-level grades (or equivalent) lower than the standard course offer, and a chance to improve their academic skills in preparation for university study.

A key feature of our programmes is working together with academics from various subjects to offer students the best insight into their subject areas.

Our Access Manchester Schemes include:

Manchester Access Programme (MAP)

Overview
The Manchester Access Programme (MAP) is designed to help year 12 students who live or study in Greater Manchester and who come from households where there is no experience of higher education, to learn about and prepare for study at a research-intensive 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 two-day ‘University Life Conference’ based around student-centred study using enquiry based learning (EBL);
- Complete a 1,500 word academic assignment under the one to one guidance of an academic tutor, with access to the University Library and Virtual Learning Environment.

Impact evidence
- 95% of students who complete MAP apply to the University of Manchester, with around 75% being made at least one offer;
- Since 2005, over 2,000 MAP students have successfully gained a place at the University of Manchester.

“MAP helped to shape a lot of my university experiences. Firstly, MAP gave me the opportunity to regularly come onto campus and get to know the University which resulted in me falling in love with it!
Sarah Walber, MAP Student, MAP Ambassador and MAP Graduate Intern

I never really thought about uni too much before MAP. As well as the reduced offer, it’s just really beneficial because of the people you meet, the university experience and the insight into what it’s like to actually come and live here. It’s probably the best thing you could do.
MAP Student, MAP 2018”

www.access.manchester.ac.uk
Manchester Distance Access Scheme (MDAS)

Overview

The Manchester Distance Access Scheme is a national online access scheme for current offer-holders who have a place on a number of courses at The University of Manchester. The scheme consists of two elements, a study skills module to help students develop university-style learning skills and an academic assignment to help students prepare for studying their course. This includes regular communication with an academic tutor or member of staff; research and reading and the submission of an initial draft, detailed plan or test on which students receive feedback for future improvement prior to final submission.

Impact evidence

In their first year of undergraduate study:

- 29% of our 2018 cohort obtained grades at a 1st standard;
- 44% of our 2018 cohort obtained grades at a 2.1 standard.

Pre-University Courses in Social Sciences

Overview

The School of Social Sciences pre-university courses (PUC) are widening participation initiatives that prepare year 12 and 13 students for undergraduate study through a programme of study in Economics, Philosophy, Politics, Social Anthropology and Sociology.

Courses are delivered on campus and give first-hand experience of university teaching and learning. Students develop undergraduate study skills and, by the end of the course, feel more confident when completing an academic assignment. In 2018 a distance pre-university course, The Arthur Lewis Assignment, added a national dimension to PUC.

Impact evidence

In 2018/19 over 104 students registered to attend the five courses. Since the start of the programme 133 participating students have gained undergraduate places at the University, and 24 have gone on to study at postgraduate level.

Pathways to Law

Overview

The national Pathways to Law scheme is funded by The Sutton Trust and supports young people in pursuing an education and career in Law. The scheme offers a varied programme of events across 18 months, both on and off campus. Students on this scheme get to meet and work with legal professionals, participate in mooting competitions, attend a residential event at another Pathways to Law university, and undertake work experience in the legal sector.

Impact evidence

To date, over 4,500 students have taken part in the programme across 13 leading universities. 94% of students who completed the Pathways to Law programme across the UK in 2018 and applied to university, received an offer from a high-tariff institution, with 43% studying for a degree in Law.

Future Priorities for Access Manchester

To build further relationships promoting Access Manchester to schools in the local Manchester area, with a particular focus on year 10 and 11 pupils from schools where we currently have little or no participation in our Access Manchester schemes.

We are developing Theories of Change for MAP and MDAS to strengthen our approach to evaluating these schemes. We aim to continue to track graduation outcomes and career progression of the students on both schemes.
National Overview

IntoUniversity provides local learning centres in disadvantaged communities, offering an innovative programme that supports young people from the least privileged families to gain a university place or another chosen aspiration.

IntoUniversity began in 2002 and currently operates in 30 centres in 12 locations across the UK. 74% of students who engage with IntoUniversity progress to higher education compared with 24% of students from similar backgrounds nationally. In 2018-19 over 35,000 children and young people were supported across its national network of centres.

The University of Manchester decided to partner with IntoUniversity as it provides an opportunity to engage with a community’s young people and families in a sustained and meaningful way. This has been made possible through the generous funding of donors who, with the University, are committed to making a difference in our local community.

Local context

IntoUniversity Manchester North, based in Blackley, North Manchester, opened its doors to students in November 2018. In its first year the centre has worked with 1,241 individual students. Within the ward that Blackley is in, the proportion of the population with level 4 qualifications or higher is 16% in comparison to 34% in Manchester as a city.

Programmes overview

IntoUniversity centres work with 7-18 year olds across three main programmes:

Academic Support: Academic Support sessions take place after school and help young people to become curious, independent and successful learners. The centre provides a quiet and safe place to study, as well as skilled tutors, volunteers and educational resources which many students do not have access to at home. Many of the volunteers are current University of Manchester students and so can offer information and advice about higher education pathways. Primary students enjoy learning about different degrees each term, which covers English and Maths National Curriculum goals. Secondary students come to complete their homework and revision or complete the Future Readiness Award. This award is designed to build the skills necessary to be a more independent learner and prepare students for university or any other chosen future path.

FOCUS: Through a range of workshops, study weeks and career engagement activities young people’s minds are opened to the transformative power of education. Students have the opportunity to find out about the world of work and the many different careers which will be available to them in the future. Focus weeks involve a visit to the University involving workshops and a tour of the campus.

Mentoring: Students are paired with University of Manchester students and young professionals who provide one-to-one academic and pastoral support. Mentors are motivating role models and help students to develop confidence and other soft skills.
Many of the pupils have commented that they found the sessions interesting and some are now considering university, and what courses they could study, having not previously considered it to be an option. It has been a very encouraging start to the programme for our pupils.

Secondary FOCUS partner contact, Co-op Academy of North Manchester

My son has really enjoyed the IntoUniversity experience and has had lots to tell us when he gets home from school every day. He has even chosen what he wants to do at university in the future.

Primary FOCUS Week parent, Crosslee Community Primary School

The best things about this programme were looking in the prospectuses because I saw a lot of different courses that I wouldn’t have thought existed and learning about university accommodation because I am now more likely to go there. After attending the workshops, I learnt that just because you studied a certain course in university, it doesn’t mean that it is also the job you need to go into afterwards, but it can definitely increase your chances of securing a higher paid job.

Year 11 Secondary FOCUS student, Co-op Academy of North Manchester

Future priorities

It’s been a very successful first year for the IntoUniversity Manchester North centre. As the centre moves into its second year, it will build on this success and continue to develop its relationships with local primary and secondary schools, corporate partners, families and the local community.
### Contextual Admissions

**National context**

Widening access to university is an essential part of improving social mobility. There are a variety of social and economic circumstances including school or college quality, parental background and access to additional resources that have a significant impact on educational achievement.

The gap between some students and their more advantaged peers in accessing university continues to exist, especially at high-tariff institutions such as Manchester, despite many years of interventions.

**Overview**

At The University of Manchester we aim to ensure there are opportunities for all applicants irrespective of personal circumstances or background. We use contextual information to give admissions decision makers a fuller understanding of an applicant’s potential to succeed in the context of certain barriers.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Manchester offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP flag</td>
<td>Applicant’s home postcode shows they live in a disadvantaged area, or an area of low participation in HE. Additional consideration of the personal statement and making interviewers aware of the applicant’s background. This takes into account that the applicant may not have had equal access to extracurricular activities, work experience opportunities, interview guidance, coaching and other preparation.</td>
</tr>
<tr>
<td>WP Plus flag</td>
<td>Applicant meets the criteria above, and attended a school or college that performed below the national average for GCSE or A-level (or equivalent qualification). Applicants who indicated they are care-experienced on their UCAS form will also receive this flag. Applicants may be made a contextual offer. Contextual offers are one grade lower than the standard offer and apply to Level 3 qualifications (and in some cases Level 2 qualifications).</td>
</tr>
</tbody>
</table>

**Impact evidence**

Offers made to applicants from WP Plus backgrounds increased from 11.2% in 2017/18 to 12.0% in 2018/19. In 2017/18, 15.1% of WP Plus flagged students made a conditional offer accepted Manchester as their firm choice which increased to 17.2% in 2018/19 following the introduction of the contextual data one grade lower offer.

Focus groups and a survey of students who had received a contextual offer found that the scheme has been well received, and as a result the University is perceived as “welcoming, fair and inclusive”.

**Future priorities**

Building on the findings from our 2018/19 evaluation we aim to:

- Drive awareness of contextual offers earlier in the application cycle;
- Focus on a clearer explanation of what a contextual offer is;
- Continue to monitor numbers of applications, offers and acceptances from students from WP backgrounds through the application cycle.

[www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data](http://www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data)
National 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.

The UMSGI network is invaluable for having a large pool of colleagues to draw support from, to find out about developments in education and to attend the annual conference.

Impact evidence

• 1,000+ governors in our network of staff and alumni;
• 450,000 learners impacted by our governors;
• 1,200 days were volunteered;
• £1.5m equivalent contribution to the local economy;
• 85% of staff governors said they had gained new skills from being a governor;
• 91% of staff governors said that they felt satisfied that they had enough knowledge and skills to perform the school governor role effectively.

Lydia Norman, Deputy School Operations Manager (Department of Mechanical, Aerospace and Civil Engineering)
Local Authority Governor at Armitage Church of England School

Armitage is based just 2 miles from the University and represents the diversity of Manchester with over 50% of students speaking English as a second language. Similar to the University, the School sits at the heart of the community, and I am delighted that they have recently been awarded Outstanding by Ofsted.

My role as a Governor means I can provide specialist support in areas of School management and operation. I also provide the School with a connection to the University. Recently all year 5 girls came on to campus to enjoy a day of STEM activities and I hope this inspired some of them to aspire to attend University, and even to become future scientists.

www.manchester.ac.uk/connect/teachers/school-governors
**BAME Programme**

**National context**
Across the UK, there are barriers for black, Asian and minority ethnic pupils accessing higher education. Additionally, the Office for Students has asked universities to reduce the gap in degree outcomes between white and black students. Our Widening Participation BAME programme focuses on reducing these barriers, and increasing attainment, for black, Asian and minority ethnic pupils.

**Overview**
The programme consists of a number of projects that have been designed to reduce inequalities in schools and communities and create a level playing field for young people from BAME backgrounds to access higher education.

Each project has a different focus around race, ethnicity and identity, but all promote community cohesion and inclusion, working with young people to support them into particular fields of work where there is a lack of representation. We use ‘Black History Month’, ‘Holocaust Memorial Day’ and ‘Refugee Week’ as points of focus to engage and empower schools and communities to come together. Some of our projects have been designed to tackle not just inequalities within higher education but also within particular professions, recognising the importance of early intervention work as a way to increase diversity and equality within the workplace.

An example of this is our ‘Black Lawyers Matter’ programme that has been designed to support the recruitment of more black males into the Law profession. Other projects such as the ‘Diversity Champions’ project focus on reducing hate crime in schools and communities, while promoting the study of Humanities based courses. The programme also values the idea of role models and has a number of activities and projects that involve BAME students and professionals mentoring and giving advice and guidance to children and young people. An example of this is the ‘Insight to Mentoring’ project currently being delivered with local college students, current University students and local professionals.

**Future priorities**
The BAME Programme is looking to expand its projects to more schools across Greater Manchester from January 2020, and hopes to set up a BAME Role Models programme to increase volunteering opportunities for professionals wanting to support young people into particular careers.

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**Impact evidence**
After the ‘Black Lawyers Matter’ outreach event 80% of attendees agreed that they have a better knowledge and understanding of the different professions within Law.

90%

of young people who took part in the hate crime prevention workshops agreed they have a better understanding of what hate crime is.

74%

of participants agreed they felt more confident about reporting a hate crime.

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**Visiting Krakow and learning about what happened to all the innocent people murdered during the Holocaust has made me realise how important my role is as a Diversity Champion. I learnt the true extent as to what can happen if we don’t challenge hate, if we stand by and just let things happen. This trip has been a life changing experience and I can’t wait to start making the changes I want to see in the world.**

*Diversity Champion, Loreto High School*

**The atmosphere at the Black Lawyers Matter Explore Law day was really inspiring. It was great to see so many young black boys come together and be given the opportunity to hear from successful black males and females from the Law industry. I really enjoyed taking part and being given the opportunity to coach and encourage the next generation of Lawyers.**

*Law Professional, Explore Law Day*

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1. https://www.socialsciences.manchester.ac.uk/connect/making-a-difference/engaging-our-communities/black-lawyers-matter
2. https://www.globalgemz.com/blog/40/diversity-champions
Diversity & Inclusion
Student Ambassador Programme

www.manchesterstudentsunion.com/diversityandinclusionambassadors

National context

Research has highlighted differences in retention, attainment, progression to graduate employment and progression to further study, for black, Asian and minority ethnic (BAME) students.1

The Programme adopts a co-production model that engages students as partners and supports them to take action to address the four key explanatory factors for the ‘causes of differences in student outcomes’, including (i) curricula and learning (ii) relationships between staff and students (iii) social, cultural and economic capital and (iv) psychosocial and identity factors.2

Overview

In 2017 The University of Manchester received funding from HEFCE to lead a project to develop our Diversity and Inclusion Student Ambassador Programme, which aimed to improve outcomes, specifically attainment and student experience, for black, Asian and minority ethnic (BAME) students.3

The programme was established within the Students’ Union’s Education and Advocacy Team, co-ordinated by a full time Project Officer, and supported by our Equality, Diversity and Inclusion Team. It launched in October 2017 and since then has employed 22 lead ambassadors and supported 40 volunteers, from across all three Faculties, to undertake activity and co-produce work to support this initiative.

The programme aims to:

1. Increase students’ sense of belonging through the development of internal and external networks, both between students and between students and staff;
2. Create safe spaces and open a dialogue on student experiences, and promote inclusive learning and teaching environments;
3. Empower people to tackle the negative effects of stereotyping and micro-aggressions and safely challenge discrimination on campus through an Active Bystander Initiative.

This was one of 17 projects involved in the Addressing Barriers to Student Success (ABSS) Programme, which aims to improve equal opportunities in higher education. We have worked in collaboration with our Students’ Union and our partners at The University of Birmingham and Manchester Metropolitan University to further develop and establish programmes in all three institutions.

Impact evidence

An explanatory case study is currently underway that will evaluate the effectiveness of the programme. Initial feedback suggests students felt a considerable impact on their sense of belonging and empowerment; they felt ‘included’, ‘represented’, ‘safe’ and ‘valued’. They agreed that the programme had successfully created safe spaces to have open dialogue about inclusive learning and teaching environments. However, these were limited to the programme and needed to be widened out across the University. They reported that the Active Bystander Initiative had given them the knowledge, tools and confidence to address micro-aggressions, harassment and discrimination. They also reported that the programme had enabled them to develop a wide range of transferable skills that they could actively apply during their respective degree programmes and beyond campus and that they had an overall increase in confidence and self-worth as a direct result of participating on the programme.

Future priorities

The University has committed to continue to work in partnership with our Students’ Union to embed the Diversity & Inclusion Student Ambassador Programme and evaluate how the co-production of activity with our students can support the reduction of the unexplained gap in degree outcomes between black and white students, and between Asian and white students.

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2 https://dera.ioe.ac.uk/23653/1/HEFCE2015_diffout.pdf
Donor-funded scholarships and financial assistance

www.manchester.ac.uk/connect/alumni

National context
Managing finances is one of the biggest causes of stress for students in the UK. Meeting day-to-day living costs can be a huge problem, especially for those who cannot rely on financial support from their families.

Financial difficulties also mean some students aren’t able to get the most out of their time at university. If they’re working long hours at a part-time job, they may be unable to dedicate enough time to studying, or miss out on internships and other aspects of the student experience.

Overview
At Manchester, donations from our friends of the University currently support over 900 students with scholarships from undergraduate level through to postgraduate taught and PhD programmes.

Undergraduate scholarships
Students who complete the Manchester Access Programme receive a donor-funded Undergraduate Access Scholarship during their time at Manchester. Care leavers also receive a scholarship, and many more students from low income backgrounds receive the Manchester Bursary. Our donor-funded bursaries also support students from less-advantaged backgrounds to complete a foundation year.

Equity and Merit (E&M) Scholarships
E&M scholarships are master’s level scholarships given to students from some of the most economically disadvantaged countries in the world – Uganda, Ethiopia, Rwanda and Tanzania. Our donors fully fund the students’ travel, living and visa costs, while the University covers their course fees. These degrees help them gain skills which they can use to improve their communities and countries back home.

Living Cost Support Fund
Our donors also fund the Living Cost Support Fund which gives all students financial assistance if they come into sudden and unforeseen financial difficulties during their studies.

Impact evidence
• 825 undergraduate students supported by donor funded scholarships at Manchester in 2018/19;
• 17 Equity and Merit Scholarships recipients studied at Manchester in 2018/19;
• 65 students given help from Living Cost Support Fund in 2018/19.

Future priorities
Our donors share our commitment to providing life-changing education to all those studying at Manchester. We will continue to work in close collaboration with our supporters to ensure future generations of students and researchers are able to benefit from a world-class University of Manchester education.

My scholarship means I’ve been able to get involved with everything while at University. I’ve been a student rep, a co-ordinator, I’ve gained a higher education fellowship and I’ve had 3 research positions. All of these things will enhance my prospects and career going forward. Scholarships are so important to students like me. They give us a chance. They give us a level playing field.

Callum, Undergraduate Access Scholarship recipient

In Uganda, we depend on natural resources and therefore the environment. We are developing and we have lots of new infrastructure but, if it isn’t well planned and organised, it will destroy the environment. With my degree, I will bridge the gap between construction and the environment which is very important.

Tom, Equity and Merit Scholarship recipient
Graduate destinations

www.careers.manchester.ac.uk

Context
The options for young people from less advantaged backgrounds are more restricted than those for their peers. 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 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.

Programmes include:
• Pre-entry outreach;
• Manchester Gold mentoring;
• Global Graduates.

Impact evidence
• In 2018/19, 200 undergraduates took part in Manchester Gold mentoring, of those 33.5% were from WP backgrounds;
• Of the students taking part in Global Graduates during 2018/2019, 88% of them (28) were from WP backgrounds;
• In 2018/19 we awarded 87 WP students with work experience bursaries, totalling £49,672;
• Last year, 27% of students taking part in our graduate internship programme Manchester Graduate Talent were from a WP background.

Future priorities
We plan to further enhance our work with BAME students, Care Leavers and estranged students, Living at Home and Mature students. We will also look at developing more of a Faculty-wide approach to embedding WP activity into existing and new employability initiatives.

Black, Asian and minority ethnic (BAME) Careers and Beyond Event
This year, the Careers Service worked with the Students’ Union’s Diversity and Inclusion Ambassadors to run a speed networking event for BAME students. 12 employers from BAME backgrounds, from a variety of sectors (including the BBC, GCHQ, KPMG and NHS) were invited to talk about their experiences regarding employability and what it’s like to work for an organisation as a BAME member of staff. The aim of the event was to spark discussions between students and employers about any concerns about being BAME in the workplace, and how to potentially overcome these obstacles.

The Global Graduates programme has been an exciting and informative programme, helping to unravel paths into the future of my career. The programme has helped immensely in growing my confidence and other skills which are a real asset in the working environment. The trip to Toronto has helped me build a valuable network and I remain in touch with many of the alumni I met with. I would highly recommend anyone in the following years, if applicable, to apply and try their best. It is an opportunity not to be missed.

Abdullah Shahzad, Global Graduates programme
Widening Participation in Postgraduate Study

National context
WP in postgraduate study is an emerging area of work within the sector and at our University. Focussing on taught master’s study in the first instance, we approach this area of work from two angles: destinations of our outgoing undergraduate students from WP backgrounds, and widening access to our incoming master’s cohort.

Overview
An income-contingent master's loan was introduced nationally in 2016, and has widened access across the sector; students who are first in their family to progress to higher education are almost twice as likely as their peers to take out a loan.

However, finance remains a barrier for some, as the loan doesn’t fully cover fees and living costs. In recognition of this, our Manchester Master’s Bursary offers an additional £3,000 to 100 incoming master’s students from WP backgrounds each year.

For outgoing undergraduate students, there can be other barriers besides finance. These include lack of awareness of postgraduate study, or the social capital and self-confidence to progress. Internal analysis shows that our undergraduate students from lower household incomes have lower rates of progression to postgraduate study than their peers.

In response to this, we are putting various activities in place to support undergraduate WP students to make an informed decision about postgraduate study. These include new pages on the University website; working with academic staff to facilitate conversations with students; running events in Schools where this can add value; and, for postgraduate offer-holders, an online pre-enrolment course designed to build confidence and key skills.

Impact evidence
A total of 45 home students attended the ‘Introduction to master’s study’ events trialled last year. Just under half of attendees were from the WP cohorts targeted. 70% of those who attended agreed that “this session has increased my interest in studying this subject further at postgraduate level”.

Of those who engaged in the online pre-enrolment course in summer 2018, 100% went on to enrol on their master’s course. The 2017/18 cohort of Manchester Master’s Bursary recipients were 31% more likely to enrol and 30% more likely to complete their course than other eligible applicants who applied but were not awarded the Bursary.

Future priorities
A Working Group made up of academic and Professional Services staff from across the University is working to define goals for the coming academic year. It also aims to monitor and evaluate work to widen participation in postgraduate study. Additionally, we are coordinating a national ‘WP in postgraduate’ network through NEON to further this work across the sector.

I spoke at an event for undergraduates, where students could ask about my course, experience, and particularly funding, which I had a lot of questions about. I wanted to get involved because representation matters. If I had gone to an event when I was an undergraduate and seen someone from my background doing a master’s and having a positive experience, that would have made me more confident to pursue master’s.

Joanna Sweeney, MSc Social Research Methods and Statistics

I am extremely grateful for the Bursary as it has meant that I can undertake master’s study. This means that I am more likely to be accepted onto a PhD next year and contribute to the field that I have loved from a very young age. Thank you!
Manchester Master’s Bursary recipient, MSc Mathematics

www.manchester.ac.uk/discover/social-responsibility/widening-participation/postgraduate-taught-study
Reflections

2018/19 has been another very successful year for widening participation at The University of Manchester.

This success is highlighted through the data and case studies presented in this report which reflect the commitment of staff and students across the University to improving outcomes for students from backgrounds underrepresented in higher education.

In October 2018 our School Governor Initiative was recognised by the Spirit of Manchester Awards as the best Employee Volunteering Award and in May 2019 we celebrated a significant milestone for this initiative with 1,000 staff and alumni volunteering as school governors across the country.

In May 2019 the University held its annual Social Responsibility awards recognising staff and students who are making a difference locally, nationally and internationally. In the Widening Participation category the staff award went to Pathways to Law, a programme which inspires and supports state school students in years 12 and 13 from underrepresented backgrounds who are interested in a career in law, giving them access to legal contacts and networks which would not usually be available to them. The student award was won by FunFair, a student-led initiative aimed at primary school children from disadvantaged backgrounds. Together with more than 100 volunteers, the FunFair team has welcomed over 300 children and teachers onto campus in the past two years, for a day of activities designed to break down barriers to higher education. There was also a win in the outstanding contribution to equality, diversity and inclusion category for the Diversity Champions project, one of the key initiatives of our BAME outreach programme. The Diversity Champions project is a hate crime prevention project that uses Holocaust education as a foundation to teach young people about equality and human rights in order to reduce hate crime across schools and communities in Manchester. In October 2019 the project won a Spirit of Manchester 2019 award in the Equalities category.

In July 2019 the University was awarded University of Sanctuary status by the Cities of Sanctuary initiative for promoting an inclusive approach to welcoming asylum seekers and refugees. To be awarded the status organisations must demonstrate an existing commitment to welcoming and supporting sanctuary seekers and pledge to develop this further over the next three years. This year the University increased its Article 26 Scholarship provision and now supports five undergraduate scholarships a year for sanctuary seekers who are ineligible for student financial support from the government because of their immigration status.

A significant part of this year has been spent developing our latest Access and Participation Plan for the Office for Students and meeting the new requirements set out by the regulator. I look forward to working with staff, students and our external partners in continuing to develop our access and participation work over the course of the 2019/20 academic year in order to meet the ambitions of this new plan.

In addition to the work of staff and students across the University, our partnerships with external organisations and educational charities play a significant role in the success of our activities. This year saw the launch of our IntoUniversity Centre in Blackley, North Manchester, which has worked with nearly 1,250 young people in its first year. We were also pleased to hold the 2019 IntoUniversity HE Partners Conference; ‘Fair Enough? Towards Equality and Diversity in University Access’.

Our long-term partnerships with the Brilliant Club, ReachOut and the Tutor Trust continue to go from strength to strength and it was great to see the Tutor Trust recognised as a ‘Promising Project’ by the Education Endowment Foundation (EEF) following a randomised control trial evaluation which took place in Manchester and Leeds.

Stephanie Lee
Head of Widening Participation and Outreach

“..."