

DSE FUTURE TALENT



2014

The Projects

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Introduction



The Future Talent development programme first ran in the Directorate for the Student Experience in 2013. It aims to offer a pathway for interested and competent staff to develop their career within DSE, learn more about our Directorate and to strengthen our single team ethos.

The programme offers participants the space for personal development and reflection on their strengths and interests. It takes advantage of the breadth of activity within the DSE to offer them the opportunity to experience work areas outside their own, and to work collaboratively with colleagues with whom they probably are not familiar.

Participants take part in a series of personal development and skills workshops throughout the programme, which runs from approximately January to October each year. The main vehicle for learning is the management of a project, which is undertaken in pairs or small groups. The projects are proposed and sponsored by colleagues throughout the DSE, and expose the participants to work areas outside their own. The projects are 'real' pieces of work which benefit the DSE and are undertaken in addition to participants' day jobs.

This booklet has been put together to enable DSE colleagues to appreciate the achievements of the project teams and the contribution that they have made. I hope you find it interesting – and that you will propose projects for future cohorts of Future Talent.

A handwritten signature in black ink that reads "Jenny Wragge". The signature is written in a cursive style.

Mentoring Scheme for Disabled Students

Project Team:

Emma Richardson, Volunteering and Community Engagement Executive

Student Development and Community Engagement

Alex Gaskill, International Project Officer

Faculty of Engineering & Physical Sciences

Gabriele Wegner, Widening Participation Officer

Student Recruitment and International Development

Project Sponsor:

Elaine Shillcock, Head of Disability Support

Student Life

November 2014

Title: **Mentoring scheme for disabled students**

Date: August 2014

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Circulation: Elaine Shillcock (Head of Disability Support).

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1 Project Purpose

1.1 This report explores how a peer mentoring scheme for students with a disability could run, taking into account the current existing peer support provision and experience of other universities running similar schemes. It identifies best practice and potential options for scheme design. It also identifies key lessons learned from this and other institutions and considers how a scheme could best be delivered by the Disability Support Office (DSO) for students with a disability and supported by Access SUMMIT.

2 Background

2.1 The DSO has made a commitment in the Student Support and Wellbeing Operational Plan 13-14 to establish a peer mentoring scheme for students with a disability. The aim of this is to aid the transition of new disabled students into higher education. This is a new project that has been identified as an **important provision for several years** and is intended to improve the student experience for students with a disability.

3 Objectives

This project was created in order to:

- Understand the transition needs of students with a disability and how a peer mentoring scheme could benefit them;
- Research existing peer mentoring provision at the University and how a new scheme could interact with it;
- Research what other institutions are doing and identify best practice and lessons learned;
- Report on potential approaches and designs for the scheme;
- Identify potential resource implications;
- Identify the strengths, weaknesses, opportunities, and threats to establishing a scheme;
- Provide recommendations relating to the above;
- Make recommendations on the potential growth and sustainability of a scheme in order to achieve the aim of becoming fully embedded as provision for disabled students.

4 Methodology

4.1 The project took place between January and July 2014.

4.2 The Project Charter (**Appendix 1**) provides the framework for the project.

4.3 The project team conducted the following research:

- An informal interview with the Teaching and Learning Adviser (Students as Partners), Teaching and Learning Support Office;
- Informal interviews with Samuel Parker, Learner Development Administrator, Manchester Metropolitan University, Anna Dent, Transition Officer, Staffordshire University and Mimi Watts, Peer Support Project Officer, Edinburgh University Students' Association. The three universities were identified through the Disability support forum on JISCMail and via desk based research; (**Appendix 2**);
- A student survey was sent to all active students registered with the DSO in April 2014. 129 students responded, 100 of which could be accessed and analysed (**Appendix 3**);
- A focus group with 2 students currently accessing the DSO (**Appendix 4**).

4.4 **NOTE:** The number of participants in the focus group is recognised as being statistically insignificant; however their contributions are considered valuable and have been drawn upon for the findings of this report.

5 Findings/Discussion

5.1 **Understanding the transition needs of students with a disability and how a peer mentoring scheme could benefit them.**

5.1.1 Student survey key findings:

- 72% of respondents would take part in a mentoring scheme for students with a disability;
- Mentor support would be most valued for course specific and pre-arrival guidance;
- 77% of respondents would have found pre-arrival e-mentoring beneficial;
- Pre-arrival, Registration/Welcome and Examination periods were the points in the cycle during which mentor support would be most valued;

- Employability and Money Advice were the two most popular suggestions for structured elements of the proposed scheme;
- 52% of respondents indicated that they would be interested in becoming a mentor;
- Other suggestions from the survey included accommodation advice and the extension of the scheme to all students (including PGT and PGR).

5.1.2 Key findings from the focus group:

- Both focus group participants strongly agreed that a peer mentoring scheme for students with a disability is a good idea because:
 - It can be empowering for those who take part;
 - It can help to build a sense of community;
 - It can be a friendly face, which participants consider to be a very important aspect of the scheme;
 - It can decrease anxiety amongst students;
 - It can improve students' experience at the University;
 - Students will be able to share personal experiences with their mentors, which can help to relieve some of the frustrations sometimes faced when dealing with accessibility issues as a disabled student for example.
- Raising awareness of the DSO, and other services is seen as an important aspect of a peer mentoring scheme for students with a disability.
- One particularly valuable opportunity that mentoring provides is the chance to engage with students' individual support structures ie family and friends, or explore the changes in their support structures when coming to university. This was considered by the participants as particularly useful for international students.
- Careful consideration of which students to target is important – students access the DSO at different times during their university experience and due to different needs.
- There is a need to link services together, for example between services such as counselling and the DSO. Mentoring could be an opportunity for staff to raise awareness amongst students of the different services on offer.
- Both participants agreed the key principles of a scheme should be:
 - For students by students
 - A friendly face
 - Available to all
 - Empowering to students
 - Confidential
 - Safe
 - The scheme should 'provide a foot up rather than carry'
 - Mentors and mentees should decide the boundaries of the scheme and establish realistic expectations of one another.

5.2 Existing peer mentoring provision and how a new scheme could interact with it.

- #### 5.2.1 Provision of peer mentoring for students, which provides social and pastoral support to aid the transition into university life, is extensive; all first year students now access and engage in at least one form of peer support activity (Peer Assisted Study Schemes (PASS), or Peer Mentoring), therefore a proportion will be students with a disability. The exact number is

not known; students are not currently asked to disclose, due to the main principles of the schemes.

- 5.2.2 ‘Students as Partners’ (SaP) is managed by the Teaching and Learning Support Office (TLSO) in liaison with the faculties and coordinates and maintains the quality of Peer Mentoring and PASS across the University. The increase in provision of schemes under this banner over the last few years has occurred in response to demand from students, the emergence of numerous schemes from schools across the University, and as a result of the Undergraduate Review.
- 5.2.3 The purpose of existing peer mentoring provision is to support key strategic objectives such as transition, retention, the student experience, personalised learning and induction. Recently the University has established a Peer Support Strategy Group, chaired by a senior academic, to ensure that it continues to align to the goals of the University. The group’s mandate is to oversee all peer support activity across the institution, and it reports to the Teaching and Learning Group (TLG). A new peer mentoring scheme for students with a disability needs to feed into and align with the institution’s vision of peer support.
- 5.2.4 Key performance indicators have been discussed for peer support schemes – although it is recognised by the steering group that this poses a number of challenges particularly in terms of quality and consistency.
- 5.2.5 The opportunity exists to share best practice between TLSO and DSO and to consider how a peer support scheme for students with disability could be developed alongside current existing provision, and / or how current provision could be developed / expanded to include specific provision for students with a disability. A wealth of resources (non-financial) and expertise for peer mentoring exists within TLSO, which could be coupled with the expertise and resources of the DSO.
- 5.2.6 The DSO need to be aware that the steering group want to ensure quality and consistency across peer mentoring schemes;
- 5.2.7 Consideration should be given to how the success of the scheme will be measured;
- 5.2.8 Three options are available with regards approaches to working in partnership as detailed in the table below:

Advantages	Disadvantages
Align the management processes with the processes that currently exist.	
<ul style="list-style-type: none"> - Scheme benefits from existing structures, processes; - Possibility for the scheme to become embedded as part of future provision. 	<ul style="list-style-type: none"> - Management processes and structures may not map easily across new provision; - Different and tailored processes may be required depending upon the final design choice for the scheme.
DSO manage the scheme independently.	
<ul style="list-style-type: none"> - Scheme operates to independently established parameters; 	<ul style="list-style-type: none"> - Lack of expertise in establishing peer mentoring schemes;

- The scheme can develop in DSO defined direction.	- Potential for the scheme to have less status than existing schemes.
Running the scheme in conjunction with TLSO.	
- Level of expertise from joint approach can benefit the scheme; - Shared responsibility for the scheme.	- Potential conflict of interests / approaches.

5.3 Other institutions - best practice and lessons learned.

Below is a quick comparison table for mentoring schemes run for disabled students by 3 universities, full details can be found in Appendix 2.

	Manchester Metropolitan University	Staffordshire University	The University of Edinburgh
Aim of scheme	Aid Transition into university and for first year	Aid transition into university and for first year	Not set up for a particular stage of students university life, students can access at any stage
Target group	Students with visual/hearing/physical impairment and autistic spectrum disorders	Students with autistic spectrum disorders	Students with a learning disability
Length scheme has been running	Pilot year 2012-13, ran for a second year in 2013-14	Pilot year 2013-14	2013-14
Numbers	20 mentors/40 mentees (mentor:mentee = 1:up to 4)	14 mentors with each mentor supporting 2 or 3 mentees each	3 matches
e-mentoring facility	Not part of scheme	Provided for pre-registration period	No information
Recruitment of mentors	Organised by university staff	Organised by university staff	Organised by university staff
Training for mentors	Organised by university staff	Organised by university staff	Organised by university staff
Payment of mentors	Paid for training and sessions organised by staff Other sessions between mentor and mentee are voluntary	Paid for attending sessions organised by staff Other sessions between mentor and mentee are voluntary	No information
Future of scheme	Will run again in 2014-15	Will run again in 2014-15	Under consideration

5.3.1 Key contact details

A list of full contact details can be found in Appendix 4.

5.4 Potential options for the scheme – student perspective

5.4.1 The following table details the key findings from both the student survey and the focus group on a number of areas identified by the project team as key components of peer mentoring provision.

5.4.2 **NOTE:** ‘Survey rankings’ are the order in which students voted for their preferences based on options supplied. The survey did not allow for respondents to allocate the same ranking to more than one choice. In all cases the focus group participants agreed with the rankings made. ‘Key comments’ have been taken from the free text responses in the survey and from the focus group and are quoted directly. Other information is provided to provide context.

<p>Scheme focus</p>	<p>Survey ranking:</p> <ol style="list-style-type: none"> 1. Course specific guidance 2. Pre-arrival guidance 3. Campus orientation 4. Guidance on University societies and organisations 5. Social events <p>Key comments:</p> <ul style="list-style-type: none"> • <i>“Pre-arrival might lead to increased arrivals at DSO, as some students aren’t aware it exists so might find out about it through the mentoring. Pre-arrival guidance would also help with answering questions such as ‘what to expect?’, ‘what is university life like?’ and therefore help to pre-empt common anxieties. However, for some students a pre-arrival element may not be appropriate”.</i> • <i>“Social events, although ranked the lowest in the list is still considered to be a valuable and important area for support. ‘Social’ could also include other activities such as getting involved in the disabled students’ society at the Students’ Union or engaging in advocacy for example.”</i>
<p>Timing</p>	<p>Survey ranking:</p> <ol style="list-style-type: none"> 1. Pre-arrival 2. During exams 3. Registration and welcome period 4. Period leading up to the Christmas break 5. Period following the Christmas break 6. Period leading up to the Easter break 7. Period following Easter break <p>Key comments:</p> <p><i>“The most useful time will depend entirely on the individual student – for example postgraduate students and research students have a completely different timetable.”</i></p> <p><i>“Remember that postgraduate students and other students may be coming for the first time to the UoM too. The most important thing is that the opportunity is available year-round”.</i></p>
<p>Methods of delivery</p>	<p>Survey results:</p> <ul style="list-style-type: none"> ○ 77% of survey respondents would find an e-mentoring service useful

	<p>Key comments:</p> <ul style="list-style-type: none"> • <i>“The mentors and mentees should be in the same faculty / school – this is because each course has its own demands and environment”.</i> • <i>“An online forum for mentors and mentees would be a valuable component of the scheme and open up opportunities for guidance and support to a broader range of people.”</i> • <i>“A guide book / small pack with lots of relevant information on services available could be a useful resource for mentors and mentees.”</i> • <i>“Course specific guidance in particular will be useful.”</i> • <i>“Disability awareness training should be mandatory for mentors”.</i> <p>Additional information:</p> <ul style="list-style-type: none"> • There should be options for the following: 1 mentor to a few mentees; One-to-one mentoring; One-to-one mentoring, with 2 or 3 pairs linked together to engage if they wish.
Activities to be offered as part of the scheme	<p>Survey ranking:</p> <ol style="list-style-type: none"> 1. Employability 2. Money advice 3. Study abroad opportunities 4. Sport <ul style="list-style-type: none"> • Other areas mentioned include (these responses were not ranked): exam skills, time management, disability specific information, accommodation and transport, social opportunities, trips, wellbeing (stress management / coping strategies / Work-life balance), goal setting, advocacy, University services (e.g. the library), meet the mentor events.
Staff / student involvement	<p>Key comments:</p> <ul style="list-style-type: none"> • <i>“The role of staff should be to ensure that the relevant structures are in place to ensure the scheme is successful.”</i> • <i>“Students should have some ownership of the scheme and be involved in its planning and development.”</i> • <i>“Ensure there is support to the ending / exit of both mentees and mentors.”</i> • <i>“More focus groups would be good; to ensure students voices are heard.”</i> • <i>“Set up an advisory group / steering group which students could sit on.”</i>
Marketing / engaging students	<ul style="list-style-type: none"> • Students want to get information on the scheme from the start, for example from their first meeting with the DSO, or even before that as not all disabled students are aware of / engage with DSO in their first year. • Suggestions include: Posters, My Manchester, society email, disability / accessibility room, different areas of campus, Welcome Week, course leaders, at the point of UCAS, open days. <p>Key comments:</p> <ul style="list-style-type: none"> • <i>“It would be useful for the DSO to raise their profile, for example by having something on My Manchester or on the web, or some information during the registration process.”</i>

6 Potential design for the scheme

6.1 Based on the findings of this report the following needs to be considered.:

Item for consideration	Detail
Timescale	How long should the scheme run for ie

	<ul style="list-style-type: none"> - To help with transition into university - First year of study only - Full length of studies - Etc.
Cohort of students participating	<ul style="list-style-type: none"> - should the scheme be open to all students - should specific groups be targeted
Number of participants	<p>This will depend on</p> <ul style="list-style-type: none"> - cohort selected - resources (ie staff) available
Type of mentoring	<p>Should this be</p> <ul style="list-style-type: none"> - one mentor to one mentee - group based
Type of interaction	<p>Should this be</p> <ul style="list-style-type: none"> - via email - or via face to face meetings - include social events
Evaluation	<p>When will this take place</p> <ul style="list-style-type: none"> - half-way point - end of scheme - what will it measure

6.2 Recommendations for the potential scheme

The report authors recommend a pilot scheme design as follows:

The scheme should aid transition into Higher Education and therefore run for one year. Mentoring should be small group based, so one mentor for up to 4 mentees for individual sessions but this should also be supplemented with larger scale events where everyone can get together either to socialise or attend talks/presentations on relevant topics. The use of e-mentoring should be explored further as this will allow communication with potential scheme participants before start-up and then be a communication tool during the scheme. Monitoring and evaluation needs to be carried out at certain points within the scheme, this could be via email surveys, focus groups or paper based forms. The findings will be used to influence and develop the scheme.

6.3 The table below shows the main tasks that need to be considered before setting up a mentoring scheme

Objective	Action	Timescale
Define aims and objectives of scheme	DSO	Prior to scheme start up
Select target group of mentees and mentors	DSO	Prior to scheme start up
Recruit mentees	Email selected cohort Run recruitment events and meetings	When they contact DSO Over summer (before September)
Recruit mentors	Email selected cohort Run information sessions	January / February Before Easter break
DBS check / Train mentors	DSO	Before summer exams
Matching	Match mentors to mentees	Over summer break
Run Mentoring Sessions	Decide on number of sessions to run Arrange timetable Organise speakers	Between September and May
Evaluation	Gather feedback from mentors and mentees, via paper forms and/or arranging feedback meetings/focus groups	May (before students leave for summer)
Review	Staff review meeting to discuss scheme and implement any necessary changes for next cohort	End of scheme

6.4 Potential resource implications

6.4.1 Consideration should be given to:

- **Communication** between staff, mentors and mentees – i.e. possible e-mentoring prior and during scheme
- **Staff time needed:**
 - Sufficient staff time needs to be allocated to run a successful scheme as running a mentoring scheme is a very time intensive activity. To keep all participants engaged communication with mentees and mentors needs to be frequent and responses to mentees and mentors with queries need to be prompt.
 - Information, training and DBS sessions need to be staffed and extra time needs to be allocated prior and after the event to deal with administrative tasks.
 - There is also a considerable time element involved in organising the mentoring sessions themselves, ranging from making logistical arrangements i.e. booking rooms and refreshments, sending out invitations and reminders and contacting and booking speakers.

- **Cost implications:**

A budget should be discussed and set at the outset and it should cover expenditure for:

- Staff time (i.e. does another member of staff need to be employed or will this work be undertaken by a current member of staff)
- Refreshments (if these are to be provided during the sessions)
- E-mentoring portal (subscription costs)
- Publicity (i.e. develop flyers for the scheme)
- DBS checking of mentors (cost of an enhanced DBS check is *** for students undertaking paid work)
- Potential payment of external speakers to provide talks on various subjects

7 Recommendations

7.1 This report has set out to provide information about Disabled Peer Mentoring schemes that are running at other universities, in particular it aimed to answer the question of how the Disability Support Office at The University of Manchester could run such a scheme and what considerations should be given when setting up this scheme. The report finds that such a scheme would be welcomed by students, would aid transition into Higher Education, enrich their student experience and enable further engagement with the student life.

The report authors recommend a pilot scheme design as follows:

The scheme should aid transition into Higher Education and therefore run for one year. Mentoring should be small group based, so one mentor for up to 4 mentees for individual sessions but this should also be supplemented with larger scale events where everyone can get together either to socialise or attend talks/presentations on relevant topics. The use of e-mentoring should be explored further as this will allow communication with potential scheme participants before start-up and then be a communication tool during the scheme. Monitoring and evaluation needs to be carried out at certain points within the scheme, this could be via email surveys, focus groups or paper based forms. The findings will be used to influence and develop the scheme.

7.2 The report authors make the following recommendations:

- DSO should discuss this report and the findings with their staff and find out if any staff members have expertise or a particular interest in this area as this will enable staff to engage with the project;
- DSO should contact Brightside to discuss the possibility of adding an e-mentoring element to the scheme;
- DSO to contact TLSO to discuss ways of working together;
- DSO to come to a decision whether to move forward with the mentoring scheme taking into account human resources, financial constraints and wider strategic priorities.

Appendix 1: Project Charter

Peer Mentoring Scheme for Disabled Students

PROJECT BACKGROUND

The Disability Support Office has made a commitment in the Student Support and Wellbeing Operational Plan 13-14 to establish a peer mentoring scheme for students with a disability. The aim of this is to aid the transition of new disabled students into higher education. This is a new project that has been identified as an important provision for several years and is intended to improve the student experience for students with a disability. The division wants to explore how a peer mentoring scheme could run, taking into account the current existing peer support provision and experience of other universities running similar schemes. This project will identify best practice, and potential options for scheme design. It will also identify key lessons learned from this and other institutions and consider how a scheme could best be delivered by the DSO for students with a disability.

OBJECTIVES

- Understand the transition needs of students with a disability and how a peer mentoring scheme could benefit them.
- Research existing peer mentoring provision at the university and how a new scheme could interact with it.
- Research what other institutions are doing and identify best practice and lessons learned.
- Provide recommendations relating to the above.
- Report on potential approaches and designs for the scheme.
- To identify potential resource implications
- To identify existing strengths, weaknesses, opportunities, and threats to establishing a scheme.
- To make recommendations on growth and sustainability in order to achieve the aim of and become fully embedding it as part of provision for disabled students.

INITIAL MILESTONES & DELIVERABLES

- Confirm Project Charter
- Undertake research with TLSO
- Undertake research with other institutions
- Undertake research with existing students
- Explore different designs for the scheme
- Project Report and recommendations

BENEFITS

- An opportunity for students with a disability to engage with the DSO and access additional support tailored to their needs.
- Develop the capability of the DSO team to reach more students.
- Aiding the transition of disabled students into higher education.
- Improve the experience of students with a disability, and helping to resolve problems / issues they may face.
- Opportunity for joined up working with the TLSO
- Opportunity to work closely with other departments e.g. the wellbeing and counseling service.
- Opportunity for students to engage with the DSO and influence provision for students with a disability.
- To improve existing provision.

PROJECT SPONSORS

Elaine Shillcock, Head of Disability Support

PROJECT TEAM

Gabriele Wegner, Alex Gaskill, Emma Richardson

STAKEHOLDERS

Pre-University students with a disability
 Current students with a disability
 DSO Staff team
 The DSE
 Student Life
 TLSO, TLG
 Peer Mentoring Steering Group
 UMSU
 Any staff who may be involved in delivery

RISKS

Time could be an issue due to the wide scope of the project
 Availability of students (off campus) for research
 Feasibility of capacity to deliver desired programme

OUT OF SCOPE

Decision making re scope of scheme and specifics
 Implementation of a scheme
 Development of content

Appendix 2: Other institutions - best practice and lessons learned, case Studies

Manchester Metropolitan University – Disabled Student Peer Mentoring Scheme (contact Samuel Parker, Learner Development Administrator)

Development of the scheme:

- The scheme currently consists of approximately 20 mentors and 40 mentees (mentors are asked to mentor between one and 4 mentees). The scheme is targeted at students with visual/hearing/physical impairment and autistic spectrum disorders. Other disabilities have not been included as staff felt that either numbers would be too high (i.e. for dyslexia) or not enough experience in the area (i.e. mental health issues). The scheme was first piloted on 2012-13 and ran for a second year in 2013-14.
- The scheme is very structured and led by staff, who organise the recruitment, training and DBS checking sessions of mentors, as well as setting up group meetings for all mentees and mentors. Staff take an active lead in these areas to ensure the scheme complies with relevant Health and Safety guidelines (i.e. DBS requirements for vulnerable adults. The scheme is set up to particularly aid the student's transition into university. MMU applicants get informed about the scheme as soon as they disclose a disability. Staff also run two general information sessions over the summer at which mentors are present for new incoming students who have not yet registered for disability support.
- Staff arrange group sessions for all mentees and mentors; sessions have a theme and guest speakers are invited on topics such as: Careers, Confidence Building and Exam Stress. Sessions are generally very well attended at the beginning of the scheme but then less so as mentees settle into university and student life.
- Staff match mentors and mentees; they are not matched by disability but by faculty if possible, or other criteria i.e. matching together two mature students.

Cross-university relationships:

- The Disability Support Office runs the mentoring scheme and is supported by the Widening Participation team due to their experience in running other mentoring schemes.
- Mentors are paid to attend training sessions and the general group sessions but if they then arrange to meet with mentors outside these arranged sessions this is voluntary and unpaid.

Evaluation and future development:

- Scheme is considered to be a success and will continue for next academic year (2014-15).
- There are currently no plans to expand the project.

The University of Edinburgh - Learning Differences Peer Support Service

Development of the scheme:

- The scheme is very small with only 3 matches of students for 2013-14. It has been developed by students for students. It is aimed at students with a learning disability, and not limited to students with any one learning disability. Disclosure is not required; some mentors did not disclose whether they had learning difficulties.
- The scheme has more structure and the staff are more hands on with it than they are with other peer support schemes they run due to the nature of it the participants. Careful consideration has been given to the safeguarding mechanisms put in place and lots of training is provided to mentors and mentees on safeguarding, boundaries, their roles and confidentiality.
- The scheme is not set up for a particular stage of a student's pathway through university (e.g. transition into university) as many students disclose their learning difficulties much later than their first year, often in their third or fourth year when the workload becomes more demanding and they

require more support / find out about the DSO / feel more confident to disclose.

- It is highly supervised by staff and lots of time is spent building and maintaining relationships which is possible since the numbers are currently so low.
- It covers social, pastoral, emotional, time-management, organisation skills– depending on what the mentees require – the programme is led by the mentee’s needs.
- It works well alongside other schemes that already exist.

Cross-university relationships:

- There is some support from their DSO, but it is felt more needs to be garnered, which could come about following the evaluation. Reservations of the DSO may be due to them not being directly involved in the scheme to date. They have offered training sessions for the scheme which have proved valuable.
- They have links across the University faculties and schools and other departments.

Evaluation and future development:

- The project lead has built up a model of evaluation for the scheme and created indicators that should accurately reflect outcomes – it was noted that specific staff knowledge is needed of how to evaluate the soft outcomes and create appropriate indicators for a programme such as this one.
- The matches are currently considered to have been successful –further evaluation was being undertaken at the time of this report.
- Scale-up will depend on buy in from central services as currently staff referrals to the scheme are low. The team are currently considering to how best “sell” the programme to staff, and are building relationships with personal tutors and staff responsible for student welfare.

Staffordshire University- Disabled Student Peer Mentoring Scheme (contact Anna Dent, Transition Officer)

Development of the scheme:

- The scheme has been running for one year and is facilitated by the Student Enabling Centre. Mentees are supported by the scheme into and throughout their first year of study and the scheme is focussed on students with autistic spectrum disorders.
- For the pilot year in 2013-14 the scheme attracted 14 mentors with each mentor supporting 2 or 3 mentees each. The majority of mentors have a disability and those without a disability received disability awareness training. All mentors received 3 hours structured training over a 6 week period.
- Mentoring was provided on a voluntary basis but mentors were paid for attendance of more structured activities.
- An e-mentoring facility was provided for the pre-registration period.

Cross-university relationships:

- The delivery of structured activities and study support skills had been supported by other areas of the Student Support Services at the University.
- Mentors had provided training for Welcome Week representatives and this had been viewed as a very positive spin-off from the scheme.

Evaluation and future development:

- The scheme had been viewed as success and a second cohort would be recruited in 2014-15.
- Future expansion of the scheme would be determined by demand.
- There had been positive spin-offs from the scheme such as the development of Disability Sport and the training that mentors were able to provide for Welcome Week Reps.

Appendix 3: Student Survey

1. If a DSO mentoring scheme had been established when you joined the University would you have been interested in participating as a mentee?

Yes	No
72%	28%

2. In which areas would you have found the support of a mentor to be most valuable? Please assign a number to each with 1 being the most valuable and 5 being the least.

	1	2	3	4	5
Pre-arrival guidance	36.08%	28.87%	14.43%	14.43%	6.19%
Campus orientation	5.15%	28.87%	34.02%	19.59%	12.37%
Course specific guidance	53.13%	17.71%	15.63%	6.25%	7.29%
Guidance on University societies and organisations	3.09%	18.56%	22.68%	44.33%	11.34%
Social events	3.09%	6.19%	13.4%	15.46%	61.86%

3. Would you have found an e-mentoring facility useful as a means of receiving guidance during the period leading up to your registration at the University?

Yes	No
76.77%	23.23%

4. At which points during the academic year would have found access to a mentor to have been most valuable? Please assign a number to each with 1 being the most valuable and 7 being the least.

	1	2	3	4	5	6	7
Pre-arrival	28.42%	26.32%	14.74%	6.32%	4.21%	7.37%	12.63%
Registration and Welcome	20%	31.58%	17.89%	5.26%	11.58%	5.26%	8.42%
Period leading up to the Christmas break	9.47%	17.89%	22.11%	29.47%	10.53%	5.26%	5.26%
Period following the Christmas break	2.11%	5.26%	13.68%	27.37%	37.89%	11.58%	2.11%
Period leading up to the Easter break	2.11%	3.16%	8.42%	18.95%	22.11%	37.89%	7.37%
Period following the Easter break	0%	3.16%	3.16%	8.42%	8.42%	31.58%	45.26%
During examination periods	37.89%	12.63%	20%	4.21%	5.26%	1.05%	18.95%

5. The DSO mentoring scheme may incorporate structured activities to be facilitated by staff from a variety of University services. Which of the topics below would you find most interesting? Please assign a number to each with 1 being the most interesting and 4 being the least

	1	2	3	4
Employability	58.95%	29.47%	8.42%	3.16%
Money advice	19.84%	44.21%	28.42%	10.53%
Study abroad opportunities	14.74%	22.11%	46.32%	16.84%
Sport	9.47%	4.21%	16.84%	69.47%

6. Please use the space below to outline any other suggestions for topics of focus for structured activities not covered by the option for question 5.

- I'm Distance Education, 3rd year so most of this doesn't apply to me
- exam technique, time management for assignments, work/life balance skills
- Study Skills
- Help on how the process works and how to get info from GPs etc.
- How to make friends, social events etc.
- accommodation and transport
- coursework exam info
- Ability to go abroad as a group holiday trip
- social life
- Exam structure advice, and the setting of future goals!
- Advocacy
- looking for a house
- Time management, Stress management
- The idea is a good one, but requires customisation on an individual basis.

- being eligible for DSA because of long term health illness should be more specified
- Housing advice
- I still don't understand the library. I really wish someone had taken me and shown me it. I don't feel comfortable going there now.
- assertiveness and public speaking, advice on accommodation
- Where to go get help if you are struggling, study guidance
- Social activities
- Study skills & revision strategies (subject-specific info searching and suggestions of revision/study websites etc.?)
- Drama / Music
- Coping strategies - as I am both Deaf & Disabled, I can manage but it is other factors that get in the way.

7. Would you be interested in becoming a mentor once the scheme has been launched?

Yes	No
52.04%	47.96%

8. Please use the space below to provide any further suggestions that you have for a potential DSO mentoring scheme.

- Essay writing
- I think this is a very good idea although I can't access it.
- the questionnaire asks fairly general questions not related to special needs (DSO?); and it doesn't allow me not to answer some points (so you may get results which do not reflect my real thoughts in some sections); I'd definitely appreciate knowing more about RSI and how to prevent that, which I think most research students are likely to face - had I known it exists in the first place, I'd have taken various steps to prevent it - but this I'm sure goes beyond the scope of what you can do; it would be great to point to the issue though, I don;t think it's discussed enough
- I thought the idea of an e-mentoring scheme is good, so would extend it beyond the registration period. Somentimes I it can be easier and less intimidating to do things online, provided the online environment is safe. It can also be easier to do this from home if you get a lot of fatigue.
- provide a friendly environment so that more students can take advantage of this scheme
- mentors should help people in the year bellow withing the same subject area
- As much as I would like to be a mentee for other disabled students, I am not actually on campus, and so cannot be of physical assistance. However, were the scheme running online -which might be a good idea for distance learners, as such study is very isolating - I would gladly participate.
- have a short meeting every 2 - 3 weeks to see the progress of students
- Maybe an online catalogue of Mentors with places would be good, as I wanted to use mentoring service, but didnt due to not been able to see who I am paired with. Bias could be an issue...
- Sounds very promising, especially if mentors and mentees are matched well.
- Help with all the registration stuff would be great. I was in the second year before I found all the IT resourses we are meant to have and IT registration was a nightmare.

- If this scheme had been started earlier I would have liked to have helped but unfortunately I'm going into my fifth year and so will be very busy. Good luck though.
- An accessible outline of facilities and services available to persons of varying range of disabilities
- I would have been happy to be a mentor on such a programme, although I will be in my last year of my nursing course next year and would struggle with the commitment time due to dissertation and placement. I think it would be really helpful for future cohorts though, especially those from outside the Manchester area to help them settle into a new city (I am from Manchester myself so am very familiar with the area - this would be a good quality to have as a mentor for this scheme though).
- I would heavily suggest the mentoring scheme exists between those of a similar course/discipline.
- proof reading, guidance how to memorise . there are some "meetings" taking place from the DSO but is generic and not helpful to an individual because having dyslexia is not just one thing of causes.
- Personally, it would have been helpful to just know somebody else on my demanding course that had 'been there and done that' in terms of studying with a hidden disability.
- I think a mentoring scheme is a great idea. However, I am a PhD student and, seeing the questions above, I get the feeling that if postgraduate research students are to be included in the scheme, they would need a different kind of support from their mentors. The stressful times in a PhD do not necessarily coincide with exam periods; we face other challenges and pressures than the taught students, e.g. going to conferences, building a professional network, the mostly independent work, and often the lack of clear deadlines etc. It's also important to think about how to integrate those students into the scheme who do not register with the DSO from the start of their degree, but later on. When a student is faced with such a transition, that might be the situation when the support of a mentor might be the most useful.
- Subject specific mentoring and disability specific mentoring. For a level of understanding.
- I think this is a brilliant idea. One that many will benefit from!
- I don't know yet but it is a great idea. See how it goes, all the best!

Appendix 4: Focus Group Notes

Research into a DSO Peer Mentoring Scheme – Student Focus Group

Wednesday 7th May 2014, 2.00pm-4.00pm

Session notes

Session aim:

To find out students views and opinions on running a Peer Mentoring Scheme for students with a disability in order to inform the development of the scheme and ensure it meets students' requirements.

1) What is the potential value and impact of a mentoring scheme?

Refer to survey Q1 results.

- a) Do you consider a peer mentoring scheme for students with a disability to be a good idea?
- b) If yes, why? If no, why not?
- c) What therefore would you say is the main value of having a peer mentoring scheme for students with a disability?
- d) What difference might a scheme such as this one make to a student's experience at university?

Responses:

- Yes, a peer mentoring scheme for students with a disability is a good idea.
- The main values:
 - It can be empowering for those who take part;
 - It can help to build a sense of community;
 - It can be a friendly face, which participants consider to be a very important aspect of the scheme;
 - It can decrease anxiety amongst students;
 - It can improve students' experience at the university.
- Raising awareness of the DSO, and other, services is seen as an important aspect of mentoring.
- Students will be able to share personal experiences with their mentors, which can help to relieve some of the frustrations sometimes faced when dealing with accessibility issues as a disabled student for example.

Other comments

- It would be preferable for mentors and mentees to be on similar programmes of study.
- Disability awareness training should be mandatory for mentors.
- An online forum for mentors and mentees would be a valuable component of the scheme and open up opportunities for guidance and support to a broader range of people.

2) What should the scheme focus on?

Method: Small group discussion (Refer to survey Q2 results)

- a) In which areas would you have found the support of a mentor to be most useful and why?
 - Pre-arrival guidance (2)
 - Campus orientation (3)
 - Course specific guidance (1)
 - Guidance on university societies and organisations (4)
 - Social events (5)

- Anything else e.g. Disability specific support?

Responses and suggestions:

- The participants agreed to some degree with the above ranking of the areas for support.
- Pre-arrival guidance would help with answering questions such as ‘what to expect?’, ‘what is it like?’ and therefore help to pre-empt common anxieties.
- Pre-arrival might lead to increased arrivals at DSO, as some students aren’t aware it exists so might find out about it through the mentoring. Signposting would be useful.
- Not everyone engages with the DSO in their first year.
- For some students a pre-arrival element may not be appropriate.
- A guide book / small pack with lots of relevant information on services available could be a useful resource for mentors and mentees.
- Course specific guidance in particular will be useful, so that mentors can share information about how the school works the structure of the course and other school-specific information that participants thought the mentees will find particularly valuable.
- Social events, although ranked the lowest in the list is still considered to be a valuable and important area for support. ‘Social’ could also include other activities such as getting involved in the disabled students’ society at the Students’ Union or engaging in advocacy for example.
- For ‘social’, small groups could be beneficial rather than large group get-togethers.
- Having the opportunity to raise awareness of issues that affect students with a disability at the university is important.
- There is a need to link services together, for example between services such as counselling and DSO could be improved. Mentoring could be an opportunity for staff to raise awareness amongst students of the different services on offer.
- Support is required for practical things, such as opening a bank account.
- One particularly valuable opportunity that mentoring brings is the chance to engage with individual support structures, or explore the changes in their support structures when coming to university. In particular international students.
- Students want to get information on the scheme from the start, for example from their first meeting with the DSO, or even before that as not all disabled students are aware of / engage with DSO in their first year.

Other suggestions:

- The ‘register as disabled’ student ‘tick box’ is too narrow and there needs to be an opportunity for the students to understand what is meant by ‘disability’ when completing this form, and also to be able to answer with more than just a tick for ‘yes’ or ‘no’. They would like to know what support they could get and what is on offer if they do tick the box / do consider themselves to be disabled.
- It would be useful for the DSO to raise their profile, for example by having something on My Manchester or on the web, or some information during the registration process.

3) When should the scheme run?

Method: Small group discussion (Refer to survey Q4 results)

- At which times of the year would access to peer mentors be most valuable and why?
 - Pre-arrival (1)
 - Registration and welcome period (3)
 - Period leading up to the Christmas break (4)
 - Period following the Christmas break (5)

- Period leading up to the Easter break (6)
 - Period following Easter break (7)
 - During exams (2)
 - Any other times of the year?
- b) Refer to points in considering other students e.g. PG students / research / distance learning – do you have any comments on what might be the best times for them?

Responses:

- The most useful time will depend entirely on the individual student – for example postgraduate students and research students have a completely different timetable.
- Check whether the 1st year undergrad is the best group to run a pilot with?
- Remember that postgraduate students and other students may be coming for the first time to the UofM too. The most important thing is that the opportunity is available year-round.
- Mentors also need to be flexible if possible.
- Life experience can be very valuable as a mentor.
- The support would be useful not just at exam time but at times of deadlines too, as well as the exams that fall across the year not just at the ‘usual’ exam period
-

4) What methods could be used?

Method: Small group discussion. (Refer to survey Q3, Q5, Q6 results)

- a) What do you think of the following methods for peer mentoring:
- One-to-one mentoring
 - One mentor with 3 or 4 mentees
 - E-mentoring
 - Face to face mentoring
 - Matching (e.g. matching by course / disability type etc.)

Responses:

- It is important to have one person to link to.
- The mentors and mentees should be in the same faculty / school – this is because each course has its own demands and environment.
- An online forum could be a useful tool for communication and information sharing amongst mentors and mentees.
- Any website / online tool / info must be accessible.
- The mentors could potentially take a role in acting as moderators for the forum.
- Small groups of mentor and mentee pairs could be created, by offering 2 or 3 of the mentor-mentee pairs to form small groups.
- If the above was considered then group dynamics would need to be covered / mentioned at the training.
- The mentee should be able to lead if possible on their preferences for any group engagement.
- There should be options for the following:
 - 1 mentor to a few mentees,
 - One-to-one mentoring
 - One-to-one mentoring, with 2 or 3 pairs linked together to engage if they wish
- Mentors need to have training in disability awareness and access – as they may have different disabilities and it can help to raise awareness of others.

b) What activities could be useful for mentors and mentees to engage across the year and why?

- Welcome parties
- Meet the mentor events
- Drop-in sessions
- Small group meetings
- Workshops
- Talks
- Social events
- Anything else?

Responses:

- Lots of drop in's already exist (for example DSO / Alan Gilbert etc.) so may not need more?
- Meet the mentor events would be good.
- General information sessions on available services, incorporating a focus on areas of particular relevance to disabled students (DSA, benefit entitlement, travel cards), would be useful at the start of the year.
- A tour of facilities such as the Library would be useful at the start of the year
- Sessions on employability held toward the end of the programme of study would be very helpful.

c) What topics would it be useful to have events focused on and why?

- Employability (1)
- Money advice (2)
- Stud abroad opportunities (3)
- Sport (4)
- Exam skills
- Time management
- Disability specific information
- Accommodation and transport
- Social opportunities, trips
- Wellbeing – stress management / coping strategies / Work-life balance
- Goal setting
- Advocacy
- University services (e.g. the library)

Responses:

- Employability would be good. This could tie in for placement students too?
- Need to time these appropriately, e.g. have an hour on transport at the beginning of year.
- Something on budgeting would be good for people new to the uni / early on in the programme.
- Time management / advocacy /goal setting would be good throughout the year.
- Students could be signposted to find the wellbeing sessions elsewhere including sports, wellbeing and exams support.
- Other suggestions for sessions – possible benefits and DSA, travel cards etc., and a pack / information that covers things available in Manchester / nationally e.g. places that are reduced cost to visit etc.

5) What should the key principles of a DSO peer mentoring scheme be?

Method: Small group activity

- Refer to Malone 2012 research paper
 - a) What do you think the key principles of the programme should be?
 - E.g. see list

Responses:

- For students by students
- A friendly face
- Available to all
- Empowering to students
- Confidential
- Safe
- The scheme should 'provide a foot up rather than carry'
- Mentors and mentees should decide the boundaries of the scheme and establish realistic expectations of one another.

6) Engaging students in the programme

- a) Do you have any comments on the following:
 - Marketing of the scheme
 - Recruitment and selection
 - Training (for mentors & mentees)
 - Matching (e.g. matching by course / disability type etc.)
 - Communications across the year
 - Retention

Responses:

Marketing:

- Posters
- My Manchester
- Society email?
- Disability / accessibility room
- Library – have small cards similar to business cards that students can pick up
- Different areas of campus
- Welcome Week
- Individual school buildings
- Course leaders
- At the point of UCAS
- Open days / subject specific open days

7) Staff and student involvement in developing the programme

- a) Do you have any comments on the following:
 - Staff involvement vs student involvement / ownership
 - Ensuring students feel safe
 - Support available to mentors and mentees
 - How to evaluate the programme and measure success?

Responses:

- The role of staff should be to ensure that the relevant structures are in place to ensure

the scheme is successful.

- Students should have some ownership of the scheme and be involved in its planning and development.
- Ensure there is support to the ending / exit of both mentees and mentors
- More focus groups would be good; to ensure students voices are heard.
- Set up an advisory group / steering group which students could sit on.
- Could use pre-and post- questionnaires for example around personalised objectives to see how well the mentoring programme meets them individually.

8) Anything else?

Other comments:

- Could there be provision for other students in the pilot phase e.g. 10% PG level to test the feasibility.
- The Access SUMMIT is not accessible to students in a wheelchair – this is considered to be a real issue.

Appendix 5: Key contact details

<p>Manchester Metropolitan University Sam Parker (Learner Development Administrator), Learner Development Service s.parker@mmu.ac.uk tel: 0161 247 3615</p>
<p>Staffordshire University Anna Dent (Transition Officer), Student Enabling Centre a.dent@staffs.ac.uk Tel: 01782 294000</p>
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<p>Brightside: (possible follow up for e-mentoring discussion) Brightside, CAN Mezzanine, 32-36 Loman Street, London, SE1 0EH info@thebrightsidertrust.org Tel: 0207 922 7800</p>
<p>University of Manchester – Teaching and Learning Support Office William Carey (Teaching and Learning Adviser, Student Engagement) William.Carey@manchester.ac.uk Tel +44 (0) 161 275 3299</p>
<p>Focus group participants:</p> <ol style="list-style-type: none">1. Michelle Keifer michellekeifer8@yahoo.co.uk2. Nicole Rajan nicole.rajana@student.manchester.ac.uk <p>Both participants are happy to share their details, and are happy to be contacted for any further information or if there are future consultations.</p> <p>Note: Lisa Cassidy lisa.cassidy@student.manchester.ac.uk was also signed up, but couldn't attend. She is happy to be contacted in the future.</p>

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An Evaluation of Current Students and Recent Graduates' Attitudes Towards, and Usage of *CareersLink*

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Careers Service Senior Management Team

November 2014

Title: **An evaluation of current students and recent graduates' attitudes towards, and usage of *CareersLink***

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Date/version: **1 September 2014**

Circulation: **Anne Milligan, Employability Manager and Project Sponsor**
Careers Service Senior Management Team

1. Background, methodology and context

1.1 By 2020, the University of Manchester aims to achieve a positive graduate destinations rate of 85% (as measured six months after graduation in the Destinations of Leavers from Higher Education Survey), ensuring that the University is ranked in the upper quartile of the Russell Group institutions on this measure¹. To support the University in achieving this key performance indicator, the Careers Service currently uses *CareersLink*, an events and vacancies database, to promote the range of employment opportunities and events available to current students and recent graduates.

1.2 The Careers Service requested a review to evaluate current students and recent graduates' attitudes towards, and usage of *CareersLink*. Specifically the Careers Service required i) evidence to support continued use of the product, and ii) ideas on how to improve its brand and marketing. There are other products on the market and the Careers Service needs to make a decision as to whether to continue to use *CareersLink* or adopt a new system.

1.3 A Project Charter was drawn up to define the objectives and deliverables for the project (see Appendix 1). It was agreed that the project would include current University of Manchester undergraduate and postgraduate students and recent graduates' engagement with, and attitudes towards, *CareersLink*. The system does have multiple users but for the purpose of this project the engagement of, and attitudes towards, *CareersLink* by Careers Service staff, University of Manchester academic staff, Organisations / Employers have not been included. It was however acknowledged that Careers Service staff input would be an essential part of the background research. It was also agreed that the project would seek to make recommendations

¹ Manchester 2020, The Strategic Plan for The University of Manchester

for the improved brand and marketing of *CareersLink* but not make specific recommendations of alternative products.

1.4 The project team met with Careers Service staff to discuss their current use of *CareersLink* and identify specific areas for consideration when devising methods for gathering quantitative and qualitative data. From these meetings a survey was devised and circulated both online and in paper form (see Appendix 2). A focus group and user testing session was also delivered which aimed to capture further qualitative data on attitudes towards *CareersLink* as well as ideas for improving the brand and marketing (see Appendix 3.)

2. Data Analysis

2.1 The survey attracted 120 responses - 113 online and 7 paper. From a student population of over 40,000, 120 responses may not seem to be an adequate sample size, however the results were from a good cross section of the student body to include 51% undergraduates, 34% postgraduates and 15% graduates from across of range of Faculties. The link to the online survey was promoted on the Careers website as well as via University Social Media channels. Paper copies were available from the Atrium and the Student Services Centre. It may be that an incentive for completing the survey could have attracted more responses, and this could be something to consider if the survey were to be run again.

2.2 5 participants attended the focus group and user testing session; 2 undergraduates, 1 postgraduate and 2 recent graduates. An incentive was offered for attending this session so whilst attendance was not as high as had been hoped, all participants contributed extensively to the user testing scenarios, facilitated discussions and group activities. The timing of the session was undoubtedly the main reason for reduced attendance as it fell at the end of the exam period. This was directly linked to time limitations for the completion of this specific project and so there would certainly be a case for repeating the focus group and user testing session again at a more student friendly time of year.

2.3 Looking at the results of the survey in terms of **usage and engagement**, 89% of respondents had heard of *CareersLink*, with 43% using the system about once a month. Overall it can be seen that second year undergraduates are the most frequent users. In terms of most frequent users by Faculty, Humanities students are the most engaged with *CareersLink* possibly because their degree programmes are less vocational compared to Medical and Human Sciences students who appear to be less engaged (see Appendix 5.). The majority of respondents liked the variety and amount of vacancies and events offered, as well as the ability to filter the searches. It can also be seen that a variety of types of vacancies are being searched for, with 53% applying for or getting a job as a result of using *CareersLink*. The top 3 job type searches being full time, student placements / internships and part time. One specific reason that students and graduates use *CareersLink*, which came out of the survey and the focus

group discussions, is the notion that *CareersLink* offers access to exclusive vacancies for University of Manchester students only. Comments received included;

“Lots of vacancies available, most of them targeted specifically at UoM students.”

Undergraduate, School of Chemistry

“Lists jobs you can’t find anywhere else.”

Postgraduate, School of Physics and Astronomy

2.4 In terms of **accessing *CareersLink*** it can be seen that overall respondents are moderately satisfied, with 32% indicating that they found logging-in very easy and 42% indicating that they found the system fairly easy to use. However a recurring theme from both the survey and the focus group session was the frustration for users having to access *CareersLink* as a separate system outside of any of the standard University systems. Comments received included;

*“I do not like that even though I am on my Blackboard page, I have to log in again to *CareersLink*”.*

Undergraduate, School of Arts, Languages & Cultures

“Connectivity with MyManchester - separate log-ins is not practical. Should be built directly into MyManchester.”

Postgraduate, School of Environment, Education & Development

Browser compatibility issues were also reported in the user-testing scenarios. One participant recorded that they were unable to access *CareersLink* when using Internet Explorer 7. Another common theme was that participants were not happy with the compatibility of accessing the system from their smartphones or tablets.

2.5 The results from the survey, reinforced by discussions at the focus group session, reveal that the areas which users found most dissatisfaction with are the **appearance and navigation** of the system.

*“*CareersLink* can be difficult to navigate around and you have to use trial and error as there has never been a clear explanation as to what can be done on the site.”*

Undergraduate, MBS

The design is felt to be clunky and old fashioned, with the search interface being referred to as box-y rather than clean and modern and similar in look to other University systems and websites. Users reported difficulties with pressing ‘back’ on the browser, as well as commenting on the lack of navigation controls at both the top and bottom of pages, making working through search results difficult. They also reported difficulties logging out of the system as all open tabs have to be closed in order to fully log-out; obviously users find this rather inconvenient when needing to have other tabs open at the same time. Inconsistencies in the actual content of the system were also discussed at the focus group session with participants commenting on the range of variations between classifications of jobs, job descriptions, salaries and date formats.

2.6 When considering **brand and marketing**, the majority of respondents indicated that they had become aware of *CareersLink* either through the Careers Service website, being directed to the system by a member of Careers Service staff or via MyManchester. For the small percentage of respondents who indicated that they hadn't used *CareersLink*, the main reason for this was because they simply didn't know that it existed. Whilst 90% of the survey respondents felt that *CareersLink* was the right name for the system, it was quite clear during the focus group discussions that participants felt that the name should be changed to suggest something more 'all encompassing' in terms of the variety of opportunities offered through this system, as well as something more in line with other University wide systems and initiatives.

3. Recommendations regarding evidence to support continued use of *CareersLink*

3.1 Improve accessibility - from the results of the survey and the focus group and user testing session, it is clear that current students would support the continued use of *CareersLink* if it was possible to link access to the system via Blackboard and / or MyManchester, removing the need for a separate log-in. Both current students and recent graduates would also support changes to improve the experience of accessing *CareersLink* on devices such as smartphones and tablets by the use of a *CareersLink* App.

3.2 Align appearance - the overall appearance of the system is important, with comments from both the survey and the focus group session suggesting that the day to day use of *CareersLink* would be enhanced by changes in the look and feel of the system. If the system could be improved to make it appear more modern in style, more aligned to the appearance of other University systems that current students and recent graduates regularly engage with such as MyManchester and Blackboard, than usage and engagement would likely to be improved. This recommendation needs to be considered in line with the brand and marketing recommendation in section 4.3 of this report.

3.3 Improve navigation - the following potentially 'quick win' recommendations came out of comments in the survey and focus group discussions in terms of improving the navigation of *CareersLink*;



CareersLink would need to be considered in line with the University's **Induction Framework**² and planned in collaboration with academic schools in order to support local induction programmes for individual year groups.

4.2 Promote exclusive opportunities - the notion that CareersLink offers access to exclusive vacancies for University of Manchester students and graduates could be used in order to promote usage and engagement with the system. Whilst this is not the case for every vacancy advertised on CareersLink, opportunities that are exclusive could be highlighted on the system and this is a message that could be featured in any targeted promotion programme.

4.3 Consider changing the name - focus group participants indicated that the word 'Careers' could be seen as an immediate barrier for certain students, as there is an assumption that the system is only appropriate for students ready to focus on their long term career. The term 'Career' doesn't necessarily suggest an obvious association with other opportunities available through CareersLink such as part time work, internships, placements, volunteering. This can be seen in the results from the survey where only 24% of respondents used CareersLink to search for volunteering opportunities. Suggestions for a new name that came out of a focus group activity included '**MyFuture**', '**MyChoice**', '**MyOpportunities**'. The concept of '*MySomething*' links to the University wide recognised branding of 'MyManchester', with 'MyFuture' in particular linking to the existing branding of other Careers Service activities such as 'MyFutureFest'. The 'MyFuture' theme could be further expanded to ensure users see the system as a tool to enable them to search for opportunities at any point of their student journey in order to gain experience and develop their employability skills.

5. Conclusion

5.1 In conclusion it can be seen that the attitudes towards, and the usage of CareersLink by current students and recent graduates, indicate general satisfaction with this current system. However further consideration should be given to implementing improvements to the system and its brand and marketing as recommended in sections 3 and 4. The results from the survey and the focus group and user testing session do have limitations as these were both a relatively small sample size. One area which may also prove useful for any further research would be capturing data from users who are currently using CareersLink but are also using other job search sites and their comparative opinions on those.

5.2 Continued post-project evaluation of CareersLink should be implemented to monitor and evaluate its usage. Ongoing data gathering could be a way for the Careers Service to monitor and evaluate its continued usage as there is currently no provision for doing so. This could possibly be done by using or amending the templates for the online survey and the focus group

² Enabling Student Success: The Manchester Induction Framework - February 2014

and user testing session provided in appendices 2 and 3 as well as investigating the possibility of analytics available from the system itself.

5.3 It is recommended that any future improvements around the branding and marketing of *CareersLink* should align with the wider branding and marketing plans of the University and of the Careers Service. In particular, this report should be considered in line with current work on the University's Student Engagement Strategy and any recommendations from the Student Engagement - Careers project.

5.4 As *CareersLink* has multiple users, the findings of this report will also need to be considered alongside the engagement of, and attitudes towards the system of the wider stakeholder group. This would include Careers Service staff, University of Manchester academic staff and external organisations / employers. Once research has been collated from each of the stakeholder groups, it will be possible to consider if *CareersLink* is able to meet the needs of the combined stakeholder 'wish list' or whether, at that point, alternative products need to be considered.

Evaluation of current students and recent graduates' attitudes towards, and usage of CareersLink

Objectives	Deliverables / Milestones	Scope
<p>To evaluate students' attitudes towards, and usage of CareersLink – the events and vacancies database of the Careers Service.</p> <p>The Careers Service need;</p> <ol style="list-style-type: none"> 1) Evidence to support continued use of the product 2) Ideas on how to improve its brand and marketing <p>There are other products on the market and a decision needs to be made as to whether the Careers Service stay with CareersLink or adopt a new system. We need to understand what students' want from a system and whether CareersLink meets their needs.</p>	<ol style="list-style-type: none"> 1) Meet with Careers Service staff to discuss their current use of CareersLink and identify any specific concerns or problems to consider as part of focus groups and user testing sessions. 2) Devise and circulate a questionnaire for current undergraduate & postgraduate students and recent graduates to assess their current awareness of, and engagement with CareersLink. 3) Arrange and deliver a series of focus groups and user testing sessions for both users and non-users of CareersLink to capture attitudes towards CareersLink. 4) Gather feedback on ideas for improving the brand and marketing of CareersLink. 5) Produce a final report with recommendations to be delivered to senior managers at the Careers Service. 	<p>In Scope:</p> <ul style="list-style-type: none"> - Current University of Manchester undergraduate & postgraduate students and recent graduates engagement of, and attitudes towards, CareersLink - Recommendations for improved brand and marketing of CareersLink <p>Out of Scope:</p> <ul style="list-style-type: none"> - Careers Service staff*, University of Manchester academic staff, Organisations / Employers engagement of, and attitudes towards, CareersLink - Specific recommendations of alternative systems / products <p>*Careers Service staff input will be an essential part of background research for this project</p>
Project Sponsor	<p>Anne Milligan, Careers Service</p>	<h3>Dependencies / Success Criteria</h3> <p>Capturing a balanced response of attitudes and opinions from current University of Manchester students in terms of students from different year groups, who are both users and non-users of CareersLink.</p>
Project Team	<p>Lisa Wright, Student Services Centre Sarah Hartley, Directorate Office</p>	
Resources	<p>Time commitment is variable as required by the demands of the project – estimated at 5 hours for the duration of the project.</p> <p>Budget – there is no central Future Talents budget. Any budget requests will therefore be submitted to the project sponsor for consideration.</p>	Time Frame
	Stakeholders	<p>To be completed by 1st September 2014</p>
	Benefits	
	<ul style="list-style-type: none"> • All current University of Manchester students • All University of Manchester Graduates • University of Manchester Careers Service staff • University of Manchester academic staff • Organisations / Employers 	

CareersLink Survey

We are evaluating students' usage of CareersLink and would value your input and suggestions about it by completing the survey below.

1. Have you heard of CareersLink (vacancy database *not* the Careers website, see screenshot above)?

- Yes
- Yes, but not used it
- No

2. If yes, how often do you use it?

- Once a week or more frequently
- About once a month
- Only logged in once

If no, are you:

- Currently not searching for jobs/volunteering/placements?
- Using other job vacancy websites
 - jobs.ac.uk
 - targetjobs.co.uk
 - prospects.ac.uk
 - other
- Didn't know it existed

(If you answered no, please now go to question 16)

3. How did you find out about CareersLink?

- Through the Careers website
- Directed there by a member of Careers Service staff
- By searching the University website
- Web search
- Link on University publications/poster
- Through a friend/colleague
- Through a lecturer/School
- Blackboard
- MyManchester

4. How do you access CareersLink?

- PC/Laptop
- Smartphone
- Apple product
- Tablet

5. Have you ever had a problem accessing it?

Yes (please explain) _____

No

6. Do you use it to search for jobs?

Yes

No

7. If yes, what type of jobs do you search for?

Full-time

Part-time

Student placements/internships

Casual vacation/seasonal work

Graduate level internships

PG study and research opportunities

Volunteering

8. Have you ever applied for or got a job that you found on *CareersLink*?

Yes

No

9. Do you use it to search for careers events?

Yes

No

10. On a scale of 0-5 (5 being easiest), did you find it easy to use? (Please circle)

0 1 2 3 4 5

11. On a scale of 0-5 (5 being easiest), did you find it easy to log-in? (Please circle)

0 1 2 3 4 5

12. Please tell us which parts you like about *CareersLink*

13. Please tell us which parts you don't like about CareersLink

14. Do you think CareersLink is the right name for this database?

Yes

No (feel free to make suggestions) _____

15. Are you:

- Undergraduate (Please circle year of study) 1 2 3 4 5
- Postgraduate Taught (Please circle year of study) 1 2
- Postgraduate Research (Please circle year of study) 1 2 3 4 5
- Medical Undergraduate (Please circle year of study) 1 2 3 4 5
- English Language
- Graduate

16. Are you:

- Male
- Female

17. Are you:

- UK
- EU
- International

18. Which School are you in: _____

If you would be happy for us to contact you again regarding this review of CareersLink, then please leave your email address below.

Thank you for your response

CareersLink Focus Group & User Testing Session

Aims of Focus Group

- To get qualitative feedback on students' usage of *CareersLink*
- To get brand and marketing ideas

Focus Group Questions and script

Introduction

- Scene setting. Explain purpose of session and that as facilitators we are independent and that all responses will be anonymised.
- Ask participants to write on post-it note how and when they found out about *CareersLink* along with their year of study.

User Testing Scenarios

- Split participants off to test *CareersLink* on PC, laptop, tablet and smartphone and ask to fill in pro-forma with guidance on what to search for and what they like about *CareersLink*. This will act as a refresher to using the system as well as prompting some ideas about its usability.
- Rotate participants after 10 mins.

Group Discussion

Questions to ask (*Facilitators to write points on flip-chart*):

- What do you remember about using *CareersLink* for the first time?
- What do you like about *CareersLink*?
- What don't you like about *CareersLink*?
- If you could build it from scratch what other functions might you add?

Group Activities (*Participants to write ideas on flip-chart*):

- Was the timing and method of promotion of *CareersLink* appropriate?
- How would you promote *CareersLink* to students?
- What alternative name could you give to *CareersLink*?
- Anything else you'd like to add?

Conclusion

- Wrap up session explaining how the results will be used and thank participants for attending.

Resources

- Pens and paper
- PCs, laptops, ipad, smartphone
- Dictaphone
- Flipchart and markers
- Post-its
- Name tags
- Pro-formas for user-testing scenarios

CareersLink

Survey Title: CareersLink

Survey Properties:

Launched Date: 04/04/2014

Closed Date: 31/07/2014

Responses By Question Analysis:

1. Have you heard of CareersLink (vacancy database not the Careers website)?

		Response Total	Response Percent	Points	Avg
Yes		85	75%	n/a	n/a
Yes, but not used it		16	14%	n/a	n/a
No		12	11%	n/a	n/a
Total Respondents		113			
		(skipped this question)	305		

2. If yes, how often do you use it?

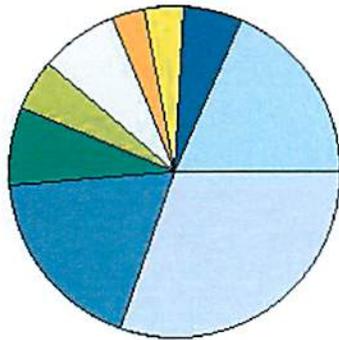
		Response Total	Response Percent	Points	Avg
Once a week or more frequently		32	32%	n/a	n/a
About once a month		43	43%	n/a	n/a
Only logged in once		24	24%	n/a	n/a
Total Respondents		99			
		(skipped this question)	319		

3. If no, are you:

		Response Total	Response Percent	Points	Avg
Currently not searching for jobs/volunteering/placements?		2	20%	n/a	n/a
Using other job vacancy websites		2	20%	n/a	n/a
jobs.ac.uk		2	20%	n/a	n/a
targetjobs.co.uk		0	0%	n/a	n/a
prospects.ac.uk		0	0%	n/a	n/a
other		1	10%	n/a	n/a
Didn't know it existed		6	60%	n/a	n/a
Total Respondents		10			
		(skipped this question)	408		

4. How did you find out about CareersLink?

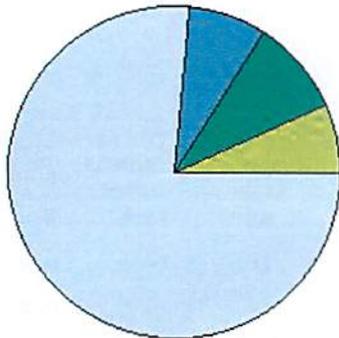
	Response Total	Response Percent
<input type="checkbox"/> Through the Careers website	48	49%
<input type="checkbox"/> Directed there by a member of		



Careers Service staff	29	30%
By searching the University website	12	12%
Web search	8	8%
Link on University publications/poster	12	12%
Through a friend/colleague	5	5%
Through a lecturer/School	6	6%
Blackboard	9	9%
MyManchester	29	30%

Total Respondents 97
(skipped this question) 321

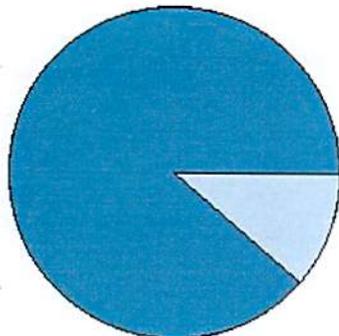
5. How do you access CareersLink?



PC/Laptop	91	94%
Smartphone	9	9%
Apple Product	11	11%
Tablet	8	8%

	Response Total	Response Percent
PC/Laptop	91	94%
Smartphone	9	9%
Apple Product	11	11%
Tablet	8	8%
Total Respondents	97	
(skipped this question)	321	

6. Have you ever had a problem accessing it?



Yes	11	11%
No	86	89%

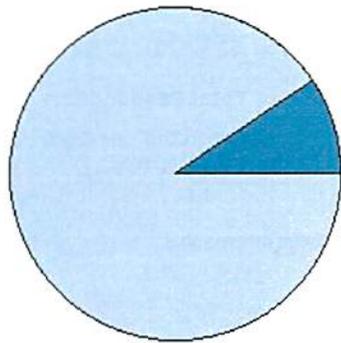
	Response Total	Response Percent
Yes	11	11%
No	86	89%
Total Respondents	97	
(skipped this question)	321	

7. If yes please explain

1. I kept trying to access it as a graduate when I was a student. I don't think the log in page is very clear.
2. You have to have a different username and password. Sometimes it takes about 4 or 5 tries to log in.
3. Difficult to find the right log on with so many options, student,staff,graduate etc.
4. Took me a while to figure out how to even use it!
5. I have to search online every time when I access careersLink. It would be better if I can access careersLink directly via [my manchester] as soon as I login instead of accessing links after links.
6. Page took too long in loading or did not loaded properly.
7. Only on a few occasions, it has been inaccessible but has worked a few hours later.

Total Respondents	7
(skipped this question)	411

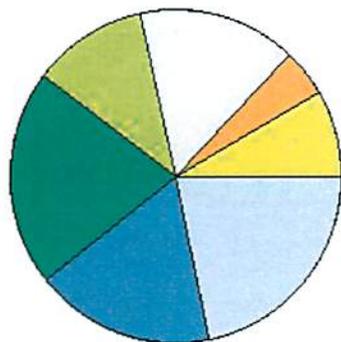
8. Do you use it to search for jobs?



Yes
 No

	Response Total	Response Percent
Yes	86	91%
No	9	9%
Total Respondents	95	
(skipped this question)	323	

9. If yes, what type of jobs do you search for?



Full-time
 Part-time
 Student placements/internships
 Casual vacation/seasonal work
 Graduate level internships
 PG study and research opportunities
 Volunteering

	Response Total	Response Percent
Full-time	52	61%
Part-time	42	49%
Student placements/internships	50	59%
Casual vacation/seasonal work	27	32%
Graduate level internships	37	44%
PG study and research opportunities	11	13%
Volunteering	20	24%
Total Respondents	85	
(skipped this question)	333	

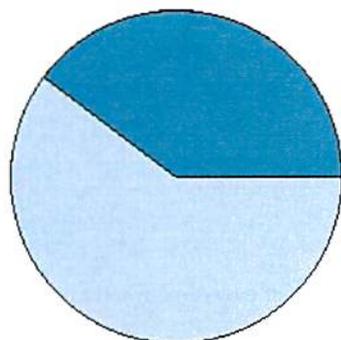
10. Have you ever applied for or got a job that you found on CareersLink?

Yes
No



	Response Total	Response Percent	Points	Avg
Yes	49	53%	n/a	n/a
No	44	47%	n/a	n/a
Total Respondents	93			
(skipped this question)	325			

11. Do you use it to search for Careers events?



Yes
 No

	Response Total	Response Percent
Yes	56	60%
No	37	40%
Total Respondents	93	
(skipped this question)	325	

12. On a scale of 0-5 (5 being the easiest), did you find it easy to use?

	0	1	2	3	4	5	Response Total	Response Average
Ease of use (5 easiest)	2.15% (2)	5.38% (5)	11.83% (11)	41.94% (39)	29.03% (27)	9.68% (9)	93	3.19
Total Respondents							93	
(skipped this question)							325	

13. On a scale of 0-5 (5 being the easiest) did you find it easy to log-n?

Response Response

	0	1	2	3	4	5	Total	Average
Ease of use (5 easiest)	3.26% (3)	4.35% (4)	7.61% (7)	20.65% (19)	32.61% (30)	31.52% (29)	92	3.7
	Total Respondents							92
	(skipped this question)							326

14. Please tell us which parts you like about CareersLink

1. Really good resource. Could be better for work experience/shorter Internships.
2. Segregation of each type of search
3. The overall layout
4. Great selection of jobs!
5. Easy to navigate and use
6. Lots of jobs listed! Fairly easy to navigate,
7. That you can make a favourites list.
8. Quantity of jobs available
9. I like the fact it has both events and vacancies on there. I also like the fact you can find information about companies.
It's good you can search jobs by area, full-time/part-time.
10. It's finally up and available.
11. The volume of jobs to apply for, ones that you can't find anywhere else
12. Nothing it's poorly functional.
13. gets me a job
14. It's helpful for finding job listings which you might not have come across when searching alone.
15. Often gives a clearer role description than the company website
You can search by key words or Industries
16. many jobs for various type, e.g., part-time, full-time, volunteering.
17. The jobs/events it promotes - calendar view is useful
18. Lots of vacancies available, most of them targeted specifically at UoM students which would not be found anywhere else. Lots of search options: searching by vacancy ID, name or by organisation and the ability to filter searches with different criteria, etc...
19. The filter and the amount of jobs available is very helpful when seeking for job opportunities.
20. Updated regularly and very useful!
21. Good variety of opportunities advertised.
22. lists jobs you can't find elsewhere
23. Advanced search filters, simple to use,
24. Part time student accessible jobs
25. It is good how jobs are co-listed together.
26. Structure of the website (tabs)
27. That it gets connected with MyManchester and I don't have to log in everytime when I use it.
28. easy to log in and relatively easy to follow and get job done
29. very straightforward
30. It contains information on various vacancies.
31. Lots of useful content
32. Lots of information in one place
33. I can search the database by the job type, vacancy title, etc. which is very convenient.
34. There are a good number of jobs listed from different employers across a range of sectors.
35. I like the function of narrowing down the criteria to specific areas

36. It is easy to access and gives good sections detailing job description, salary etc.
 37. parttime job
 38. Events and vacancies, automatic reminders.
 39. different job types and trustworthy sources (I think it is :D)
 40. Filters for selecting specific type of vacancies. Email alerts.
 41. CAN OFFER ME SO MANY OPERATIONS, IT IS GOOD.

Total Respondents	41
(skipped this question)	377

15. Please tell us which parts you don't like about CareersLink

1. Search engine could be improved.
2. Can be difficult to navigate around and you have to use trial and error when using the site as there has never been a clear explanation as to what can be done on the site and how it can help you find jobs.
3. The job opportunity should open in new tab automatically
4. The search tool used to look up vacancies isn't the best, it would be better if it had more options to refine/taylor your job/vacancy search.
5. Difficult to log in as a graduate - I had to change the password a couple of times until I decided to ignore the advice and just use my student password.
6. The dates are written in the American format which can be a little confusing
7. The search option doesn't come up with the most suitable jobs - If you search for 'ecology', the job titles with 'ecology' in them are scattered throughout the results, not listed at the top. If I find a good vacancy then click back or accidentally close the page it's quite hard to find it again (I know about the favourites option now but still think the searches are a bit onerous!)

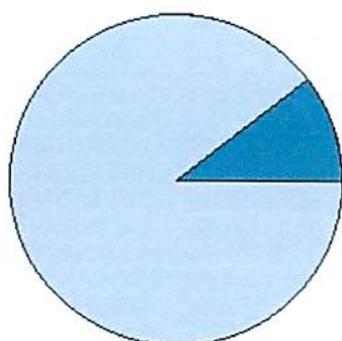
The design could be updated - it's quite box-y and looks outdated.
8. Its difficult to search for companies in the system
9. Searching by reference code can be tricky, not sure whether to include 'Ref' or not. Should be more filtering options
10. Filtering job search by sector and job role is sometimes confusing as a lot of things overlap.
11. I think its confusing sometimes that its separate from the Careers website
It's seems heavily geared to UG students, basically forgetting all about PG and PGR community. We don't seem to matter because we're not as big a cash cow to this uni.
12. Difficult to filter out info sometimes, almost too many jobs!
13. Everything. It looks awful, is functional but doesn't give enough search variable e.g. by salary. On an Ipad the links to companies websites don't work. The search interface is really clunky and old fashioned.
14. a bit complicated to use for sorting out my preferences
15. Occasionally links are expired or link to a page which is not relevant.
16. It's too hard to narrow the vacancies down to ones that suit you.
It's not as good as past services for finding part time jobs whilst still a student.
not always easy to navigate
17. closing dates can be confusing and conflict with external info
despite trying to narrow search with key words and job type eg placement, still have to scroll through many irrelevant jobs. more likely to miss good opportunities because of this
18. sometimes the classification of job is not accurate, thus mislead the searching.
19. Connectivity with MyManchester - separate log-ins is not practical.

Should be built directly into MyManchester
20. The date system! On some pages it's in the DD/MM/YYYY format and on some pages it's in the MM/DD/YYYY format. Some consistency please!
21. Hard to access, would prefer 'summer/spring/winter internship' as a choice of the filter as well as 'salary above'.
22. a bit cryptic
23. I think the search tool could be refined to be more useful, convenient and smooth.
24. the advanced search function could be slightly improved

- 25. Don't think it's optimised for use on smartphone/tablet.
- 26. Design of the site isn't great, everything not particularly easy to find (navigation).
- 27. Sometimes a bit difficult to do more specific searches
- 28. I can't store my CV with careerslink which makes it difficult for applying for jobs frequently. There should ALWAYS be a ApplyNow tab in the website so that the process becomes better for the students
- 29. n/a
- 30. No
The part that I do not like is that eventhough I am already on my blackboard page, I have to log in again to access CareersLink.
- 31. For improvement, it would be better if CareersLink could add a feature or filter which gives information to international students that this vacancy is open to them to make it easier to browse. Also, it would be helpful if on each vacancy there is a contact person from the company to answer questions from applicants. There are many vacancies that I browsed which only give links to their career database website which I find it useless.
- 32. it is kind of disorganised even if you type a keyword to narrow the results it still shows all the unnecessarily ones you don't need. there arent many internships to choose from which is a shame.
- 33. Not a very eye catching layout or design
- 34. Navigation throughout can be a little clunky and there's often an awful lot of information on one page. Clean design is preferable for me.
- 35. If I press the back button browser, it doesn't take me to back to search results. Instead, it opens a new search page.
The website can be difficult to navigate, no option to return to top of page automatically when searching, combined with lack of navigation controls at both top and bottom of page makes working through search results difficult.
- 36. The advanced search feature is quite difficult to use, searching by salary etc doesn't always work because not all records have salary listed in the same place.
- 37. Sometimes the next links on the pages don't work
- 38. I think the search function should be improved. Personally I would like to be able to view more results on each page, and narrow down the search more precisely when looking for potential jobs.
- 39. a bit complicated
- 40. I think it is quite good. just one small functional suggestion, it would be really nice if it could send reminder email when the application deadline of jobs in "My Favorites" is approaching.
- 41. Sometimes the information about how to apply the jobs were not shown, search by keywords not working most of the time.
- 42. IT IS A LITTLE HARD TO LOG ON

Total Respondents	42
(skipped this question)	376

16. Do you think CareersLink is the right name for this database?



Yes
 No

Response Total	Response Percent
77	90%
9	10%
Total Respondents	86
(skipped this question)	332

17. If no, please feel free to make a suggestion for the name of it

- 1. MyCareers or My Career Account
- 2. Manchester Careers Database / Careers Finder - these aren't great but something more explicit about what it is would be better I think

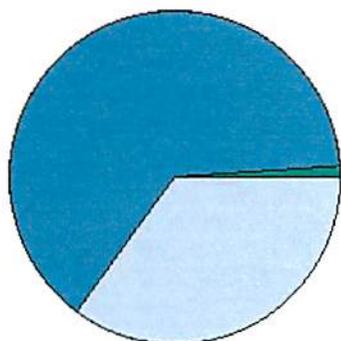
3. something more telling of its abundance of vacancies listed

Total Respondents	3
(skipped this question)	415

18. Are you:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Response Total	Points	Avg
Undergraduate	10.64% (5)	44.68% (21)	27.66% (13)	17.02% (8)	0% (0)	0% (0)	47	n/a	n/a
Postgraduate taught	100% (25)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25	n/a	n/a
Postgraduate research	57.14% (4)	14.29% (1)	0% (0)	28.57% (2)	0% (0)	0% (0)	7	n/a	n/a
Medical undergraduate	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0	n/a	n/a
English Language Graduate	100% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1	n/a	n/a
	78.57% (11)	0% (0)	7.14% (1)	14.29% (2)	0% (0)	0% (0)	14	n/a	n/a
	Total Respondents						93		
	(skipped this question)						325		

19. Are you:



	Response Total	Response Percent
Male	33	35%
Female	60	63%
Prefer not to answer	1	1%
Total Respondents	95	
(skipped this question)	323	

20. Which School are you in?

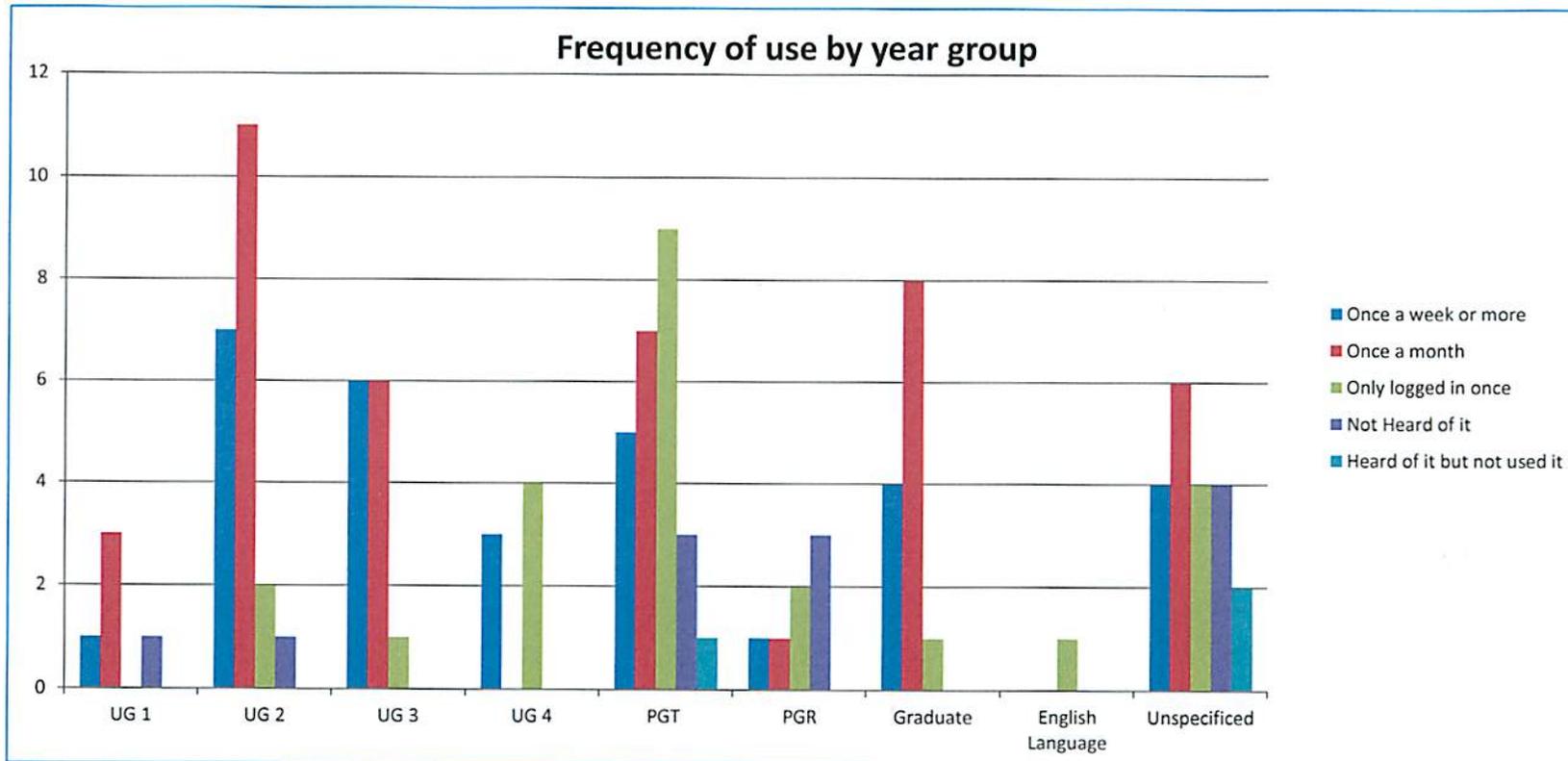
1. Mathematics
2. Chemistry
3. Mathematics
4. Arts Languages and Cultures
5. Manchester Business School
6. Manchester Business School
7. School of materials
8. School of Physics and Astronomy
9. I'm a graduate. I was in SAHC/SALC
10. Studied in the School of Chemistry and now work in the Directorate of the Student Experience
11. Arts Language and Cultures
12. Language and Linguistics
13. University of Manchester
14. I was a Arts, Language and Cultures student
15. Environment, Education and Development
16. Life Sciences
17. SALC

18. FLS
19. SALC
20. humanities
21. arts languages, cultures
22. School of Arts, Languages and Cultures
23. Chem
24. SLLC
25. Manchester Business School
26. Materials
27. FLS
28. school of computer science
29. SALC
30. Arts, Languages and Cultures
31. Law
32. School of Chemistry
33. Law School
34. physics and astronomy
35. FLS
36. Social Science
37. Physics and Astronomy
38. SoSS
39. SALC
40. manchester university
41. MANCHESTER
42. Arts Languages and Cultures
43. Faculty of Life Sciences
44. School of Social Sciences
45. MACE
46. MACE
47. Arts Languages and Cultures
48. Language and linguistics
49. IDPM
50. School of Math
51. SEED
52. School of Arts, Languages and Cultures
53. Life Sciences
54. Social Science
55. Psychology
56. Humanities
57. Physics and Astronomy
58. Faculty of Life Sciences
59. University of Manchester, Faculty of Life Sciences

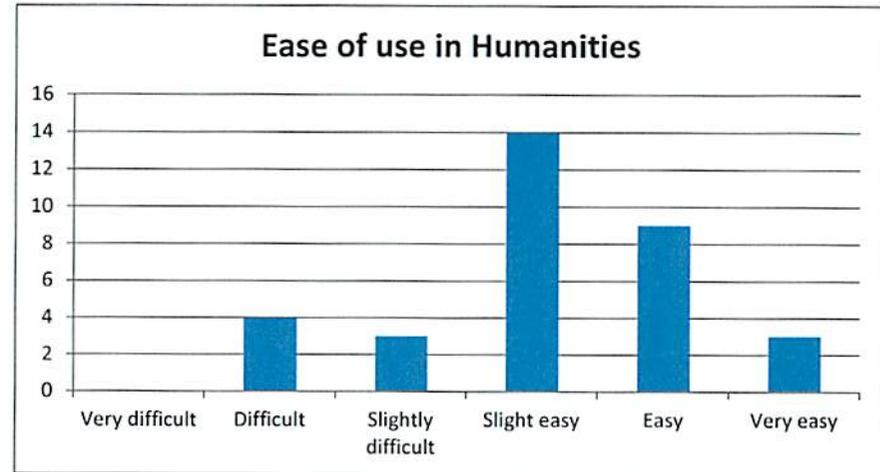
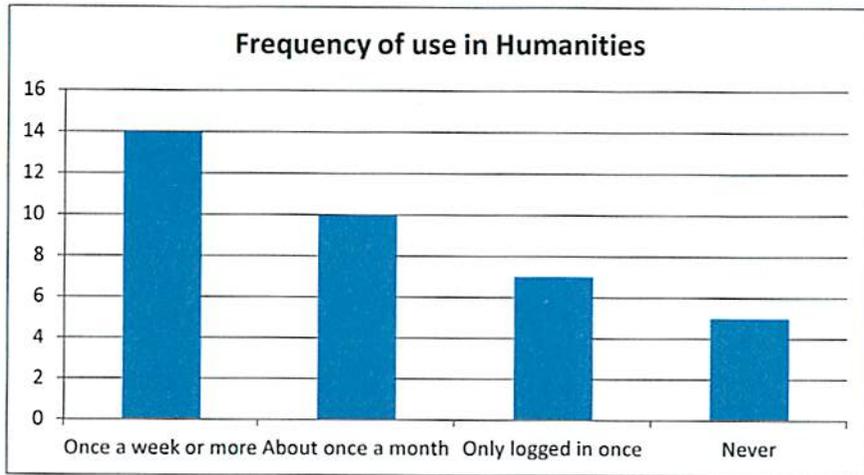
60.	School of Earth, Atmospheric and Environmental Sciences (Directorate for the Student Experience)
61.	Translational Medicine
62.	Manchester Business School
63.	School of Psychological. science
64.	Languages
65.	The university of Manchester
66.	School of Law
67.	Law
68.	aerospace mechanical and engineering
69.	University of manchester
70.	university of manchester
71.	manchester university
72.	Social Sciences
73.	SALC
74.	CEAS
75.	Computer Science
76.	University of Manchester
77.	Life Sciences
78.	UNIVERSITY OF MANCHESTER
79.	School of Environment, Education & Development

Total	79
Respondents	
(skipped this question)	339

	UG 1	UG 2	UG 3	UG 4	PGT	PGR	Graduate	English Language	Unspecified	Total
Once a week or more	1	7	6	3	5	1	4	0	4	31
Once a month	3	11	6	0	7	1	8	0	6	42
Only logged in once	0	2	1	4	9	2	1	1	4	24
Not Heard of it	1	1	0	0	3	3	0	0	4	12
Heard of it but not used i	0	0	0	0	1		0	0	2	3
Totals	5	21	13	7	25	7	13	1	20	112



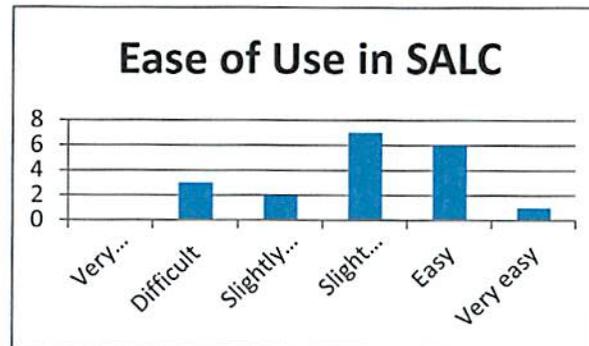
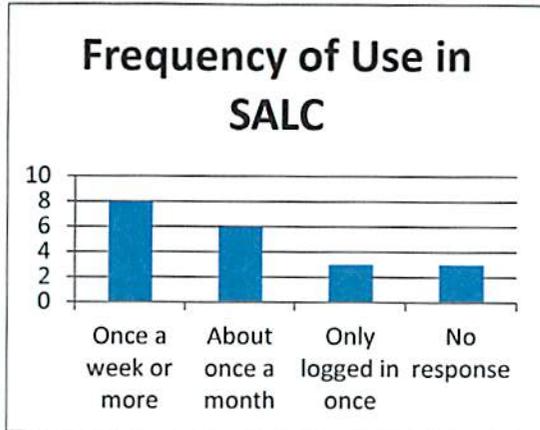
Frequency of Use	Total	Ease of Use	Responses
Once a week or more	14	Very difficult	0
About once a month	10	Difficult	4
Only logged in once	7	Slightly difficult	3
Never	5	Slight easy	14
		Easy	9
		Very easy	3

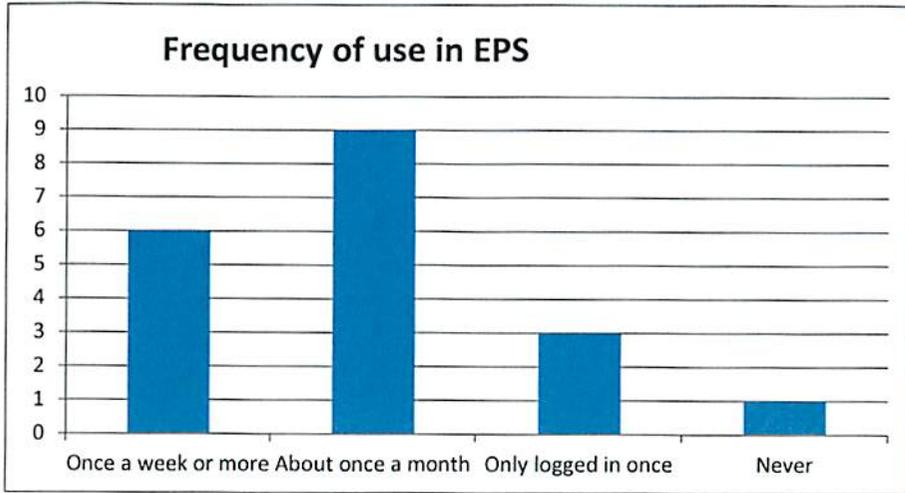


Arts, Languages and Cultures

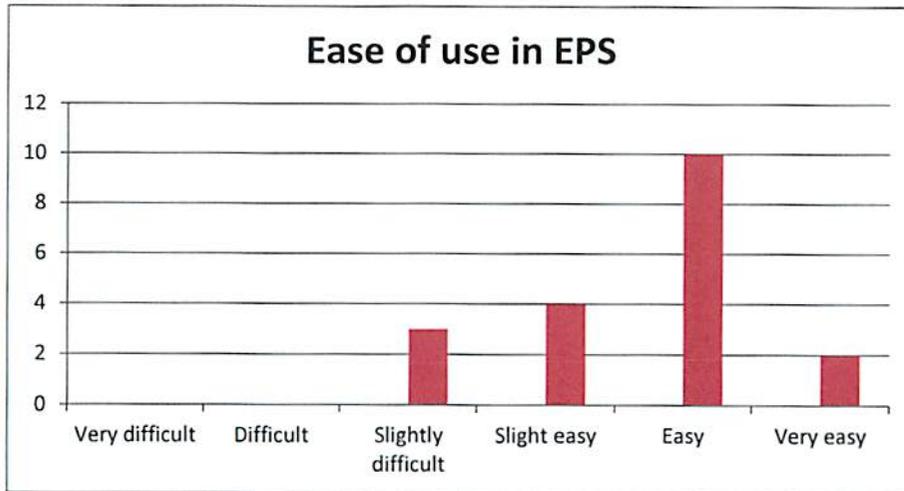
Frequency of Use	Total
Once a week or more	8
About once a month	6
Only logged in once	3
No response	3

Ease of Use	Responses
Very difficult	0
Difficult	3
Slightly difficult	2
Slight easy	7
Easy	6
Very easy	1

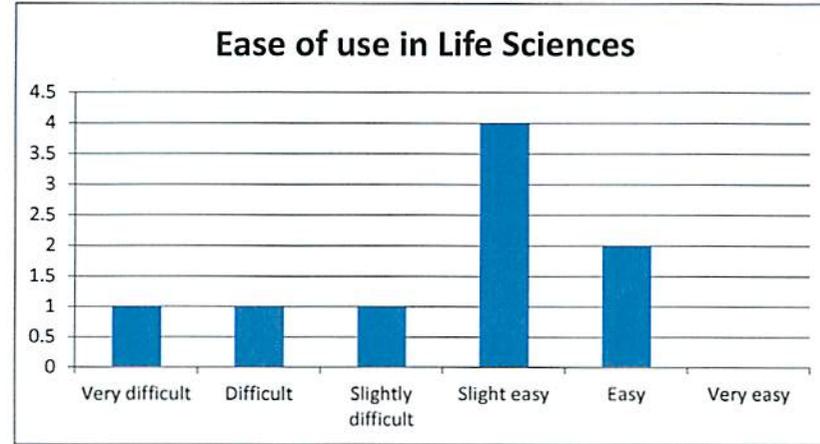
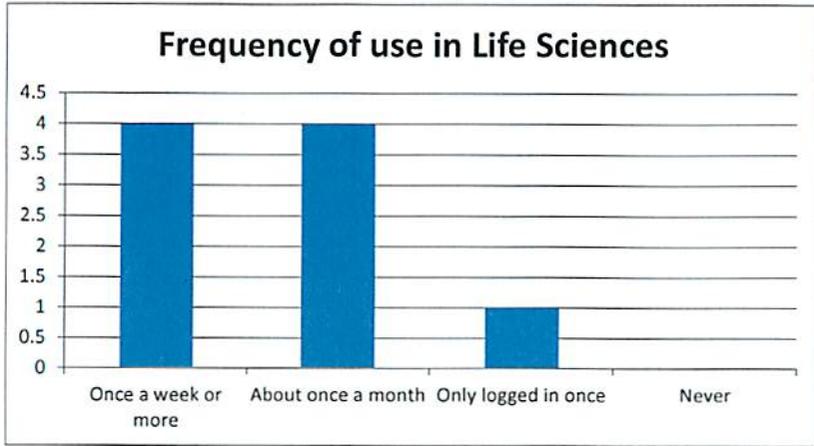




Frequency of Use	Total	Ease of Use Responses	
Once a week or more	6	Very difficult	0
About once a month	9	Difficult	0
Only logged in once	3	Slightly difficult	3
Never	1	Slight easy	4
		Easy	10
		Very easy	2



Frequency of Use	Total	Ease of Use
Once a week or more	4	Very difficult 1
About once a month	4	Difficult 1
Only logged in once	1	Slightly difficult 1
Never	0	Slight easy 4
		Easy 2
		Very easy 0

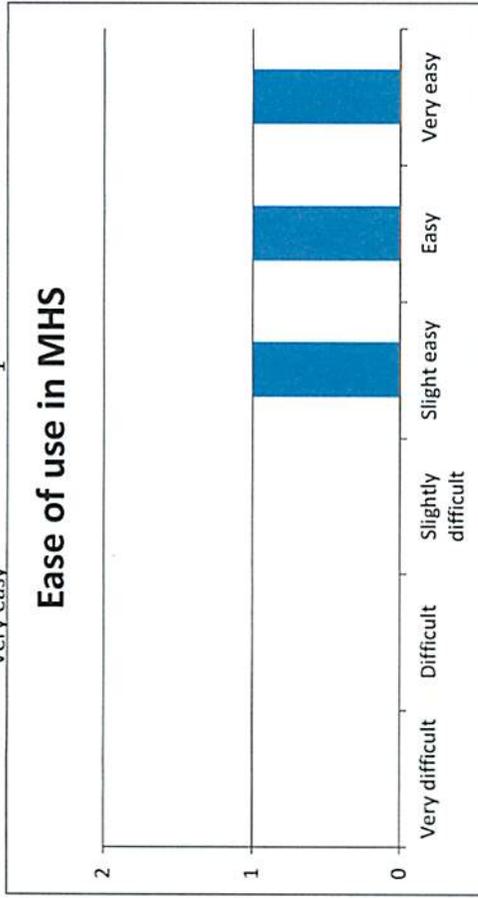
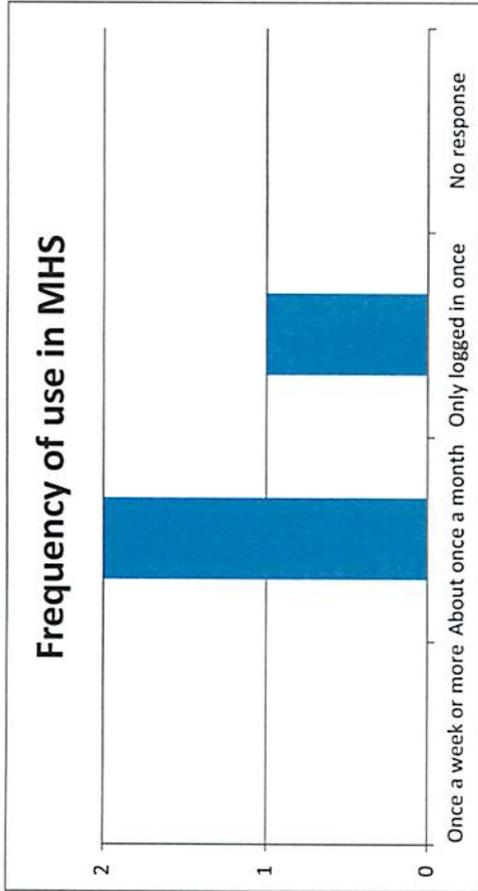


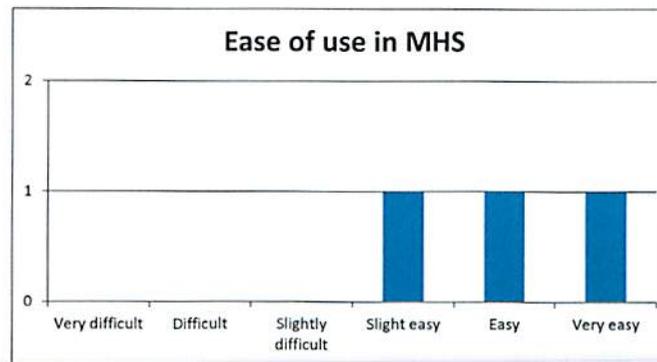
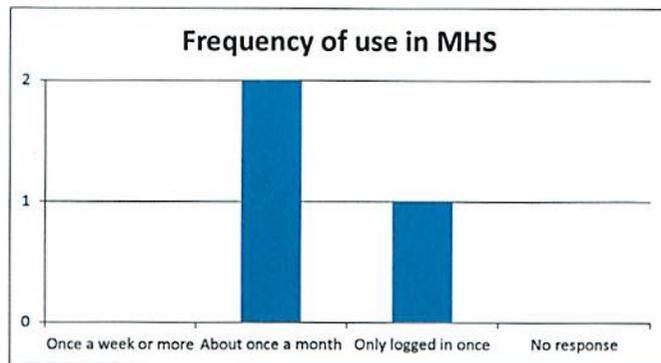
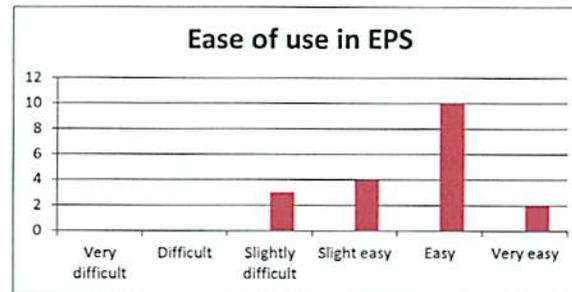
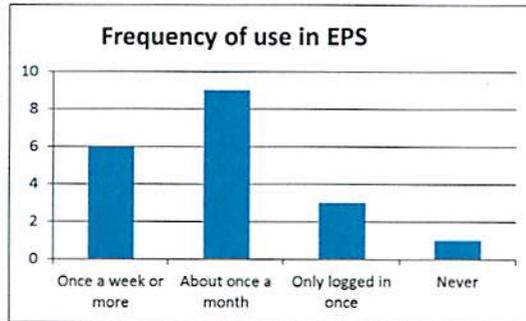
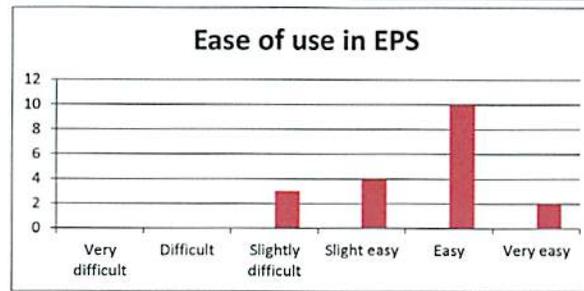
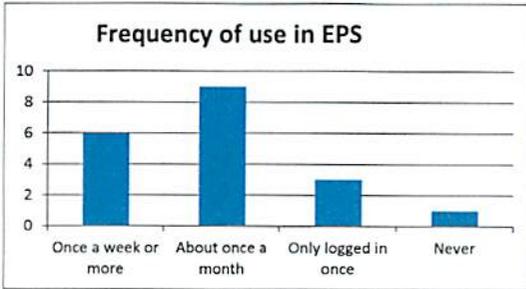
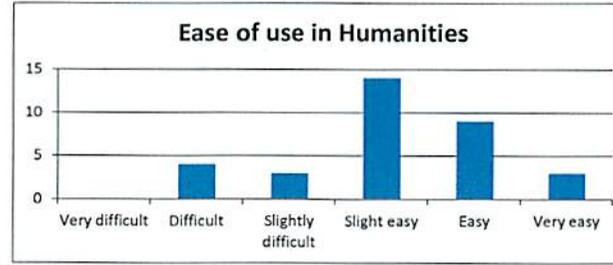
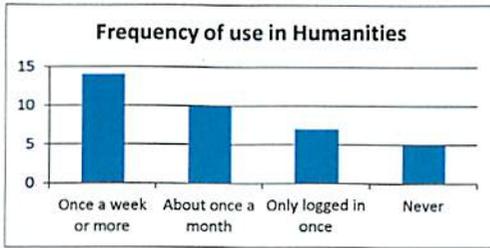
Frequency of Use
 Once a week or more
 About once a month
 Only logged in once
 No response

Total
 0
 2
 1
 0

Ease of Use
 Very difficult
 Difficult
 Slightly difficult
 Slight easy
 Easy
 Very easy

Responses
 0
 0
 0
 1
 1
 1





Online Resources for Pre-university Academic Skills Development

Project Team:

Peter Towell, Technical Support
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Student Recruitment and International Development

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November 2014

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Directorate for the Student Experience

Title:	Future Talent Final Report: Pre-University Academic Skills Development
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Date:	22 nd September 2014
Circulation:	Stephanie Lee, Alyssa Phillips, Mandy Crow, Jenny Wragge, Mike Mercer

1. Introduction

- a. The Manchester Access Programme, (MAP), University of Manchester's Aspiring Students Society (UMASS) and the ongoing development of a 'Distance Access Scheme' are a number of key activities delivered through SRID to support the University's Widening Participation agenda. A lot of MAP and UMASS activity is delivered on campus and face-to-face through a team of MAP Academic tutors and Student Ambassadors.
- b. The team wants to explore how key academic skills (e.g. referencing, academic writing, research skills, etc.) could be developed for an online/blended learning environment. This project will identify tools, resources and currently available to pre-university students and their advisors and consider how these tools could best be delivered for students taking part in WP activity.

Approach

A project plan was developed, identifying the following key activity areas to ensure the project delivered on its objectives:

- Initial scoping of project and agreement of Project Charter
- Research and input from internal stakeholders
- Research and input from external bodies
- Development, application and testing of template
- Production of final report

Each activity area will be summarised in the main report with further detail available as appendices.

Initial scoping and agreement of Project Charter

Following initial meetings with the Project Sponsors and other staff in Widening Participation¹, it was agreed to focus on an existing workshop covering the academic skill of 'Academic Writing' to enable colleagues in the WP team to see a potential direct mapping of known content against an online/blended environment through application of the proposed template.

- c. A Project Charter was agreed (see [Appendix A](#)) with the following objectives:

¹ These meetings took place throughout the project to provide progress updates and to ensure the outputs would meet the Project Sponsors' needs as closely as possible. The meetings gather information on current practice and workshop provision as well as drawing on existing research and surveys to inform the project.

- To look at one specific academic skill and provide a summary of resources currently available, both within the University and externally, that could be used by teachers and prospective students.
- To identify a MAP workshop which is currently delivered face-to-face and propose how this could be delivered online/blended approach.
- Produce a template which outlines the process and key consideration when developing an online academic skills resource.
- Research current technology within the University to support online/blended learning delivery.

2. Research (Internal Stakeholders)

There are a number of areas of good practice in the University already and, in order to encourage a sustainable approach/ongoing support for technical aspects, a primary focus of conversations were to make use of these approaches rather than suggest new ones (e.g. there are alternative VLE platforms, such as Moodle, but it is expected that WP would use Blackboard to enable consistency should students continue their study at Manchester and to ensure access of technical support).

a. My Learning Essentials

There is a huge amount of existing resource in the Alan Gilbert Learning Commons that continues to grow as a result of the dedicated Teaching and Learning team. For the purpose of this project, the face-to-face workshops were not explored. Conversations with staff in AGLC (Jennie Blake and Jade Kelsall) focussed on the importance of designing assessments in an online environment that accurately reflect the Learning Objectives and not simply to repeat back text that had already been read. A mapping of possible activities from a range of online modules against the content of the Academic Writing workshop has been suggested in [Appendix B](#).

Additionally, both Jennie and Jade were very keen to build stronger relationships with colleagues in WP to support the development of new material or adapt existing material. It would be easy to integrate full MLE modules into Blackboard, however if separate components were required, staff would need to be trained in 'Articulate Storyline' to edit the modules as necessary.

They indicated that, with proper planning, graded levels of activity could feed into the MAP Blackboard site to enable reflection and assessment. They noted that there is already work planned with the Library's WP Link (Sam Aston) as well as supporting some previous work with a UMASS Intern.

It is not possible to extract an individual's responses from a module in MLE and as such some other form of assessment would be needed (e.g. assessment in Blackboard)

Action: Follow up with AGLC to explore how existing MLE content could be repurposed or extracted as required for use in Blackboard over 2014-15 for use as a blended approach to delivering workshops.

b. Podcasting

In identifying approaches to podcasting that could work for WP, there are two potential routes:

- The Manchester Podcasting system
- Individually recorded audio/video clips using external software

Another term for the Manchester podcasting service is lecture capture and, following discussions with Stuart Phillipson, this service works by recording everything coming through the projector and microphone at a set time in a room with the necessary technology. Given the service is tied to timetabled rooms, in turn attached to a particular course unit/student cohort, the podcast can then be automatically uploaded to the cohort's Blackboard page. The service has proved popular with current students and in a recent survey of 600 students asking the 'what service they most appreciated?' the podcast service came top by some margin. It allows students in lectures to focus more on what is being said rather than taking notes which can be done later listening to the podcast. This approach could complement the current Manchester Access Program capturing the workshops for the students on site and enabling them to recap the lecture in their own time. However, for a wholly online provision (such as DAS and potentially UMASS workshops) best practice suggests short, snappy podcasts are more beneficial, enabling participants to digest aspects of the material at their own pace. This would require alternative software such as Adobe Captivate to create interactive e-learning tools. Processes for using the Lecture Capture system are contained in the template and work has already taken place in WP (Rhys Archer, WP Intern 2013-14) to implement/use podcasting through external software.

c. Blackboard

Blackboard is an online application that allows an admin/teacher to add resources the students can access online. Staff in WP (Jimmy Pickering and Jamie Bytheway) have already started creating a Blackboard environment customizing the application to create a space for MAP. Its function will be to host course material that MAP students will access throughout the course and also an area where they can upload their assignments. This is a positive move for the program as it will bring it closer to the student experience at the University.

In exploring how to move the current face-to-face workshops online, a key aspect to consider is maintaining conversations between the facilitator/group and between the group themselves. However, the discussion board feature is not currently being used in MAP Blackboard space and this could be a structured way to enable students to communicate with tutors and other students on the course to get help, to discuss topics of interest and also a place for introductions.

d. Humanities eLearning Team (HeLD)

Following a conversation with the Humanities eLearning Team, an approach has been developed to support academic staff in considering changes to their courses, which could be applicable to redesigning the WP skills workshops. Its aims are to:

- promote placing outcomes and student activity at the heart of course design
- encourage appropriate use of both online and blended activities to ensure assessment is in line with aims, outcomes and activity

This approach could align well to any further redesign of workshop and could be used to further enhance the questions/stages developed as part of the Future Talent project's 'Template'.

e. **Students involved in MAP: Informal Interviews**

Informal interviews were held with more than 20 MAP students and 8 MAP Ambassadors during two University Life Conferences in July 2014. A more detailed summary of these interviews can be found in [Appendix C](#). Key messages/recommendations emerging from the conversations are summarised below.

i. MAP students

- Key skills identified for studying at university were: Research, Independent study/time management and organisation
- Perceptions of the term 'academic writing' were mainly focussed around 'referencing'²
- Whilst online materials were used to help with writing, the students were less sure or forthcoming in their responses
- Motivation to study on their own was a challenge, particularly when they perceived they didn't know where to start.
- Students were aware of online forums but these were not used regularly.

ii. MAP Ambassadors

- Very supportive of making use of additional technology to provide opportunities for students to prepare for face-to-face sessions and digest/process what they have heard and willing to contribute to any podcasting.
- Using the discussion forums in Blackboard was seen as a good approach, particularly that it would prepare students for studying at Manchester and encourage further processing of the material after a workshop

3. Research (External Activity)

Research was undertaken by using colleagues that contribute to the LDHEN JiscMail listserv (Learning Development in Higher Education) as well as Access Summit/Study Skills tutors. This range of online materials have been sourced and summarised in [Appendix G](#), which notes ways in which these external sources could be used as part of a 'Further Reading' section of any online activity/workshop or, in some cases, used by teachers to bring a

² Interestingly, referencing was much more at the top of this list when students were further through the conference.

university perspective of Academic Writing into conversations with students before they leave school.

The University of East Anglia have developed a MOOC to support the transition of students into university level study. A summary of the content of the course is available in Appendix D, although there is also a document that provides much more granular information such as a copy of all student interactions with staff on the forums that has been undertaken by Rhys Archer. This approach does provide a lot of resources but would require a significant amount of investment of time both to set up and administer as it runs over 6 weeks and has continual tutor input. However, the review of the MOOC, provided a number of suggestions that fed into the development of the template. It also highlighted that:

- appropriate induction/support should be in place to orientate users to the new system
- for a fully online approach, consideration should be given to how participants are encouraged to build up rapport with each other and any ‘tutors’ to facilitate more productive discussions.

To ensure productive discussions in a fully online environment and ones that promote critical thinking/analysis of the material requires planning. There are a range of websites that develop this idea further in suggesting approaches for both participants and moderators. One site³ suggests the following as key factors for success:

- planned and guided student interactions
- guidance for students relating to expectations and assessment of contribution
- consistent ‘moderator’ feedback

4. Conclusions

- a. The majority of the project’s conclusions have been developed as questions/outputs in the template ([Appendix E](#)) and in the mapping process for the Academic Writing workshop ([Appendix B](#)).

However, based on the work and conversations as part of the project, the following points have also emerged:

- To develop effective and meaningful online learning requires a range of technical and learning skills. Currently, most of this expertise sits in Faculty eLearning Teams or in AGLC but there is very limited resource in the DSE for development of content.
- The provision of a ‘supported’ way into the online system is crucial to ensure participants know the ‘rules of engagement’ both in knowing who they are working with and how they should work together. In growing any online provision, WP should ensure the students have a chance to get to know each other and the ‘tutors’ to enable more relaxed conversations/discussions during the course discussions.

³ <http://www.slideshare.net/debbiemorrison505/how-to-teach-critical-thinking-in-online-class>

- A number of the University systems (e.g. Blackboard and Podcasting) described in the research have stronger automated features when used in conjunction with centralised registration system and therefore working to develop a presence for activity in Campus Solutions, where feasible, would reduce administrative burdens. This also has the added benefit of more closely aligning pre-university students' experiences with that of Manchester students and therefore supporting the transition to Manchester's systems, should they progress to studying here.

5. Template

- a. The template (see [Appendix E](#)) has been developed to support the principle that in designing online material the following are considered:
 - Informing, testing and reflecting are key processes for the learner
 - Material presented should be as interactive as possible, with short 'bites' of activity available to the learner rather than long lectures
- b. It poses a series of questions alongside online resources that should prompt the user when considering how to apply the questions to their desired activity/content.
- c. Appendix F applies the template to the Academic Writing Workshop and suggests potential mappings of MLE material against the current face-to-face workshop content.

6. Recommendations

- a. This section of the report is taken in two components:
 - Recommendations for developing an online workshop for Academic Writing
 - Additional recommendation for developing further online content
- b. Developing an online workshop for Academic Writing
 - i. Review suggestions provided in the 'work through' of the template to confirm the activities are suitable for the target audience.
 - ii. Partner with MLE team to extract relevant material from online modules and combine with online discussion questions facilitated by Ambassadors to digest content. Use discussion forums (in Blackboard for MAP students and consider assigning credit to promote engagement) or social media forums (in Facebook or 'quick Twitter questions' for UMASS students).
 - iii. Use Student Ambassadors to be filmed for 'mini podcasts' to highlight their experiences of Academic Writing at University and to share hints/tips. To encourage engagement outside of the online module material, the 'featured' Ambassador could be available for a 'meet up' on Twitter at a defined time. NB: this would be a way of further building rapport but in an informal way.
 - iv. Ambassadors and other University colleagues highlighted did raise some concerns in delivering the workshop wholly online both in the development of relationships and the delivery of content. Consideration could be given to a blended approach that provides content in advance enabling more discussion in any face-to-face conversations. However, if a wholly online

approach is adopted, the 'bite-size' sections of content provided by the MLE modules should help to keep interest from dipping.

c. Additional Recommendations

- i. There are a lot of pockets of work already happening in the WP team and developing a 'WP eLearning Library' would be a good way to ensure colleagues can learn from each other's experiences. The Library could capture examples of existing podcasts, technology and discussion forums already used and material could be 'tagged' to enable easy searching.
- ii. Use the template ([Appendix E](#)) to answer the series of questions to help develop future material for other online/blended learning workshops as a starting point for discussions with other colleagues.

Futuristically, one option not explored would be running a face-to-face workshop alongside an online workshop. Students could 'sign in' to a live stream of workshop with some Ambassadors facilitating online groups at the same time as the face-to-face group discussions. Essentially, the online students would just be another 'group' that were commenting virtually rather than in person.

Appendix A: Project Charter

Future Talent: Pre-University Academic Skills Development

Pre-University Academic Skills Development		
<h3>PROJECT BACKGROUND</h3>	<h3>BENEFITS</h3>	<h3>INITIAL MILESTONES</h3>
<p>The Manchester Access Programme, (MAP), University of Manchester's Aspiring Students Society (UMASS) and the ongoing development of a 'Distance Access Scheme' are a number of key activities delivered through SRID to support the University's Widening Participation agenda. A lot of MAP and UMASS activity is delivered on campus and face-to-face through a team of MAP Academic tutors and Student Ambassadors. The team wants to explore how key academic skills (e.g. referencing, academic writing, research skills, etc.) could be developed for an online/blended learning environment. This project will identify tools, resources and currently available to pre-university students and their advisors and consider how these tools could best be delivered for students taking part in WP activity.</p>	<ul style="list-style-type: none"> • Provide an opportunity for academic skills to be available to a wider geographical audience • Develop the capability of the WP team to assess resource suitability for additional academic skills • Enhanced sharing of resources across WP activity (MAP, UMASS, DAS) • Supports the transition to studying at UoM for target students • Make the University accessible to more students across the country. • Improve University image and brand within sixth form students and teachers. 	<ul style="list-style-type: none"> • Confirm Project Charter • Undertake interviews with current /previous MAP students and associated staff • Explore alternative methods for online delivery • Create template for MAP courses to move into an online environment.
<h3>OBJECTIVES</h3>	<h3>PROJECT SPONSORS</h3>	<h3>RISKS</h3>
<ul style="list-style-type: none"> • To look at one specific academic skill and provide a summary of resources currently available, both within the University and externally, that could be used by teachers and prospective students. • To identify a MAP workshop which is currently delivered face-to-face and propose how this could be delivered online/blended approach. • Produce a template which outlines the process and key consideration when developing an online academic skills resource. • Research current technology within the University to support online/blended learning delivery. 	<p>Stephanie Lee, Head of Widening Participation and Outreach Alyssa Phillips, Student Recruitment and Widening Participation Manager Project Contacts: Mandy Crow Rebecca Lee Katie Muscat Myfanwy Williams</p>	<p>Time could be an issue due to the potential depth of information available on the topic Availability of students (off campus) for research Feasibility of technology / UoM systems to deliver desired results</p>
	<h3>STAKEHOLDERS</h3>	<h3>OUT OF SCOPE</h3>
	<p>MAP and UMASS beneficiaries Teachers, Heads of Sixth Form Widening Access Working Group UMASS Relaunch Working Group Student Recruitment and WP Team MAP/UMASS Student Ambassadors</p>	<p>Implementation of a system to deliver online modules Development of content</p>
		<h3>DELIVERABLES</h3>
		<ol style="list-style-type: none"> 1) Summary of online resources currently available which support the development of Academic Writing 2) Proposal for how a face-to-face workshop could be delivered online 3) A template to support the development of future online content

Appendix B: Mapping 'Academic Writing' workshop (face to face) to potential online content

Aims identified from MAP Academic Writing workshop:

- Know how to search for and identify credible information sources
- Know to formulate an argument and a structure for your assignment
- Know what plagiarism is and how to reference properly

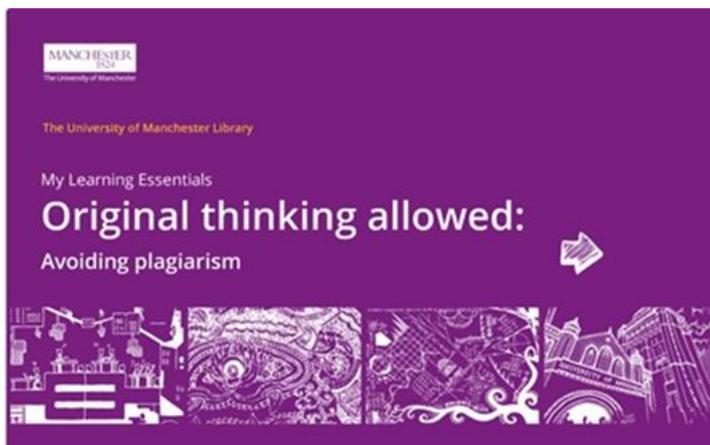
Learning Outcomes identified from MAP workshop (these are potentially too specific given the LOs for the workshop are interlinked with the MAP student's academic assignment but have been taken as a basis for this activity):

- Describe subject knowledge in own words in an appropriate academic style and with a clear and logical structure
- Understand how to make clear links between different materials and ideas so work flows in a coherent way
- Be able to select and summarise relevant information and reach appropriate conclusions
- Know and list a range of resources available to research topics
- Demonstrate the origin of their ideas through referencing

Current Slides	Key content covered	Existing (online) University of Manchester material (from My Learning Essentials modules)	Appendix Page Reference
8-12	Credible sources	<i>'Know your sources'</i>	27-35
13-18	Argument formulation and essay construction	<i>'What's the big idea?'</i>	36-42
19-20, 23-25	Referencing	<i>'Citing it right'</i>	19-26
21-22, 27-33	Referencing (Quizzes)	<i>'Citing it right'</i>	
35-38	Plagiarism	<i>'Original thinking allowed'</i>	12-18
39-40	Summary		

NB: this mapping process assumes some 'introductory' material has been covered with the target audience that enables them to understand the online environment, how they should interact with each other/tutors etc.

Mapping 'Academic Writing' workshop (face to face) to potential online content



MANCHESTER
The University of Manchester

Manchester Access Programme

Plagiarism

- Plagiarism is the use of any source, published or unpublished, without proper acknowledgement or referencing.
- It is easy to commit plagiarism accidentally. Carelessness when it comes to referencing is a key cause, but so are poor note-taking skills and inappropriate use of cut and paste from the internet.
- Many students don't intend to cheat but, because of poor academic practice, end up committing plagiarism with serious consequences.

ORIGINAL THINKING ALLOWED

Introduction

This resource explores some of the issues involved around plagiarism and academic integrity. We will focus on these areas:

1 ADDING TO THE CONVERSATION: including your own voice in your academic work.	2 UNDERSTANDING PLAGIARISM: what is plagiarism, how is it detected and what are the penalties?
3 STUDENT STORIES: what common issues do students have with plagiarism?	4 MAINTAINING ACADEMIC INTEGRITY: what techniques can you use to avoid plagiarism and improve the quality of your work?

Click the forward arrow at the top of the screen to get started.

SECTION 0 of 4

SECTION ONE

Adding to the conversation

Compare this scenario with writing an assignment.

Your academic work should include **your** voice. You can and should include the ideas of others in your work; these can help you to form your own ideas and conclusions about a topic. Your work should acknowledge and add to the academic conversation that is already going on in your area of study.

SECTION 1 of 4

SECTION TWO

Understanding plagiarism

While you are contributing to the academic discussion, it is important to ensure that your voice is distinguished from the voice of others. Failure to do this can result in plagiarism.

In this section, we'll explore what plagiarism is. We'll also look at how it is detected and what the penalties are.

SECTION 2 of 4

UNDERSTANDING PLAGIARISM

Meet Alice



Alice is a politics student writing her first assignment. She's heard others students on her course talking about plagiarism and academic misconduct. Alice doesn't like the sound of it; she's worried that she could commit this "crime" by accident. She's not sure what to do; she's too embarrassed to ask her friends about it, or to raise it in her study group session.

How would you explain plagiarism to Alice?

Enter your response here

OK

SECTION 2 of 4

UNDERSTANDING PLAGIARISM

Defining plagiarism

The University of Manchester defines plagiarism as:

Presenting the ideas, work or words of other people without **proper, clear and unambiguous acknowledgement**.

It also includes 'self plagiarism', which occurs where, for example, you submit work that you have presented for assessment on a previous occasion.

How does this compare with your definition?

"A quote or extract that you've put in your document not properly referenced"

University of Manchester, 2008. Guidance to students on plagiarism and other forms of academic malpractice. (online)

SECTION 2 of 4

UNDERSTANDING PLAGIARISM

The detection process

This timeline illustrates what happens from the time that a piece of work is handed in to the potential consequences if plagiarism is found to have occurred. Click the yellow buttons to learn more about each stage of the process.



work is checked in Turnitin

matches are checked manually

an allegation is made

potential consequences

SECTION 2 of 4

UNDERSTANDING PLAGIARISM

The detection process

This timeline illustrates what happens from the time that a piece of work is handed in to the potential consequences if plagiarism is found to have occurred. Click the yellow buttons to learn more about each stage of the process.



work is checked in Turnitin

matches are checked manually

an allegation is made

potential consequences

All of your assessed assignments are submitted to a system called Turnitin to check for instances of plagiarism. Your assignments are checked against a comprehensive database of other written works.

SECTION 2 of 4

UNDERSTANDING PLAGIARISM

The detection process

This timeline illustrates what happens from the time that a piece of work is handed in to the potential consequences if plagiarism is found to have occurred. Click the yellow buttons to learn more about each stage of the process.

If your work matches closely against something in the Turnitin database, a member of academic staff will interpret the Turnitin results to see if you have plagiarised.

SECTION 2 of 4

UNDERSTANDING PLAGIARISM

The detection process

This timeline illustrates what happens from the time that a piece of work is handed in to the potential consequences if plagiarism is found to have occurred. Click the yellow buttons to learn more about each stage of the process.

If the academic assessing the Turnitin results believes you have plagiarised, an allegation will be made against you. A panel hearing will be arranged to decide whether plagiarism has occurred. This may be with a school, faculty or University disciplinary panel, depending on the severity of the case.

SECTION 2 of 4

UNDERSTANDING PLAGIARISM

The detection process

This timeline illustrates what happens from the time that a piece of work is handed in to the potential consequences if plagiarism is found to have occurred. Click the yellow buttons to learn more about each stage of the process.

If you are found to have plagiarised, deliberately or not, there are a number of potential consequences. You could...

- ...receive a reprimand and warning.
- ...get a zero mark for the assignment with no opportunity to resubmit.
- ...have your degree classification reduced.
- ...be suspended or excluded from the University.

SECTION 2 of 4

SECTION THREE

Student stories

In this section we'll look at some student stories about plagiarism. Click on the images to learn more about the students. You can explore these in any order you like.

SECTION 3 of 4

Spot the Plagiarism

- You have been given examples of a student's work, and the original source.

Group Activity

- Decide in your groups whether the work is:
 - Plagiarism
 - Bad Practice
 - Acceptable

SECTION 3 OF 4

Meet Helen

Helen is an international student from Malaysia. She's in the first year of her business degree. In her study group session, she says that she doesn't understand why she can't copy and paste information from books, websites and articles into her assignments.

If you were in her study group, what advice would you give Helen?

Enter your response here

OK

SECTION 3 OF 4

Meet Helen

Helen is an international student from Malaysia. She's in the first year of her business degree. In her study group session, she says that she doesn't understand why she can't copy and paste information from books, websites and articles into her assignments.

Using the work of others without acknowledging the original authors is cheating. This would be reflected in the marks that Helen would be awarded for her assignments.

Ideas that are not your own can and should be included in your work to provide evidence or discussion points, but these must be referenced. This includes cases when you may refer to an idea but not directly quote the original work. If you take a direct quotation from another source, this should be written in quotation marks.

As well as being a form of plagiarism, direct copying of large amounts but is also poor academic practice even when it is referenced properly.

OK

SECTION 3 OF 4

Meet Mike

Mike has been struggling with his workload; he's in his final year of a chemistry degree and has had a lot of different assignments due at the same time. Now he's run out of time, so he works closely with one of his housemates on an assignment. Some parts of the work are copied from each other, so they submit similar pieces of work.

What do you think happened?

Enter your response here

OK

SECTION 3 OF 4

Meet Mike

Mike has been struggling with his workload; he's in his final year of a chemistry degree and has had a lot of different assignments due at the same time. Now he's run out of time, so he works closely with one of his housemates on an assignment. Some parts of the work are copied from each other, so they submit similar pieces of work.

Mike's assignment was detected by Turnitin as being a similar match to his housemate's; they were both found to have plagiarised and received a zero mark for the assignment.

While it can often be valuable to work with others to discuss ideas when undertaking a piece of work, you must be careful to ensure that your individual work reflects your own efforts.

Working too closely together and submitting similar pieces of work for assessment is referred to as collusion. Your work will usually be processed by plagiarism detection software which will detect this behaviour. This kind of malpractice could result in 0 marks for an assignment, or even more severe consequences.

OK

SECTION THREE

Meet Marissa



Marissa is a second year politics student. She feels intimidated by how intelligent some of her fellow students seem to be, and she doesn't think her own thoughts are good enough to include in her assignments. Because of this, she has submitted a piece of work that is primarily made up of quotations from her set texts. All of the quotations are properly referenced.

What feedback do you think Marissa got for this piece of work?

Enter your response here

OK

SECTION 3 OF 4

SECTION THREE

Meet Marissa



Marissa is a second year politics student. She feels intimidated by how intelligent some of her fellow students seem to be, and she doesn't think her own thoughts are good enough to include in her assignments. Because of this, she has submitted a piece of work that is primarily made up of quotations from her set texts. All of the quotations are properly referenced.

Marissa was right to reference the direct quotations that she used, but her assignment does not include anything of her own input. Submitting work that is merely a string of quotations does not illustrate that she has understood any of the material.

You are expected to show evidence of independent thought in your academic work, assessing and critically analysing the theories and ideas of others. You should be adding your voice to the academic conversation, not simply repeat a recording of others speaking.

OK

SECTION 3 OF 4

SECTION FOUR

Maintaining academic integrity



There are a number of techniques you can use to easily maintain your academic integrity and avoid the risk of unintentionally plagiarising in your work:

- 1 Take effective notes
- 2 Paraphrase and summarise
- 3 Make your voice heard
- 4 Attribute your sources

These strategies are all good academic practice; as well as helping you to avoid plagiarism, they can also improve the overall quality of your academic work.

SECTION 4 OF 4

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The "Perfect" Notes...

Notes can be useful to help you understand what you have just read, or they can be used to jot down any questions that you have, or ideas that you want to pursue further.

Important things to note down:

- Any facts and figures
- Direct quotations I might want to use
- Paraphrase, not just copying chunks
- Source details!!!

MAINTAINING ACADEMIC INTEGRITY

Take effective notes

Adopting an effective note taking technique when carrying out your research and reading is the first step towards ensuring that you avoid plagiarism when writing your assignments.

- 1 There are various techniques you can use for taking notes when researching for your assignments. There's no right or wrong technique to use; try out a few different ones until you find what works best for you.
- 2 Ensure that you record details of all of the sources you use when you're taking notes. This will make it easier to reference your work accurately.
- 3 Paraphrasing your sources while you're taking notes will help you to synthesise other authors' ideas, which will aid your understanding and be useful when you come to write up your work. We'll look at paraphrasing in more detail next.

RELATED TOPIC

SECTION 4 OF 4

In a nutshell..

To avoid plagiarism...
...And to show you've really
extended yourself during your
research...
Reference your sources!



Paraphrase and summarise

By re-writing ideas and theories into your own words, you will illustrate that you have understood them. This is a great way of drawing together different voices into one coherent piece of work.

- 1 To paraphrase effectively, re-write a passage of text in your own words, extracting the key points and compressing the original text. Remember that paraphrases must always be referenced accurately.
- 2 Integrate your paraphrases with your own writing; use connecting words and phrases to relate the different ideas and theories to each other and to your own analysis.
- 3 Avoid including too many direct quotations; including them does not illustrate any understanding of the topic, and using them a lot can make your writing disjointed. If you want to use one, ensure that it's short; put it in quotation marks, and include a citation.



SECTION 4 OF 4



Make your voice heard

Your writing is expected to be more than summaries of existing work. You should strive to develop your own ideas, and include your reflections and analysis of the research you have carried out.

- 1 Remember that you are contributing to the academic conversation; you should voice your own ideas alongside those of others.
- 2 Be critical! Your work should demonstrate that you have understood and engaged with your topic. Analyse and assess the arguments you've read about, rather than simply providing a descriptive account of other authors' work.
- 3 Be explicit about which parts of your work are your own voice. Your tutors are looking for you to evidence independent thought, reflection and analysis, so make it easy for them to identify your contributions.

SECTION 4 OF 4

Some Final Tips!

- If in doubt: reference it.
- Make sure you record the source when taking notes.
- When taking notes make it clear if you are copying directly, paraphrasing or summarising.
- If you are noting down a quote – also note the page number.
- Use different colours when you write down direct quotes.
- **ALWAYS** make notes in your own words.
- Don't cut and paste!
- Be prepared to go and find a reference for something you already know, for instance a scientific claim, in order to back it up.
- Referencing looks good!!!



Attribute your sources

The simplest way of ensuring that you avoid plagiarism is to accurately reference all of the sources that you use.

- 1 Any and all ideas that are not your own or are not common knowledge need to be referenced. This includes direct quotations, paraphrases and any other circumstance in which you refer to another author's work.
- 2 You don't need to reference information that is common knowledge. Returning to our pub conversation, you wouldn't need to tell your flatmates that there was beer at the pub. Similarly, in your academic work you wouldn't need to reference the fact that Rome is the capital of Italy, or that World War Two ended in 1945.
- 3 There are lots of different referencing styles; make sure you find out which one you are expected to use in your subject. The [referencing guide](#) includes specific guidance on how to format your references in the Harvard, Vancouver and MLA styles.



SECTION 4 OF 4



Original thinking allowed

This resource has explored the following areas:

- 1 ADDING TO THE CONVERSATION
- 2 UNDERSTANDING PLAGIARISM
- 3 STUDENT STORIES
- 4 MAINTAINING ACADEMIC INTEGRITY

You should now have a better understanding of what plagiarism is, and be aware of techniques you can use in work to ensure that you make your own voice heard and maintain your academic integrity.

SECTION 4 OF 4

Now what?



You've reached the end of this resource.

Have a look at the tabs below to see what other help is available from **My Learning Essentials**.

RELATED RESOURCES



To learn more about note-taking techniques you can use, try [Study strategies for success](#)



To learn more about when, where and how to reference, try [Citing it right: introducing referencing](#)

For more details about academic malpractice and plagiarism at the University of Manchester, visit the [Teaching and Learning Support Office's webpages](#).

FURTHER SUPPORT

Referencing

Referencing

- Citations
- Creating a reference list

Plagiarism

- Recognising what it is
- How to avoid it

Citing it right:

Introducing referencing



INTRODUCTION

Citing it right



This resource introduces the idea of **referencing** your work, focusing on these areas:

- | | |
|---------------------------------------|--------------------------------------|
| 1 WHAT is referencing? | 2 WHY do I need to reference? |
| 3 WHAT do I need to reference? | 4 HOW do I read a reference? |

Note that this resource does not include details about how to format your references in different styles. You can find this information on the [referencing guide](#).

Click the forward arrow at the top of the screen to get started.

SECTION 0 OF 4

INTRODUCTION

Referencing styles



There are many different referencing styles and you must ensure that you are following the appropriate style when submitting your work.

Commonly used styles at the University of Manchester include Harvard, APA and Vancouver.

! YOU SHOULD ALWAYS CHECK WITH YOUR TUTOR TO BE SURE THAT YOU ARE USING THE CORRECT GUIDELINES AS EXPECTED BY YOUR SCHOOL.

The examples in this resource use the Harvard style, but the underlying principles of referencing are the same no matter what style you use.

SECTION 0 OF 4

SECTION ONE

What is referencing?



Referencing is a way of **acknowledging** the sources that you have referred to in your work.

There are a large number of different referencing styles, and they all have slightly different conventions. Your tutors will tell you which style you should use in your work.

SECTION 1 OF 4

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Manchester Access Programme

Citation and Reference Lists

Citation
A citation should appear in your text whenever you refer to the ideas or work of another author. Exactly how this looks will depend on the referencing style that you use, but it often will be the author's name and year of publication in brackets at the end of a sentence, eg:

Reference list
The Cynefin framework allows leaders to see things from new viewpoints (Snowden and Boone, 2007)

Citation
A reference list is a complete listing of all of the books, journal articles, websites and other sources that you have referred to in a piece of work.
As with a citation, exactly how each entry in a reference list is formatted will depend on the style you are using, but they tend to include the same information, eg:

Reference list
Snowden, D.J. and Boone, M. E. (2007) "A leader's framework for decision making", *Harvard Business Review*. 85(11), pp. 68 - 76

SECTION ONE

What is referencing?

There are two parts to a reference: a **citation** within your writing, and an entry in your **reference list** with the full details of the source. Click the buttons below to learn more.

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SECTION 1 of 4

SECTION ONE

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SECTION 1 of 4

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As with a citation, exactly how each entry in a reference list is formatted will depend on the style you are using, but they tend to include the same information, eg:

Reference list
Snowden, D.J. and Boone, M. E. (2007) "A leader's framework for decision making", *Harvard Business Review*. 85(11), pp. 68 - 76

SECTION 1 of 4

SECTION ONE

Reference list or bibliography?

A **reference list** is a list of all of the sources you have cited in your work.

A **bibliography** also includes sources that you may have used for background reading but not explicitly referred to in your work.

Usually you will only need to include a reference list, though the two terms are sometimes used interchangeably.

As with determining what referencing style you need to use, you should always check with your tutor to ensure you know what is expected in your work.

SECTION 1 of 4

Referencing – Why Bother?

- Referencing is important - academic writing requires you to respond to the ideas and writing of other people. The skill lies in how well you can understand and respond to other people's work.
- Referencing your source material also allows your readers to find your sources and read them for themselves.
- It stops you plagiarising!

SECTION TWO

Why do I need to reference?



You may have been told that you need to reference your work, but **Why** is referencing so important?

Referencing enables an author to do a number of things...

INFORM *SEPARATE* *REINFORCE*
DEMONSTRATE *ACKNOWLEDGE*

We'll learn more about these in this section.

SECTION 2 OF 4

SECTION TWO:

Why do I need to reference?

To inform

To demonstrate

To separate

To reinforce

To acknowledge



Introduction

Referencing is an important part of academic writing for a number of reasons.

Click the buttons along the left of the screen to learn more.



SECTION 2 OF 4

SECTION TWO:

Why do I need to reference?

To inform

To demonstrate

To separate

To reinforce

To acknowledge



Referencing enables you to **inform** your readers of the sources you have used.

It is important for others to be able to follow up on your references to find the original sources of your information.

Thorough and accurate referencing makes it easy to do this.

SECTION 2 OF 4

SECTION TWO:

Why do I need to reference?

To inform

To demonstrate

To separate

To reinforce

To acknowledge



Referencing enables you to **demonstrate** that you have read widely.

Referencing the sources that you have used provides evidence of the depth and breadth of your reading.

Reading around your subject demonstrates that you have been proactive in your research, rather than using just the texts listed on your reading lists.

SECTION 2 OF 4

SECTION TWO:
Why do I need to reference?

To inform

To demonstrate

To separate

To reinforce

To acknowledge

Referencing enables you to **separate** your ideas from the ideas of others.

You will often be marked on your ability to assess, compare, contrast, critically analyse and evaluate different arguments.

Accurate referencing will help to make it clear which parts of your writing are based on the work of others and which are your own analysis and evaluation.

SECTION 2 OF 4

SECTION TWO:
Why do I need to reference?

To inform

To demonstrate

To separate

To reinforce

To acknowledge

Referencing enables you to **reinforce** your own arguments.

Referring to the work of experts in your subject area illustrates that you are basing your own arguments on established evidence from high-quality sources.

Your references can thus lend credibility and authority to your own ideas.

SECTION 2 OF 4

SECTION TWO:
Why do I need to reference?

To inform

To demonstrate

To separate

To reinforce

To acknowledge

Referencing enables you to **acknowledge** contributions from others.

It is good academic practice to acknowledge the work of others when referring to it in your own work. By providing accurate references for the sources you use, you can avoid charges of plagiarism.

SECTION 2 OF 4

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Referencing True or False

- Information on the internet is 'free'. Anyone can use it without having to reference it. **FALSE**
- As long as I use speech marks, I don't have to say where the quotation is from. **FALSE**
- I can copy pictures/diagrams/photos without referencing them. **FALSE**
- If I summarise other people's ideas, I still need to reference them. **TRUE**
- If I paraphrase or rewrite the information, I don't need to reference it. **FALSE**

SECTION THREE:
What do I need to reference?

Now we'll look at identifying when you need to include a reference in your writing.

For each of the items in the yellow boxes, decide whether you think they need to be referenced or not, then drag and drop them onto the correct box below.

A piece of information that is common knowledge

A paraphrase of a passage from a book

A set of data from your own original research

A diagram you have found openly available on the web

A quotation from a website

A summary of the findings of a research paper

YES YOU NEED TO REFERENCE THIS

NO YOU DON'T NEED TO REFERENCE THIS

SECTION 3 OF 4

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Referencing True or False (cont.)

6. Some info is 'common knowledge', it doesn't need to be referenced. **TRUE**

7. Being caught plagiarising can result in the failure of a degree course. **TRUE**

8. Statistics need to be referenced. **TRUE**

9. If I cite someone once, I can use their ideas later without needing to cite them again. **FALSE**

10. Plagiarism is copying published work; I can copy my mate's work because it's not been published. **FALSE**

SECTION THREE: What do I need to reference?

Now we'll look at identifying when you need to include a reference in your writing.

For each of the items in the yellow boxes, decide whether you think they need to be referenced or not, then drag and drop them onto the correct box below.

A piece of information that is common knowledge

NO THIS DOESN'T NEED A REFERENCE

You don't need to reference statements of fact that are common knowledge and not subject to change or interpretation.

OK

SECTION 3 OF 4

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A Quick Guide to Referencing

- In the body text you need to clearly detail the name of the author and the year their work was published – **citation**.
- The reader should then be able to cross-reference this to a more detailed list at the end **Reference List**.
- Both should be systematic, uniform and thorough, and really easy to understand.
- Throughout any written report, make sure you use the same system consistently.

SECTION THREE: What do I need to reference?

This activity has illustrated some of the key principles of deciding when you need to include a reference.

Next we'll look at this in a bit more detail.

For each of the items in the yellow boxes, decide whether you think they need to be referenced or not, then drag and drop them onto the correct box below.

OK

SECTION 3 OF 4

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Referencing Flow Chart

What do I need to reference?

This flowchart illustrates what you do and do not need to reference.

```

    graph TD
      Q1[Is it a direct quotation?] -- YES --> A1[CITE IT, put it in quotation marks and include it in your reference list]
      Q1 -- NO --> Q2[Is it a paraphrase?]
      Q2 -- YES --> A2[CITE IT, include it in your reference list]
      Q2 -- NO --> Q3[Is it someone else's theory or idea?]
      Q3 -- YES --> A3[CITE IT, include it in your reference list]
      Q3 -- NO --> A4[YOU DON'T NEED TO CITE anything that is common knowledge or your own ideas]
  
```

SECTION THREE: What do I need to reference?

This flowchart illustrates what you do and do not need to reference.

```

    graph TD
      Q1[Is it a direct quotation?] -- YES --> A1[CITE IT, put it in quotation marks and include it in your reference list]
      Q1 -- NO --> Q2[Is it a paraphrase?]
      Q2 -- YES --> A2[CITE IT, include it in your reference list]
      Q2 -- NO --> Q3[Is it someone else's theory or idea?]
      Q3 -- YES --> A3[CITE IT, include it in your reference list]
      Q3 -- NO --> A4[YOU DON'T NEED TO CITE anything that is common knowledge or your own ideas]
  
```

ADAPTED FROM "HOW TO CITE SOURCES" CREATED BY CAROLYN UNIVERSITY. AVAILABLE UNDER A CREATIVE COMMONS LICENCE CC BY-NC.

SECTION 3 OF 4

SECTION THREE: What do I need to reference?

Let's look at some examples; click the boxes to the left.

Is it a direct quotation?

Is it a paraphrase?

Is it someone else's theory or idea?

Is it common knowledge or your own ideas?

A direct quotation must always be placed in quotation marks and cited. In this example, a student has taken a direct quotation from an article:

Hot and cold is one way to categorise types of dark matter: "right neutrinos are obvious candidates for hot dark matter, while Weakly Interacting Massive Particles (WIMPs) are often considered as cold dark matter candidates" (Battinson, 1998).

The full source reference for the Battinson article would also be included in the reference list.

SAMPLES FROM: BATTINSON, K. 1998. The Right Neutrinos? Cosmological (2002) Search for alternative dark matter on the observational dark matter. *Academic Physics* 4: # Knowledge Southampton, 45, 15-26.

SECTION 3 OF 4

SECTION THREE: What do I need to reference?

Let's look at some examples; click the boxes to the left.

Is it a direct quotation?

Is it a paraphrase?

Is it someone else's theory or idea?

Is it common knowledge or your own ideas?

A paraphrase must always be cited. In this example, a student has paraphrased a short paragraph from an article and included a citation:

One of the latest experiments designed to detect anti-matter, matter and missing matter is the AMS (Alpha Magnetic Spectrometer) which has been installed on the International Space Station (Battinson, 1998).

The full source reference for the Battinson article would also be included in the reference list.

EXAMPLES FROM: BOTTICION, R. 1998. The Alpha Magnetic Spectrometer (AMS) search for antimatter and dark matter on the International Space Station. *Nuclear Physics B - Proceedings Supplements*, 95, 19-36.

SECTION 3 OF 4

SECTION THREE: What do I need to reference?

Let's look at some examples; click the boxes to the left.

Is it a direct quotation?

Is it a paraphrase?

Is it someone else's theory or idea?

Is it common knowledge or your own ideas?

Reference to someone else's theory or idea must always be cited. In this example, a student is referring to a theory though not directly quoting or paraphrasing the author:

The Eternal Inflation model of the universe (Guth, 1979) is one of several cosmological models suggesting existence of a multiverse.

The full source reference for the Guth article in which the theory was first published would also be included in the reference list.

EXAMPLES FROM: BOTTICION, R. 1998. The Alpha Magnetic Spectrometer (AMS) search for antimatter and dark matter on the International Space Station. *Nuclear Physics B - Proceedings Supplements*, 95, 19-36.

SECTION 3 OF 4

SECTION THREE: What do I need to reference?

Let's look at some examples; click the boxes to the left.

Is it a direct quotation?

Is it a paraphrase?

Is it someone else's theory or idea?

Is it common knowledge or your own ideas?

Something that is common knowledge does not need to be referenced. In this sense, the term **common knowledge** refers to anything that is an unchanging, verifiable and indisputable piece of information, such as dates or historic facts.

The first component of the International Space Station was launched into orbit in 1998.

This example would not need to be referenced.

EXAMPLES FROM: BOTTICION, R. 1998. The Alpha Magnetic Spectrometer (AMS) search for antimatter and dark matter on the International Space Station. *Nuclear Physics B - Proceedings Supplements*, 95, 19-36.

SECTION 3 OF 4

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Referencing Journals and Websites (Harvard)

Referencing a journal article:

- Harvard System in body text:**
Surname[s] of author[s], Initial[s] (Year) Title of article, *Journal Title*, Volume (Part), Pages
- Reference list at the end:**
Wong, S. T. and Goodin, S. (2009) Overcoming drug resistance in patients with metastatic breast cancer. *Pharmacotherapy*, 29 (2), 954-965.

Websites: include the date accessed
<http://www.bmi.com/> (Accessed 16/03/2009)

SECTION FOUR: How do I read a reference?

Books

Journal article

Website

Ebook

Introduction

Click the buttons along the left of the screen to view some typical references from some common sources.

SECTION 4 OF 4

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Question 1

- Clarke, A. 2002. *Online learning and social exclusion*. Leicester: National Institute of Adult Continuing Education.

Chapter in a book
Book
Website
Insufficient information

SECTION FOUR:
How do I read a reference?

Books

Journal article

Website

Ebook

Books

Click the different elements of the reference to find out more.

Boatright, J. (2006) *Ethics and the conduct of business*. 5th edn. New Jersey: Pearson Prentice Hall.

SECTION 4 OF 4

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Question 2

- Leverenz, C. S. 1998. Citing cybersources: a challenge to disciplinary values. *Computers and Composition* 15(2), pp. 185-200.

Chapter in a book
Conference paper
Journal article
Insufficient information

SECTION FOUR:
How do I read a reference?

Books

Journal article

Website

Ebook

Journal article

Click the different elements of the reference to find out more.

Snowden, D.J. and Boone, M.E. (2007) "A leader's framework for decision making", *Harvard Business Review*, 85(11), pp. 68-76.

Page numbers

These are the page numbers of the article within the particular volume and issue of the journal. For a single page, this would read p. 68 rather than pp. 68-76.

SECTION 4 OF 4

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Question 3

- Cox, S. 2000. How to herd cats in Piccadilly. *Times Higher Education Supplement* 14 April, pp. 36-37.

Book chapter
Newspaper article
Conference paper
Insufficient information

SECTION FOUR:
How do I read a reference?

Books

Journal article

Website

Ebook

Website

Click the different elements of the reference to find out more.

Wakefield, J. (2013) *World wakes up to the digital divide*. Available at: <http://news.bbc.co.uk/2/hi/technology/8568681.stm> (Accessed: 19th April 2013).

SECTION 4 OF 4

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Question 4

- Weller, M. 2002. Delivering learning on the net.

Journal article
Book chapter
Web site
Insufficient information

SECTION FOUR:
How do I read a reference?

Books

Journal article

Website

Ebook

Ebook

Click the different elements of the reference to find out more.

Baker, M. and Hart, S. (2008) *The Marketing Book*. 6th edn. Elsevier Ltd. [Online]. Available at: <http://www.sciencedirect.com>

Name of provider

Ebook references will include the name of the publisher or provider, followed by [Online].

SECTION 4 OF 4

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Question 5

- DeLashmutt, M. W. 2004. Augustine's quest for the self: a threefold journey. *e-sharp* [Online] 1. Available at: http://www.sharp.arts.gla.ac.uk/e-sharp/articles/spring_2004/Michael_DeLashmutt-Augustines_Quest.htm [Accessed: 10 June 2004].

Thesis
Website
Electronic journal article
Insufficient information

SECTION FOUR

Activity

Now you can practice identifying what type of reference you are looking at.

Read the references on the right of the screen, and decide what type of source each of them is for.

Click OK when you're happy with your selections.

Foley, K.M. and Gelband, H. (eds.) (2001) *Improving palliative care for cancer*. National Academy Press. [Online]. Available at: <http://www.nap.edu/books/0309074029.html>

Smith, L.M. (2010) 'Nanotechnology: Molecular robots on the move'. *Nature*, 465(7295), pp167-168.

Department for Education. (2013) *A Level Results show more doing maths and sciences than ever before*. Available at: <https://www.gov.uk/government/organisations/department-for-education> (Accessed: 2nd September 2013).

Lerner, J., Hardyman, F. and Leamon, A. (2009) *Venture capital and private equity: A casebook*. 4th edn. Hoboken, NJ: John Wiley & Sons, Inc.

OK

SECTION 4 OF 4

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Question 6

- Barajas, M. and Owen, M. 2000. Implementing virtual learning environments: looking for an holistic approach. *Education Technology and Society*

Edited book
Journal article
Chapter in a book
Insufficient information

SECTION FOUR

Activity

Now you can practice identifying what type of reference you are looking at.

Read the references on the right of the screen, and decide what type of source each of them is for.

Click OK when you're happy with your selections.

CORRECT!

You seem to know your articles from your ebooks.

Click OK to move on.

OK

SECTION 4 OF 4

MANCHESTER
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Question 7

- Mosco, V. 2000. The web. In: Browning, G. et al. eds. *Understanding contemporary society: theories of the present*. London: Sage. pp. 343-355.

Book
Journal article
Book chapter
Insufficient information

SUMMARY

Making referencing easier

During your time at university, you'll use a large number of books, journal articles, reports, websites and other sources to carry out research for your assignments.

Using reference management software such as EndNote online can help you to keep track of all of these sources, making it easier to reference your work. EndNote can help you to:

- 1 GET BETTER MARKS
- 2 SAVE TIME
- 3 AVOID PLAGIARISM

RELATED TOPIC

Learn more about EndNote online in [Making referencing easier: introducing EndNote online](#)

SECTION 4 OF 4

Finding Appropriate Information Sources

This is the start of the research phase.

Information sources are everywhere. How many can you think of? Try thinking outside of the box!!!

Group Activity

> In your groups, list as many information sources as you can in 3 minutes.



MANCHESTER
1824
The University of Manchester

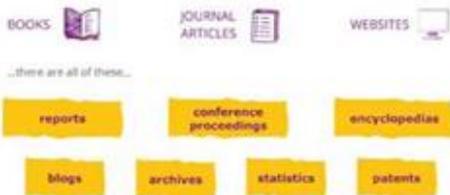
The University of Manchester Library

My Learning Essentials

Know your sources:

Types of information

How many did you think of?



INTRODUCTION

What's out there?

There are dozens of different types of sources that you can use in your research. As well as the obvious ones...

BOOKS JOURNAL ARTICLES WEBSITES

...there are all of these...

reports conference proceedings encyclopedias

blogs archives statistics patents

Click the boxes to find out more about these sources.

INTRODUCTION

What's out there?

There are dozens of different types of sources that you can use in your research. As well as the obvious ones...

BOOKS

...there are all of these...

reports conference proceedings encyclopedias

blogs archives statistics patents

Click the boxes to find out more about these sources.

Reports can take different forms depending on the discipline. Those used in business and management will provide information about markets, industries or companies, and they can be useful as evidence for justifying decisions in policy and business. These will usually contain statistical data along with some interpretation.

INTRODUCTION

Three ways to classify information

There are three key characteristics of information that you should be aware of when looking for sources to use in your academic work:

TIMELINESS

How long after the original event was the information published?

PRIMARY, SECONDARY OR TERTIARY

Is the information from the original source, or has it been interpreted in some way?

POPULAR VS. SCHOLARLY

Is the information from an academic source that has been through a quality assurance process?

Click the boxes to find out more. You can explore the three areas in any order you like.

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Finding Information Using Sources in the Library

<http://catalogue.library.manchester.ac.uk/>

TIMELINESS

Defining timeliness

The **timeliness** of an information source not only refers to how recent it is, but also **how much time has passed** between the original event and the publication of the source.

How much this matters will depend on your purpose. If your assignment title is: **EVALUATE DESCARTES' ONTOLOGICAL ARGUMENT FOR THE EXISTENCE OF GOD** the timeliness of your sources will not be very important.

However, a chapter from a book published in 1993 about the 1990 Poll Tax Riots is probably of little use for the assignment title: **ASSESS THE IMPACT OF SOCIAL MEDIA ON RECENT OUTBREAKS OF CIVIL UNREST.**

This will influence where you look for information.

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Internet Sources

Group Activity

➤ How would you be able to tell if an Internet source is reliable or not?

- Who published the information?
- Why did they publish it?
- When was the information published?
- Where was the information published?

- Remember!
You are only allowed to use 3 internet sources in your assignment!!!!

TIMELINESS

Examples

Let's look at an example of an information timeline. This example uses Michael Jackson's death as the original event. Click the yellow boxes for more details.

minutes/ hours later days later weeks later months later a year later

social media, television news, online news sites newspaper articles magazine articles journal articles books

ADVANCED TIP

TIMELINESS

Examples

Let's look at an example of an information timeline. This example uses Michael Jackson's death as the original event. Click the yellow boxes for more details.

minutes/ hours later days later weeks later months later a year later

social media, television news, online news sites newspaper articles magazine articles journal articles books

+18 mins: TMZ.com report that Michael Jackson has died
+25 mins: LA Times confirms TMZ report
+28 mins: Michael Jackson trends on Twitter
+31 mins: Twitter and Wikipedia crash

ADVANCED TIP

TIMELINESS

Activity

On the right of the screen are a number of items published following on from the **launch of the Raspberry Pi**.

Decide where each of them fits on the timeline, then drag and drop each one into the correct box.

Click OK when you're happy with your choices.

minutes/ hours later days later weeks later months later a year later

OK

Feedback

TIMELINESS

The timeline illustrates the speed with which information can be disseminated. Social media is now the fastest form of communication. By the time an article or book is written, published and sold all, many other types of media have been and gone.

It's important to bear this in mind when looking for information for your assignments. Depending on what you are researching, timeliness may be an important factor; this should influence what types of sources you use in your work.

minutes/hours later days later weeks later months later a year later

- A tweet from *Mashable* announcing the launch of Raspberry Pi
- An article in *The Guardian*: Raspberry Pi demand running at 700 per second
- A cover article in *Wired* magazine: Raspberry Pi conquered the world
- An article in *Engineering and Technology*: War so humble Raspberry Pi gets big ideas
- A book: *Raspberry Pi Projects for the Evil Genius*

OK

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Defining Sources

Defining primary, secondary & tertiary sources

The distinctions between **primary, secondary** and **tertiary** sources refers to how far removed the source is from the subject of study. The **proximity** of the source can help to indicate how **original** the information is likely to be; this may influence what type of sources you look for in your research.

This diagram illustrates the idea of the **proximity** of sources. Click the different circles to learn more.

SUBJECT OF STUDY

PRIMARY

SECONDARY

TERTIARY

PRIMARY, SECONDARY, TERTIARY

Defining primary, secondary & tertiary sources

The distinctions between **primary, secondary** and **tertiary** sources refers to how far removed the source is from the subject of study. The **proximity** of the source can help to indicate how **original** the information is likely to be; this may influence what type of sources you look for in your research.

This diagram illustrates the idea of the **proximity** of sources. Click the different circles to learn more.

SUBJECT OF STUDY

PRIMARY

SECONDARY

TERTIARY

PRIMARY, SECONDARY, TERTIARY

Examples

Let's look at some examples of **primary, secondary** and **tertiary** sources.

1. Spike Lee's *Bad 25* documentary (released 2012)
While the documentary as a whole is a secondary source, it features some archive footage which could be considered as primary.
2. New York Times review of *Bad* (published 1987)
3. Variety review of *Moonwalker* (published 1987)

These are all examples of secondary sources that analyse, review or interpret other sources.

BAD (1987)

PRIMARY

SECONDARY

TERTIARY

PRIMARY, SECONDARY & TERTIARY

Activity

Select which of these sources you think are **primary**. Click **OK** when you're happy with your choices.

On the right of the screen are a number of examples of sources relating to **World War Two**. Assess whether each is a **primary, secondary** or **tertiary** source.

- An archive collection: Telegrams between Churchill and Roosevelt from 1941 - 1943
- A documentary: World War 2 a complete history
- Wikipedia page: List of World War Two battles
- A book: *The Diary of Anne Frank*
- An audio recording: Neville Chamberlain's speech announcing that Britain is at war
- A book: *The World War Two reader*

WORLD WAR TWO (1939 - 1945)

PRIMARY

SECONDARY

TERTIARY

OK

PRIMARY, SECONDARY & TERTIARY

Feedback

These are all **primary** sources. They were written or recorded at the time of the war, so they are in very close proximity to the subject of study.

They are original sources that have not been interpreted in any way.

WORLD WAR TWO (1939 - 1945)

An archive collection
Telegrams between Churchill and Roosevelt from 1941 - 1943

A book
The Diary of Anne Frank

An audio recording
Neville Chamberlain's speech announcing that Britain is at war

PRIMARY, SECONDARY & TERTIARY

Activity

On the right of the screen are a number of examples of sources relating to **World War Two**.

Assess whether each is a **primary, secondary or tertiary** source.

Select which of these sources you think are **secondary**. Click **OK** when you're happy with your choices.

WORLD WAR TWO (1939 - 1945)

An archive collection
Telegrams between Churchill and Roosevelt from 1941 - 1943

A documentary
World War 2: a complete history

Wikipedia page
List of World War Two battles

A book
The Diary of Anne Frank

An audio recording
Neville Chamberlain's speech announcing that Britain is at war

A book
The World War Two reader

PRIMARY, SECONDARY & TERTIARY

Feedback

These are all **secondary** sources. They are commentaries based on primary and/or other secondary information that has been analysed, compiled and commented upon by the author. While they are both predominantly secondary sources, they may also include **some primary information** such as archive footage or transcripts of interviews.

WORLD WAR TWO (1939 - 1945)

A documentary
World War 2: a complete history

A book
The World War Two reader

PRIMARY, SECONDARY & TERTIARY

Activity

On the right of the screen are a number of examples of sources relating to **World War Two**.

Assess whether each is a **primary, secondary or tertiary** source.

Select which of these sources you think are **tertiary**. Click **OK** when you're happy with your choices.

WORLD WAR TWO (1939 - 1945)

An archive collection
Telegrams between Churchill and Roosevelt from 1941 - 1943

A documentary
World War 2: a complete history

Wikipedia page
List of World War Two battles

A book
The Diary of Anne Frank

An audio recording
Neville Chamberlain's speech announcing that Britain is at war

A book
The World War Two reader

PRIMARY, SECONDARY & TERTIARY

Feedback

This is a **tertiary** source. It is a summary, a collection of facts that have been pulled together into one place. A more general Wikipedia page on World War Two is likely to feature some commentary or interpretation, and so might be considered to have **some secondary information** as well as tertiary.

Wikipedia page: List of World War Two battles

WORLD WAR TWO (1939 - 1945)

INTRODUCTION

Three ways to classify information

There are three key characteristics of information that you should be aware of when looking for sources to use in your academic work:

TIMELINESS

How long after the original event was the information published?

PRIMARY, SECONDARY OR TERTIARY

Is the information from the original source, or has it been interpreted in some way?

POPULAR VS. SCHOLARLY

Is the information from an academic source that has been through a quality assurance process?

Click the boxes to find out more. You can explore the three areas in any order you like.

POPULAR VS. SCHOLARLY

Defining popular and scholarly sources

Identifying whether a source is **popular** or **scholarly** can give an indication of how **authoritative** it is. Scholarly literature is usually written by subject experts and reviewed by other experts in the field before publishing, which provides a degree of quality assurance that you often don't get with popular material.

POPULAR MATERIAL

SCHOLARLY MATERIAL

Click the buttons to see some typical characteristics of each type of material.

It is important to bear this distinction in mind; it will help you to evaluate the information sources you find. Sometimes it will be appropriate to refer to popular material, but in general most disciplines will expect you to cite scholarly literature.

POPULAR VS. SCHOLARLY

Defining popular and scholarly sources

Identifying whether a source is **popular** or **scholarly** can give an indication of how **authoritative** it is. Scholarly literature is usually written by subject experts and reviewed by other experts in the field before publishing, which provides a degree of quality assurance that you often don't get with popular material.

POPULAR MATERIAL

SCHOLARLY MATERIAL

...is often based on opinion rather than evidence

...is not always corroborated

...uses everyday language

...usually deals with broad issues

It is important to bear this distinction in mind; it will help you to evaluate the information sources you find. Sometimes it will be appropriate to refer to popular material, but in general most disciplines will expect you to cite scholarly literature.

POPULAR VS. SCHOLARLY

Examples

This diagram illustrates the concept of **authority**, placing a number of sources on the spectrum from **popular** to **scholarly**.

SCHOLARLY

- Academic book
- Government website
- Blog post from a newspaper columnist
- Tweets from companies/organisations

- Article in a peer-reviewed journal
- Conference proceedings
- Blog post from a subject expert
- Newspaper articles
- Blog post from a lay person

POPULAR

ADVANCED TIP

ADVANCED TIP!

This diagram illustrates the concept of **authority**, placing a number of sources on the spectrum from **popular** to **scholarly**.

Note that these are all examples, and there will be exceptions. Depending on the quality of the information, these sources may be more or less authoritative than illustrated on this diagram.

You'll need to **evaluate** all of the sources that you find in order to establish if they are of a high enough quality to use in your assignments.

RELATED TOPIC You can learn more about evaluating your sources in *Finding the good stuff*.

POPULAR VS. SCHOLARLY

Activity

On the right of the screen are a number of items published on the subject of **climate change**.

Decide where each of them fits on the scale of popular to scholarly, then drag and drop each one into the correct box.

Click OK when you're happy with your choices.

SCHOLARLY

- An article in the journal *Science*: Global Warming
- An article from *The Huffington Post*: Climate Change Shows Pace & Stewmg
- Proceedings from the UN Climate Change Conference
- An article in *Scientific American* magazine: Con: Evolution Best Climate Change?
- A blog post on global warming from a researcher in the field

POPULAR

OK

POPULAR VS. SCHOLARLY

Activity

On the right of the screen are a number of items published on the subject of **climate change**.

Decide where each of them fits on the scale of popular to scholarly, then drag and drop each one into the correct box.

Click OK when you're happy with your choices.

SCHOLARLY

- An article in the journal *Science*: Global Warming
- An article from *The Huffington Post*: Climate Change Shows Pace & Stewmg
- Proceedings from the UN Climate Change Conference
- An article in *Scientific American* magazine: Con: Evolution Best Climate Change?
- A blog post on global warming from a researcher in the field

POPULAR

OK

INTRODUCTION

Three ways to classify information

There are three key characteristics of information that you should be aware of when looking for sources to use in your academic work:

TIMELINESS

How long after the original event was the information published?

PRIMARY, SECONDARY OR TERTIARY

Is the information from the original source, or has it been interpreted in some way?

POPULAR VS. SCHOLARLY

Is the information from an academic source that has been through a quality assurance process?

Now that you've explored all of the three areas, have a go at this activity.

ACTIVITY



Activity

SCENARIO ONE

Select which of these sources is most appropriate for your needs.

You need to quote the figure of the current UK population in a report that you are writing.

Where would you find this data?

A newspaper article about the rising UK population

a recent peer-reviewed article about factors affecting population levels

The Office for National Statistics website

Make your selection, then click OK when you're done.

OK

Activity

SCENARIO ONE

Select which of these sources is most appropriate for your needs.

You need to quote the figure of the current UK population in a report that you are writing.

The Office for National Statistics website

To get the most up-to-date figures, the DNS is the best place to look.

A newspaper article will not always cite its sources, and their figure could be out of date. An article is another step away from the original, whereas the DNS is a primary source. It is also the most timely of the three options.

OK

Activity

SCENARIO TWO

Select which of these sources is most appropriate for your needs.

You are reviewing the primary research done in the past year on asthma treatments.

Where would you find this data?

Google

Newspaper

Books

Journal articles

Popular magazine

Make your selection, then click OK when you're done.

OK

Activity

SCENARIO TWO

Select which of these sources is most appropriate for your needs.

You are reviewing the primary research done in the past year on asthma treatments.

Journal articles Journal articles are the best sources to use when looking for up-to-date research.

Information on the web can be written and uploaded by anyone; it is often not dated or quality-assured. Newspapers and magazines often highlight the outcomes of research, but they don't usually provide much detail. Books take a long time to write and get published, so they are unlikely to contain the most recent research.

OK

Activity

SCENARIO THREE

Select which of these sources is most appropriate for your needs.

You need to gain a broad understanding of nuclear fission to support your interdisciplinary module.

Which source/s would be the best to use?

Newspaper **Book**

Wikipedia **Magazine article**

Make your selection, then click OK when you're done.

OK

Activity

SCENARIO THREE

Select which of these sources is most appropriate for your needs.

You need to gain a broad understanding of nuclear fission to support your interdisciplinary module.

Wikipedia Wikipedia would be the best option here.

Popular sources such as a newspaper or magazine article might give a general overview from a lay perspective, but is unlikely to provide much detail. A book would be better suited if you wanted an in-depth exploration of the topic, rather than a broad understanding.

Encyclopedias are excellent sources to use for an overview of any topic.

OK

Activity

SCENARIO FOUR

Rank these items in order from popular to scholarly

Drag and drop them in order along the arrow, then click OK when you're done.

SCHOLARLY

POPULAR

An article in *National Geographic* magazine: *North American birds declining as threats mount*

Article on *Wikipedia*: *List of North American birds*

Article in *Behavioral Ecology* magazine: *Are innovative species ecological generalists? A test in North American birds*

OK

Activity

SCENARIO FOUR

Rank these items in order from popular to scholarly

Drag and drop them in order along the arrow, then click OK when you're done.

SCHOLARLY

Article in *Behavioral Ecology* journal: *Are innovative species ecological generalists? A test in North American birds.*

An article in *National Geographic* magazine: *North American birds declining as threats mount*

Article on *Wikipedia*: *List of North American birds*

POPULAR

Behavioral Ecology is a peer-reviewed journal, so this article is the most scholarly of the three.

The National Geographic is a popular magazine. This may be a good source to use as a starting point for further research.

This Wikipedia entry could have been written by anybody. That is not to say that the information is not reliable, just that you should be cautious when using it.

OK

SUMMARY:

Know your sources

In this resource, we've examined three key characteristics of information:

TIMELINESS

How long after the original event was the information published?

PRIMARY, SECONDARY OR TERTIARY

Is the information from the original source, or has it been interpreted in some way?

POPULAR VS. SCHOLARLY

Is the information from an academic source that has been through a quality assurance process?

You should now be aware of what sources are available for you to use in your work, and what their main characteristics are.

This will help you to make an informed decision about the types of sources you use in your academic work.

My Learning Essentials

Now what?

You've reached the end of this resource.

Have a look at the tabs below to see what other help is available from My Learning Essentials.

RELATED RESOURCES

- Knowing where to look: your search toolkit
- Finding the good stuff: evaluating your sources

FURTHER SUPPORT

MANCHESTER
The University of Manchester

The University of Manchester Library

My Learning Essentials

What's the big idea?

Developing and organising your argument

BEFORE YOU START

Before you begin any task, you must know what your goal is. When doing an assignment, you'll need to ensure you fully understand the task you have been set.

We look at how to do this in *Get a grip: understanding your task*. If you are unfamiliar with how to break down your task, we recommend you complete that resource first before continuing with this one.

[Get a grip: understanding your task](#)

STEP 0 OF 5

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Formulating an Argument

- **Introduction** 7-8% of total length (105-120 words)
 - explains what the essay is about
 - tells the reader what to expect i.e. the aims of the essay
- **Main body** (1150 words)
- **Conclusion** 12-15% (180-225 words)
 - summary which draws together the key points
 - never contains new information

INTRODUCTION: What's the big idea?

Once you have broken down your task and started to identify the information you might include in your assignment, you have the beginnings of a plan.

You are now ready to **define your argument** and **organise your ideas**.

This is an **essential step** in the process; you should not start writing until you know exactly what you are going to say.

This resource outlines a **five-step technique** that you can use to help to identify what you want to say in your assignment and to organise your ideas into a coherent structure.

Click the forward arrow at the top of the screen to get started.

STEP 0 OF 5

INTRODUCTION: What's the big idea?

The five steps we'll examine are:

1. Identifying your **MAIN IDEAS**
2. Identifying your **MAIN ARGUMENT**
3. Identifying your **STRUCTURE**
4. Forming your **OUTLINE**
5. Checking your **EVIDENCE** and **ARGUMENT**

By the end we'll have an assignment outline, and we'll be ready to start writing!

STEP 0 OF 5

- Microfiction is a story written in 10 words or less
- This helps to focus on the importance of every word you write and express your ideas in fewer words
- This helps to make your essay as concise as possible



INTRODUCTION:

Example

Throughout this resource, we'll be using this essay question as our example:

Contrast the impact of social media versus newspaper reporting on at least two recent outbreaks of civil unrest.

However, the same technique can apply to any question, regardless of the topic. Similarly, while we are focusing on essay writing, it can also be applied to any academic work such as writing a presentation or answering an exam question.

STEP 0 OF 5



STEP ONE:

Identify your main ideas



After you've broken down your question, thought about what information you're going to include and done your research, you can start identifying what your **main ideas** are for each area you've looked at.

Your main idea should be:

- supported by facts, data or other evidence
- an opinion you are defending
- a product of your own critical analysis

Your main ideas should **NOT** be facts or pieces of data

STEP 1 OF 5



IDENTIFY YOUR MAIN IDEAS:

Example

QUESTION: *Contrast the impact of social media versus newspaper reporting on at least two recent outbreaks of civil unrest.*

We've used a question matrix to identify what information to include for our example essay title.

MORE ON THIS AREA

Click the **i** icons along the top row to see what we've picked out as the main ideas for these three sections.

CONTRAST	SOCIAL MEDIA	NEWSPAPER REPORTING	CIVIL UNREST
ARAB SPRING	Communication, way around censorship, planning for events, real time, Twitter and YouTube.	Able to report both sides of the story, access to more information, much slower.	Democratic demonstrations against current leaders, problematic, sometimes violent.
2011 UK RIOTS	Aid in avoiding police and planning, used to prosecute after the fact, BBC, YouTube, authorites also tweeting.	Analysis after the fact. Able to report on both sides of the story. Continued coverage after the event (after it had disappeared from social media).	Triggered by police shooting of a young man who possibly had a weapon. Focused on property damage and looting. Roving groups were into city centres to protest and loot.

STEP 1 OF 5



IDENTIFY YOUR MAIN IDEAS:

Example

QUESTION: *Contrast the impact of social media versus newspaper reporting on at least two recent outbreaks of civil unrest.*

We've used a question matrix to identify what information to include for our example essay title.

MORE ON THIS AREA

Click the **i** icons along the top row to see what we've picked out as the main ideas for these three sections.

CONTRAST	SOCIAL MEDIA	NEWSPAPER REPORTING	CIVIL UNREST
ARAB SPRING	Communication, way around censorship, planning for events, real time, Twitter and YouTube.	Able to report both sides of the story, access to more information, much slower.	Democratic demonstrations against current leaders, problematic, sometimes violent.
2011 UK RIOTS	Aid in avoiding police and planning, used to prosecute after the fact, BBC, YouTube, authorites also tweeting.	Analysis after the fact. Able to report on both sides of the story. Continued coverage after the event (after it had disappeared from social media).	Triggered by police shooting of a young man who possibly had a weapon. Focused on property damage and looting. Roving groups were into city centres to protest and loot.

STEP 1 OF 5

IDENTIFY YOUR MAIN IDEAS:

Activity

We've already identified what our main ideas about the Arab Spring are; now you can do it for the 2011 UK riots.

Pick what you think the main idea is: from the three options in each column.

Click OK when you're happy with your choices.

	SOCIAL MEDIA	NEWSPAPER REPORTING	CIVIL UNREST
THE DETAILS	All in avoiding police and planning, used to prosecute after the fact. BBC, YouTube, authorities also tweeting.	Analysis after the fact. Able to report on both sides of the story. Continued coverage after the event (after it had disappeared from social media).	Triggered by police shooting of a young man who possibly had a weapon. Focused on property damage and looting. Riots groups went into city centres to protest and loot.
THE MAIN IDEA	<ol style="list-style-type: none"> Social media allowed participants in the riots to avoid the police; it was also used to encourage looting across the UK. Social media was not a reliable source of information about the riots because it was not contained in any way. Social media was the cause of the 2011 UK riots. 	<ol style="list-style-type: none"> Newspaper reporting focused on the meaning behind the riots and was a more reliable source of information about the events. Newspaper was too slow to report on the events to have any impact on the riots. Newspaper reporting provided a more thorough investigation into the events, and analysis remained long after it disappeared from social media. 	<ol style="list-style-type: none"> The 2011 UK riots were an example of civil unrest. The UK riots were triggered by a specific event that tapped into resentments felt by many. It focused on property damage and looting which obscured the original message. The 2011 UK riots were a result of democratic issues.

STEP 1 OF 5

IDENTIFY YOUR MAIN IDEAS:

Activity

Correct!

These are the main ideas for each of these sections.

Click OK to move on.

	SOCIAL MEDIA	NEWSPAPER REPORTING	CIVIL UNREST
THE DETAILS	All in avoiding police and planning, used to prosecute after the fact. BBC, YouTube, authorities also tweeting.	Analysis after the fact. Able to report on both sides of the story. Continued coverage after the event (after it had disappeared from social media).	Triggered by police shooting of a young man who possibly had a weapon. Focused on property damage and looting. Riots groups went into city centres to protest and loot.
THE MAIN IDEA	Social media allowed participants in the riots to avoid the police; it was also used to encourage looting across the UK.	Newspaper reporting provided a more thorough investigation into the events, and analysis remained long after it disappeared from social media.	The UK riots were triggered by a specific event that tapped into resentments felt by many. It focused on property damage and looting which obscured the original message.

STEP 1 OF 5

STEP TWO:

Identify your main argument

Now that you know what your main ideas are, you can identify your **main argument**.

Look through your main ideas: how do they connect? What do they have in common? What are you trying to say in answer to the question you've been set?

You should be able to distil your argument into one sentence, **a thesis statement**.

If your main argument is a summary of someone else's ideas or theories, it probably doesn't answer the question!

STEP 2 OF 5

MANCHESTER The University of Manchester

Manchester Access Programme

Microfiction

- Please read the article on your table
- As a group, please create a sentence in 10 words or less to sum meaning of the article
- You will have 10 minutes for this task
- Then we will feedback to the group with the sentences you have created

IDENTIFY YOUR MAIN ARGUMENT:

Activity one

Here are the six main ideas we've identified for our example question.

How would you summarise these ideas into your thesis statement?

Type your response into the text box, then click OK when you're done.

"Contrast the impact of social media versus newspaper reporting on at least two recent outbreaks of civil unrest."

Social media allowed participants in the Arab Spring to record and promote their own actions, quickly and without interference.	Social media allowed participants in the riots to avoid the police; it was also used to encourage looting across the UK.
Newspaper reporting of the Arab Spring was able to look at the whole picture and trace the events from beginning to end.	Newspaper reporting provided a more thorough investigation into the events, and analysis remained long after it disappeared from social media.
The Arab Spring allowed the resentment of the population against the status quo and the leaders who represented it.	The UK riots were triggered by a specific event that tapped into resentments felt by many; it focused on property damage and looting which obscured the original message.

type your thesis statement here

STEP 2 OF 5

- The purpose of this exercise is to show exactly how you can be concise and as informative as possible with your essays
- Tutors are looking for quality not quantity when it comes to assessing sources
- You may want to write a microfiction sentence for every paragraph of a resource you read to ensure you have understood the meaning behind it

IDENTIFY YOUR MAIN ARGUMENT:

Activity one

Our thesis statement is on the right.

How does yours compare with ours?

Is the message the same?

Do they cover the same points?

Click OK to move on.

Navigation icons: Home, Back, Forward, Print, Close

"Contrast the impact of social media versus newspaper reporting on at least two recent outbreaks of civil unrest."

Social media allowed participants in the Arab Spring to record and promote their own actions quickly and without interference.

Newspaper reporting of the Arab Spring was able to look at the whole picture and trace the events from beginning to end.

The Arab Spring illustrated the resentment of the population against the status quo and the leaders who represented it.

Social media allowed participants in the riots to avoid the police; it was also used to encourage looting across the UK.

Newspaper reporting provided a more thorough investigation into the events, and analysis remained long after it disappeared from social media.

The UK riots were triggered by a specific event that tapped into resentments felt by many; it focused on property damage and looting which obscured the original message.

YOUR THESIS STATEMENT

OUR THESIS STATEMENT

Social media, unlike newspaper reporting, allows for participants in civil unrest to shape their own stories and have an immediate effect on the situation; however, it does not offer continuing or in-depth coverage to trace the background causes of the events taking place.

OK

STEP 2 OF 5

STEP TWO:

Do your ideas fit your argument?

Your argument is the conclusion you've reached through your research into your topic; your job in writing or presenting your work is to **convince your audience**.

Every section of your work should support your argument.

When you've identified what your argument is, go back and review each of your main ideas.

If any of your ideas don't support your argument, they don't belong in your essay !

Navigation icons: Home, Back, Forward, Print, Close

STEP 2 OF 5

IDENTIFY YOUR MAIN ARGUMENT:

Activity two

To the right is our thesis statement for this assignment, along with our main ideas.

Which of our six main ideas doesn't contribute to our argument or answer the question?

Select the one you think we should get rid of, then click OK.

Navigation icons: Home, Back, Forward, Print, Close

OUR THESIS STATEMENT:

Social media, unlike newspaper reporting, allows for participants in civil unrest to shape their own stories and have an immediate effect on the situation; however, it does not offer continuing or in-depth coverage to trace the background causes of the events taking place.

OUR MAIN IDEAS:

Social media allowed participants in the riots to avoid the police; it was also used to encourage looting across the UK.

Newspaper reporting provided a more thorough investigation into the events, and analysis remained long after it disappeared from social media.

The UK riots were triggered by a specific event that tapped into resentments felt by many; it focused on property damage and looting which obscured the original message.

Social media allowed participants in the Arab Spring to record and promote their own actions quickly and without interference.

Newspaper reporting of the Arab Spring was able to look at the whole picture and trace the events from beginning to end.

The Arab Spring illustrated the resentment of the population against the status quo and the leaders who represented it.

OK

STEP 2 OF 5

IDENTIFY YOUR MAIN ARGUMENT:

Activity two

That's not right.

The highlighted idea doesn't contribute anything to our argument or answer the question.

The other ideas all either provide some analysis on the use of the two media that supports the thesis statement, or provide valuable background context to the two events.

Click OK to move on.

Navigation icons: Home, Back, Forward, Print, Close

OUR THESIS STATEMENT:

Social media, unlike newspaper reporting, allows for participants in civil unrest to shape their own stories and have an immediate effect on the situation; however, it does not offer continuing or in-depth coverage to trace the background causes of the events taking place.

OUR MAIN IDEAS:

Social media allowed participants in the riots to avoid the police; it was also used to encourage looting across the UK.

Newspaper reporting provided a more thorough investigation into the events, and analysis remained long after it disappeared from social media.

The UK riots were triggered by a specific event that tapped into resentments felt by many; it focused on property damage and looting which obscured the original message.

Social media allowed participants in the Arab Spring to record and promote their own actions quickly and without interference.

Newspaper reporting of the Arab Spring was able to look at the whole picture and trace the events from beginning to end.

The Arab Spring illustrated the resentment of the population against the status quo and the leaders who represented it.

OK

STEP 2 OF 5

Layout of An Essay

- Using the essay title that has been placed on your table, please work as a group to create an essay plan
- Please draft your essay plan using the template provided
- You will then feedback after 10 minutes on what you have created

STEP THREE: Identify your structure

Now that you know what your argument is, you can start identifying your **overall structure**.

A good place to start is the instruction word in your question. What is it telling you to do? This may give some clues as to how you could organise your ideas.

DESCRIBE/ EXPLAIN COMPARE/ CONTRAST DISCUSS/ EVALUATE

It doesn't really matter how you choose to structure your work, as long as it is **consistent** and **coherent**.

STEP 3 OF 5

STEP THREE: Identify your structure

Now that you know what your argument is, you can start identifying your **overall structure**.

A good place to start is the instruction word in your question. What is it telling you to do? This may give some clues as to how you could organise your ideas.

DESCRIBE/ EXPLAIN COMPARE/ CONTRAST DISCUSS/ EVALUATE

Are you presenting pros and cons?
If so, you might want to look at all of the pros followed by all of the cons. Or you could alternate between pros and cons.

It doesn't really matter how you choose to structure your work, as long as it is **consistent** and **coherent**.

STEP 3 OF 5

IDENTIFY YOUR STRUCTURE: Example

QUESTION: *Contrast the impact of social media versus newspaper reporting on at least two recent outbreaks of civil unrest.*

Looking back at our example, the key thing to remember here is that we must contrast social media versus newspaper reporting, **NOT** contrast the two events.

Our overall structure might look something like this:

1- Define civil unrest:	2- Social media:	3- Newspaper reporting:
• outline Arab Spring	• impact on Arab Spring	• impact on Arab Spring
• outline UK riots	• impact on UK riots	• impact on UK riots

STEP 3 OF 5

STEP FOUR: Forming your outline

All of the work you've done so far has been to figure out exactly what it is you want to say.

You should by this stage have a clear idea of what your **argument** is and how you'll **structure** your ideas to support it.

From this point forward, you need to start thinking about **your audience**: how can you help them to follow and understand your argument?

Creating an **assignment outline** or **plan** will help you to do this.

STEP 4 OF 5

Title: "Euthanasia should be legalised in England." Discuss this statement taking into consideration different viewpoints

- Law in the past/ current law in England.
- Mention places where euthanasia is legal.
- Explain what I am going to cover in the assignment.

<p>Main Idea 1</p> <p>Pro- Quality of life- a person who is in a lot of pain should be able to decide whether they want to live or not. Con- However, they might not be in the right frame of mind to make that decision independently.</p>	<p>Main Idea 2</p> <p>Discuss the religious arguments for and against Euthanasia.</p>	<p>Main Idea 3</p> <p>Look in more detail at euthanasia in the UK. If euthanasia were legal, it would be difficult to control.</p>
<p>Supporting details</p> <ul style="list-style-type: none"> -Provide an example of a case which was covered by the British press. -Show a similar example from someone in a different country. 	<p>Supporting details</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • Christianity- all life is God-given. • Hinduism- helping to end a painful life is performing a good deed. • Islam- all human life is sacred because it is given by Allah. 	<p>Supporting details</p> <ul style="list-style-type: none"> • British law – why is euthanasia illegal? • Are there any groups for the legalisation of Euthanasia. • Look at countries where euthanasia is legal but is proving difficult to control.
<p>Conclusion</p> <p>Summarize what has already been discussed and give my own opinion taking into account the arguments I have looked at.</p>		

STEP FOUR

Forming your outline

Using your main ideas and the overall structure you've identified, you can now start forming your outline.

Put your outline in the order you would use to guide someone along the process you used to come to your conclusions.

Where do they need to start in order to understand what you're going to say? What logically follows next? Are there any sections that need to be combined? Do you need to introduce one section first in order for the next to make sense?

Next, look at the details; the evidence and pieces of information you will include within each area.

Are there any areas in common between these details? Can you use those common elements to build a bridge between your ideas?

STEP 4 OF 5

STEP FOUR

Forming your outline

Have a look at this example outline we've written for our assignment.

You can click it to zoom in.

- 1 Introduction
 - What is civil unrest?
 - Outline the two events
- 2 Examine social media in Arab Spring & 2011 UK riots
 - Acts as information spreading mechanism
 - Used to prosecute after the fact
 - Avoids official censorship
 - Disappears quickly
- 3 Examine newspaper reporting in Arab Spring & 2011 UK riots
 - In depth reporting—traces background events
 - Double check rumour/confirm what is said
 - Can be very slow
- 4 Conclusion
 - Social media as a vehicle for permanent change is problematic
 - Newspapers are still the "official record"
 - Who is in control?

STEP 4 OF 5

STEP FIVE

Checking your evidence and argument

Now you need to look back at the outline you have created. For each argument or idea you present, ask yourself:

Why am I saying this? What evidence have I got to support this? How does this answer the question?

If you can't answer any of these questions, you need to consider removing it from your outline.

Remember, if it doesn't answer the question or support your argument, it doesn't belong in your essay!

STEP 5 OF 5

CHECKING YOUR ARGUMENT:

Activity

Which elements of our plan don't support our argument or answer the question?

Select which bit you want to remove, then click OK when you're done.

- 1 Introduction
 - What is civil unrest?
 - Outline the two events
- 2 Examine social media in Arab Spring & 2011 UK riots
 - Acts as information spreading mechanism
 - Used to prosecute after the fact
 - Avoids official censorship
 - Disappears quickly
- 3 Examine newspaper reporting in Arab Spring & 2011 UK riots
 - In depth reporting—traces background events
 - Double check rumour/confirm what is said
 - Can be very slow
- 4 Conclusion
 - Social media as a vehicle for permanent change is problematic
 - Newspapers are still the "official record"
 - Who is in control?

OK

STEP 5 OF 5

HOME ← → DOCUMENTS

CHECKING YOUR ARGUMENT:

Activity

This is the bit we should remove.
It doesn't answer the question we've been asked, and it does nothing to support our argument.

Click OK to move on.

1 **Introduction**

- What is civil unrest?
- Outline the two events

2 **Examine social media in Arab Spring & 2011 UK riots**

- Acts as a communication mechanism
- Used to protest after the fact
- Spreads information quickly
- Disappears quickly

3 **Examine newspaper reporting in Arab Spring & 2011 UK riots**

- In depth reporting traces background events
- Double check rumours/confirm what is said
- Can be very slow

4 **Conclusion**

- Social media as a vehicle for permanent change is problematic
- Newspapers are still the "official record"
- Who is in control?

OK

STEP 5 OF 5

HOME ← → DOCUMENTS

SUMMARY:

Organising your ideas

We've looked at the process of organising your ideas into a coherent plan for your assignment, following these steps:

1. Identifying your **MAIN IDEAS**
2. Identifying your **MAIN ARGUMENT**
3. Identifying your **STRUCTURE**
4. Forming your **OUTLINE**
5. Checking your **EVIDENCE** and **ARGUMENT**

Now you've got your assignment plan, you're ready to start writing!

STEP 5 OF 5

HOME ← → DOCUMENTS

My Learning Essentials

Now what?

You've reached the end of this resource.

Have a look at the tabs below to see what other help is available from **My Learning Essentials**.

RELATED RESOURCES **FURTHER SUPPORT**

- Never a wasted word: writing your essay
- Better safe than sorry: proofreading your work

STEP 5 OF 5

Appendix C: Summary of interview at University Life Conference

Informal interviews were carried out at two of the University Life Conferences, held on campus in July. MAP students were spoken to at both events (at different times during the first day), MAP Ambassadors were spoken to at one event (following their evening meal).

This document provides more detail than in the main report regarding their comments and views.

MAP students

Areas covered during the interviews included:

- 1) Their expectations (particularly in relation to skills) about coming to University
- 2) Perceptions of Academic Writing / Research
- 3) Experiences of working independently
- 4) Using technology in learning (e.g. discussion forums)

Main question	Responses	
What are the main skills for study you will need at University?	Research Independent Study Referencing Time management Organisation Independent study Communication Independent study Organisation Research Communication Essay writing Research Research Time management Deadlines	Communication Organisation Listening Research Time Management Independent research Revision Assignments Independent Learning Independence Research is different Presentation Critically analyse / multiple sources Self-motivation PBL Team work
Perceptions of Academic Writing / Research	Referencing - Writing Referencing Plagiarism Referencing Word count Sub titles More detailed sources Referencing Different sources Lots of notes Up to date materials	Titles and headings Referencing Well structured Lots of references Right style for different tutors Used to spoon feeding and Academic Assignment is helpful Referencing and citing sources (not Wikipedia) Need to stay on topic Structure essay Referencing

<p>Have you used any online material or websites to help you in your writing?</p>	<p>Journals NASA Website Google Study No Library Journals NHS Website UScientist Useful for sciences</p>	<p>Journals Articles Online Journals Websites Workshops EPQ resources Not really Subconsciously influenced by what they read</p>
<p>How easy is it to work on your own? What were the challenges, what did you enjoy?</p>	<p>Easy to study on your own once into it Can sometimes get distracted Independent study was alright but sometimes self-motivation was an issue Easy to study on your own but self-motivation can sometimes be an issue Found independent study easy and self-motivation not an issue Difficult to find sources and self-motivation can be an issue Not being taught directly so hard to know where to start If resources are available it isn't too bad Hard when you can't just ask Selecting the right information is hard Copied family School encourages it Depends on what doing / if interested in the topic Getting started is hard / new topic (e.g. Academic Assignment)</p>	
<p>How do you work together with friends/students to learn online and how useful are these? Facebook School system Discussion Boards Online activities</p>	<p>Yahoo Search Facebook Dropbox Email Online forums Online forums Email</p>	<p>Skype for revision Maths tutoring online Facebook Youtube Tumblr / blog posts Just exam board syllabus</p>
<p>Using technology in learning (e.g. discussion forums)</p>	<p>Haven't used any extra material in their study MS Word Online forums UScientist BBC MS Word Web forums</p>	

MAP Ambassadors

Some questions posed to the Ambassadors were relevant to any Ambassador but some were also designed to draw out their experiences if they had completed the MAP programme as well to understand their transition and how MAP supported/could enhance this transition. Areas covered included:

- 1) if previous MAP student:
 - a. the move from pre-Uni to Uni and what they were/were not prepared for
 - b. Ways in which Manchester's online activity could be introduced prior to starting
- 2) for any MAP Ambassador
 - a. what students find challenging in the workshops and what is hard to get across
 - b. based on their experiences of online/blended learning, how might we use online activities to support the skills workshops of MAP

Previous experiences of MAP

All questioned were very complimentary about MAP and rated their experience as 'Excellent' or 'Good' in all cases. One student commented that *"I'd not really considered University before, but by being on campus and getting introduced to the concept of university made it seem alright"*

In some ways they did not realise they were being prepared for University through MAP although they highlighted the Academic Assignment as a good way of developing their understanding of Referencing.

Some noted they would have liked more 'life facts' about preparing for University in addition to the academic side, whilst others would have liked to prepare more for the workshops in advance.

Using Manchester's systems/services

Everyone regularly used Blackboard and MyManchester although there was mixed awareness/usage of My Learning Essentials and Podcasting features. When prompted to contrast the use of technology in MAP/University, the following points were highlighted:

- MAP: students just go to the workshop and that is it, there is no opportunity to follow up on topics afterwards
- University: for a 'normal lecture', they were able to go back and revisit what was discussed as well follow up on further information and, if choose to, to prepare for topic prior to lecture.

The Ambassadors also highlighted that better use could be made of current systems, which would in turn, support MAP students in their transition to Manchester. They noted that:

- Greater use of Blackboard would be good because it would familiarise students with the environment, the use of discussion boards would enable further processing of material and potentially develop networks before students arrived to the workshops/conferences and reduce the amount of paper distributed. Some Ambassadors commented that, as previous MAP students, they were *"given a lot of paper but didn't really look at it much"*.
- Encouragement should be given to engage in the online environment and suggested that some credits could be attributed to participation in forums.

- Ambassadors supporting the MHS track, highlighted the Medical Mentoring Booklet as useful in encouraging ongoing activity with material.
- If activity were to go online, then the construction of the Blackboard pages should mirror the way in which modules are set up for normal University courses as another way to better prepare students for the transition.

Understanding student challenges of workshops

The Ambassadors interviewed had delivered a range of different workshops and mentioned that:

- Students enjoyed being in University surroundings/classrooms but sometimes found staying on task hard
- It was challenging to introduce topics that were being presented for the very first time (as is the case for the Academic Writing workshops given it is the first time students are potentially exposed to plagiarism and referencing).
- Finding time to have individual conversations with students was hard in the workshops to help them address their key concerns

In overcoming challenges through using an online platform they suggested:

- Using some material online to prepare for face-to-face workshops⁴, particularly in introducing some key definitions in advance.
- Bring some material online (using the concept of 'flipped classroom'⁵) would enable more discussion time and one-to-one conversations

Ambassadors were very keen to be involved in developing content for any online material and would be happy to be filmed for any video-based podcasting activity.

⁴ NB: there was limited support for fully online sessions as Ambassadors felt the personal nature of the workshops built relationships with the students

⁵ <https://net.educause.edu/ir/library/pdf/ELI7081.pdf>

Appendix D: University of East Anglia MOOC: Summary of 'Preparing for Uni' module

Course Structure

Week 1: Preparations

1. Course Introduction
 - a. Preparing for the Course
 - b. What do lecturers value in their students?
 - c. Team introductions
2. Asking Questions
 - a. Importance of questioning
 - b. Why do you ask questions?
 - c. Process of asking questions
3. Preparing for lectures
 - a. Asking questions of the material
 - b. Taking notes
4. Questioning lecture material
 - a. UG discussion (video!)
 - b. Simulated lecture
 - c. Debrief
5. Self-Assessment/Summary

Week 2: Independent Study

1. Introductions
 - a. Learning effectively
 - b. Learning styles
2. Linking study and revision
 - a. Taking reading one step further
 - b. Using source material
 - c. Reflection on an individual experience
3. Reading Skills
 - a. Reading extra materials
4. Self-Assessment/Summary

Week 3: Academic Currency

1. Introduction
 - a. Why is referencing important?
2. Referencing
 - a. Plagiarism and acknowledging others work
 - b. Why reference?
 - c. Spotting errors
 - d. Academic viewpoint
 - e. Varying referencing in different subjects
3. Self-Assessment/Summary

Week 4: Power of data

1. Introduction
 - a. Data in different disciplines
2. Handling data and using it to support arguments
 - a. Different ways to use data
 - b. Basic data usage
 - c. Numerical 'tests'
3. Handling applied data
 - a. Using data in different contexts
 - b. Worked examples
4. Using data visually
 - a. Working with graphs
 - b. Estimations
 - c. Creating data sets
5. Self-Assessment/Summary

Week 5: Textual Analysis

1. Introduction
 - a. What is Textual Analysis?
2. Poems
 - a. Analysing Poems and Sonnets
 - b. Structure, confinement and liberty in poems
3. Interrogative reading
 - a. Considering different historical contexts
 - b. Application of knowledge to previous sonnet
4. Experiencing a seminar (opportunity to contradict/comment on filmed discussion)
5. Self-Assessment/Summary

Week 6: Structure

1. Introduction
 - a. Why structure your thoughts
 - b. Seminar
2. Forming and Supporting Opinions
 - a. Hearing from UG students on structure
3. Understanding feedback
4. Paragraph structure
5. Lecturer's view on structure
 - a. Differing perspectives on pre-uni / uni environments
6. Self-Assessment/Summary/Next Steps

Delivery methods:

- Written articles
- Clips (with transcripts)
- Video (with transcript)
- Reflective logs
- Questionnaires /self-assessment
- Filmed Seminars for comment

Appendix E: Template

Stage	Question	Resources	My Response
1	<p>What are you trying to achieve?</p>	<p>Who is your target audience?</p> <p>What are the learning objectives for participants?</p> <p>Are there any other outcomes you want to achieve?</p> <ul style="list-style-type: none"> - Who are the stakeholders? - Is there a business case for the project? 	<p>Setting Learning Objectives:</p> <ul style="list-style-type: none"> - Using Blooms' taxonomy - The '4A' Method
2	<p>Gathering resources</p>	<p>What already exists:</p> <ul style="list-style-type: none"> - Within the team? - Within the University - Outside the University? <p>Will the target audience have prior experience of the topic and how will you differentiate/plan for this?</p> <p>What are the disability or access considerations?</p>	<p>My Learning Essentials</p> <p>Humanities study skills</p> <p>How to create an accessible PDF</p> <p>Things to consider when making a video</p> <p>Layout of documents</p> <p>University branding</p> <p>Contact DSO</p> <p>10 frequent do's and don'ts regarding e-learning</p>

3	Developing / preparing the material and uploading	<p>In what ways will the resources develop address the Learning Objectives?</p> <p>How will it be delivered to ensure students remain engaged with the material?</p> <p>How will it be delivered to ensure students remain engaged with each other?</p> <p>How will it be accessed?</p> <p>Could the same resource be used in different ways or reused for other activity?</p>	<p>Podcasts?</p> <p>MAP Blackboard</p> <p>UMASS Website</p> <p>Xerte free e-learning development tool</p> <p>Articulate storyline 2 e-learning development tool</p> <p>Media Services</p>	
4	Planning to evaluate and assess impact	<p>How will impact to the participants be measured? What assessment is possible with the audience and platform?</p> <p>Can you assess the Learning Objectives?</p> <p>Have you achieved what you set out to do?</p>	<p>Blackboard Quiz?</p> <p>Survey?</p> <p>Tests within modules?</p> <p>Engaging participants in an online environment – resources (to include twitter, Facebook, forums etc.)</p>	

Appendix F: Academic Writing Workshop applied to online template

Stage	Question	Resources	My Response
1	<p>What are you trying to achieve?</p>	<p>Who is your target audience?</p> <p>What are the learning objectives for participants?</p> <p>Are there any other outcomes you want to achieve?</p> <ul style="list-style-type: none"> - Who are the stakeholders? - Is there a business case for the project? 	<p>Setting Learning Objectives:</p> <ul style="list-style-type: none"> - Using Blooms' taxonomy - The '4A' Method <p>Pre-university students unable to attend a face-to-face Academic Writing workshop</p> <ul style="list-style-type: none"> • Describe subject knowledge in own words in an appropriate academic style and with a clear and logical structure • Understand how to make clear links between different materials and ideas so work flows in a coherent way • Be able to select and summarise relevant information and reach appropriate conclusions • Know and list a range of resources available to research topics • Demonstrate the origin of their ideas through referencing <p>For MAP: Academic Assignment Tutors are key stakeholders given the learning from the workshop should be applied to the assignment</p> <p>Business Case: desire to increase reach of workshop to students not within travelling distance of Manchester such as DAS students.</p>
Gathering learning resources		<p>What already exists:</p> <ul style="list-style-type: none"> - within the team? - Within the University 	<p>My Learning Essentials</p> <p>Humanities study skills</p> <p>How to create an accessible PDF</p> <p>In team: Current face-to-face Academic Writing workshop slides/materials,</p>

2		<p>- Outside the University?</p> <p>Will the target audience have prior experience of the topic and how will you differentiate/plan for this?</p> <p>What are the disability or access considerations?</p>	<p>Things to consider when making a video</p> <p>Layout of documents</p> <p>University branding</p> <p>Contact DSO</p> <p>10 frequent do's and don'ts regarding e-learning</p>	<p>In University: MLE modules ('Original Thinking Applied', 'Citing in right', 'What's the big idea?' and 'Know your sources'), Outside University: UEA MOOC material, a range of study skill sites (see Appendix G)</p> <p>Assumption, based on feedback from MAP interviews, that prior knowledge is limited.</p>
3	<p>Developing / preparing the material and uploading</p>	<p>In what ways will the resources developed address the Learning Objectives?</p> <p>How will it be delivered to ensure students remain engaged with the material?</p> <p>How will it be delivered to ensure students remain engaged with each other?</p> <p>How will it be accessed?</p> <p>Could the same resource be used in different ways or reused for other activity?</p>	<p>Podcasts?</p> <p>MAP Blackboard</p> <p>UMASS Website</p> <p>Xerte free e-learning development tool</p> <p>Articulate storyline 2 e-learning development tool</p> <p>Media Services</p>	<p>In this case, the intention is that the MLE modules are already developed and Appendix B demonstrates how the MAP workshop can be mapped against existing MLE material.</p> <p>MLE modules are interactive and designed to be digested in short, small chunks.</p> <p>For MAP: using the discussion board function in Blackboard, tutors and Ambassadors should initiate some discussions and credit could be attached to participation.</p> <p>For UMASS: Via a web forum and specific Facebook threads</p> <p>Encourage 'twitter meet ups' at specific times, staffed by Ambassadors answering quick questions / concerns</p> <p>For MAP: sit in 'Course Material' section of the Blackboard space.</p> <p>For UMASS: through website</p>

				Yes, the MLE modules are already being used for two different groups in this mapping process (MAP and UMASS)
4	Planning to evaluate and assess impact	<p>How will impact to the participants be measured? What assessment is possible with the audience and platform?</p> <p>Can you assess the Learning Objectives?</p> <p>Have you achieved what you set out to do?</p>	<p>Blackboard Quiz?</p> <p>Survey?</p> <p>Tests within modules?</p> <p>Engaging participants in an online environment – resources (to include twitter, Facebook, forums etc.)</p>	<p>MLE does not capture the participant’s responses but does encourage practice through its activities.</p> <p>For MAP: the ultimate application of this material is via the Academic Assignment. However, to encourage a ‘inform, test, reflect’ approach, the ‘quiz’ questions from the face-to-face workshop could be developed into a Blackboard Quiz.</p> <p>Assessment is not considered for UMASS.</p>

NB1: Learning Objectives were assumed and taken from MAP Academic Writing workshop

NB2: the mapping for AW workshop has been made easier because resources already exists in MLE (and will have been through a testing process to ensure that they fit for purpose). In a different situation, resources may have to be developed from scratch, but template questions will still be sufficient to start the consideration process.

Appendix G: Online resources and suggested activities for developing writing skills

This resource has been developed following contact with a range of colleagues who develop writers in an undergraduate setting. Some are quite mainstream activities, whilst others are less so! Suggestions of use are also provided to help translate the materials to school/college audiences

The approach taken in identifying resources can be summarised by the 'WriteNow CETL' and focuses, in many cases, in overcoming any perceived 'fears' or 'barriers' to getting started with writing.

"Writing in and across the disciplines and the curriculum embraces the notion that we write to learn – and that we actually learn to write through meaningful writing activities – rather than being set, say, spelling, punctuation and grammar activities.

It is useful to set your classroom up such that students are aware that you will regularly be writing to learn – and that there will be regular class time set aside for writing.

In our experience – although we see writing errors and identify these as student problems – the typical biggest writing problem for our students is their fear of writing and fear of failure. Tip: set up a write to learn atmosphere and help students to overcome a fear of writing. Make regular time for short writing tasks in class. Set up meaningful peer review activities. Involve more experienced students (if feasible) in supporting student writing. Model successful writing practice. Help students to revise early drafts of assignments."

Source	Short description	Possible uses
blogs.shu.ac.uk/academicsskills/2013/10/18/unpacking-the-question/	Short clips and activities that could be used by individuals or for teachers to incorporate into activities/discussions:	Write a short poem in response to the 'how I write my essay' animations.

		Re-write the whole blogpost as a Comic Book suitable for a Year 1...2...3...10 group of school students. Re-write the whole blog post as a newspaper article in either a red top or a broadsheet newspaper.
www.thinkingwriting.qmul.ac.uk	Topics are categorised by: <ul style="list-style-type: none"> • Assessment tasks • Providing feedback on writing • Short writing tasks • Essays and scientific writing • Developing language 	
www.open.edu/openlearn/about-openlearn/try	The OU has a variety of modules relevant to academic writing via its 'OpenLearn' platform	
LDHEN JISCMail discussion: "Sing-Write" – a warm up event for a 'Plymouth Writing Café'	<p>All stand in a circle</p> <p>Breathe together, in through nose and out through mouth in time with the leader for about 30 secs</p> <p>Shake arms / Shake legs / Shake head / Relax all muscles and shake whole body</p> <p>All say brrrrr (as if it's cold!) and make the lips vibrate! If they won't put a finger lightly on each cheek and try again</p> <p>Make the brrrrr go all the way up to the highest note you can then all the way down to the lowest note</p> <p>Repeat!</p> <p>All sing the sound 'ng' like in the 'dong' of a bell – (leader leads with the note to sing this together)</p> <p>Repeat - different notes - following the leader</p> <p>All say "blah blah blah" and start to wander around the room in any direction saying this continually – try different notes and changing the 'tune' whilst still saying blah blah blah!</p> <p>All sit and close eyes</p> <p>Have one minute of silence with eyes closed</p> <p>Take pen/paper and free write whatever comes to mind for 3 minutes.</p>	
Be with... for an hour: Rich writing: "From an 'Art History MOOC"	<p>Sit with some art work for an hour.</p> <p>We had to find a piece that was interesting or meaningful for us and then be with it - we could make notes or anything - but we had to quietly be with it for a whole hour.</p> <p>We then had to write 300 words on the artwork.</p>	

	<p>This could be adapted by:</p> <ul style="list-style-type: none"> • presenting students with a postcard from a pack, look at the picture and write. •
Academic Free writing workshop	<p>Set up a session of one to one and a half hours long. Ask students to have two sheets of paper in front of them - one for writing and one for writing why they are not writing. After reassuring the students that their writing will not be marked - put up a relevant assignment question (either one that they have been set - or a relevant one that they might have been set) - ask them to write without stopping for ten minutes on the question - and to write the reason why they have stopped (for they will) on the second sheet.</p> <p>After ten minutes structure three reflections: * What was your reaction to that process? * Why did you stop writing? * What can you take from this process into your other academic writing?</p> <p>What is interesting is that whilst for academics the writing issue often is: 'Students can't write - their spelling, punctuation and grammar are awful.' The issue for students is overcoming a fear of writing - so space to discuss their feelings about writing can be the freeing activity.</p>
Short (but potentially terrifying!) writing activity	<p>In an early class put up a potential 'final assessment question' – give the students ten minutes to write an answer – (deal with the horror!!) – make them write – share and discuss answers. Discuss the point of the exercise (not least that it sets students up to engage with the course more actively when they know where the reading and writing is going)</p>

Additional, recommended sites:

- www.hull.ac.uk/awe – a reference guide for students (writers) who struggle with the niceties of formal writing.
- isguides.hw.ac.uk/powerhours shows sessions delivered by academic and support staff at Heriot Watt from across the campus
- academicsskills.anu.edu.au/resources/handouts/guide-punctuation-academic-writing A guide to punctuation in academic writing
- www.nottingham.ac.uk/studentsservices/documents/planning-and-preparing-to-write-assignments.pdf
- www.prepareforsuccess.org.uk/academic_writing_at_university.html

	Stage	Question	Resources	My Response
1	What are you trying to achieve?	<p>Who is your target audience?</p> <p>What are the learning objectives for participants?</p> <p>Are there any other outcomes you want to achieve?</p> <ul style="list-style-type: none"> - Who are the stakeholders? - Is there a business case for the project? 	<p>Setting Learning Objectives:</p> <ul style="list-style-type: none"> - Using Blooms' taxonomy - The '4A' Method 	
2	Gathering resources	<p>What already exists:</p> <ul style="list-style-type: none"> - Within the team? - Within the University - Outside the University? <p>Will the target audience have prior experience of the topic and how will you differentiate/plan for this?</p> <p>What are the disability or access considerations?</p>	<p>My Learning Essentials</p> <p>Humanities study skills</p> <p>How to create an accessible PDF</p> <p>Things to consider when making a video</p> <p>Layout of documents</p> <p>University branding</p> <p>Contact DSO</p> <p>10 frequent do's and don'ts regarding e-learning</p>	

3	Developing / preparing the material and uploading	<p>In what ways will the resources develop address the Learning Objectives?</p> <p>How will it be delivered to ensure students remain engaged with the material?</p> <p>How will it be delivered to ensure students remain engaged with each other?</p> <p>How will it be accessed?</p> <p>Could the same resource be used in different ways or reused for other activity?</p>	<p><u>Podcasts?</u> MAP Blackboard UMASS Website Xerte free e-learning development tool Articulate storyline 2 e-learning development tool Media Services</p>	
4	Planning to evaluate and assess impact	<p>How will impact to the participants be measured? What assessment is possible with the audience and platform?</p> <p>Can you assess the Learning Objectives?</p> <p>Have you achieved what you set out to do?</p>	<p>Blackboard Quiz? Survey? Tests within modules? Engaging participants in an online environment – resources (to include twitter, Facebook, forums etc.)</p>	

To Identify the Need and Implications of Ring-fenced Accommodation for Student Athletes

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Project Sponsor:

Imogen Greatbatch Sport Development Manager
SPORT

November 2014

Title:

To Identify the Need and Implications of Ring-fenced Accommodation for Student Athletes

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Background, methodology and context

1.1 What is the purpose of this project?

To identify the need and implications of ring-fenced accommodation for talented student athletes. Specifically those students who are taking part in the Manchester Sport Scholarship Scheme, during their time at The University of Manchester.

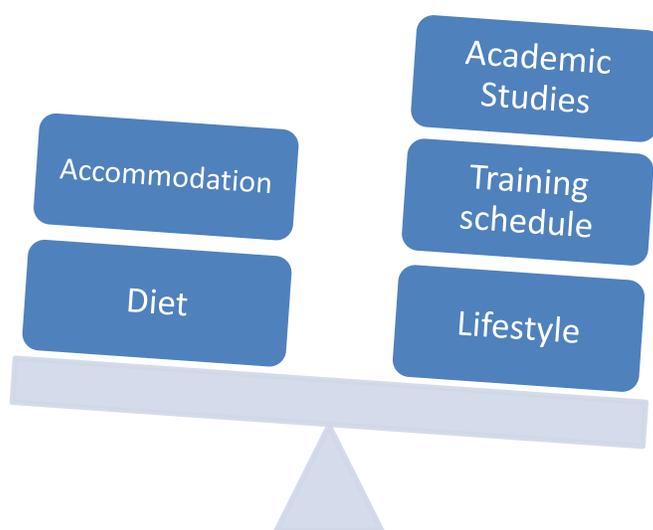
[\(www.sport.manchester.ac.uk/sport/scholar/\)](http://www.sport.manchester.ac.uk/sport/scholar/)

1.2 What makes a “Talented Athlete”?

Playing sport and being active is a big part of student life at The University of Manchester. Participating in the varied activities that take place across the campus every week adds great value to the University experience of our students and enables them to improve their health and wellbeing as well as developing a whole range of skills which are valued by employers.

The SPORT Manchester scholarship programme was established in 2001 and is tailored to meet the needs of the most talented student athletes currently studying here at the University. Balancing academic responsibilities and sporting activities is a delicate process and this scheme aims to support these able sportsmen and women.

A delicate balancing act?



To qualify for the scheme students must be participating at the highest levels, often at a national level. As of August 2014 there are approximately 35 current University of Manchester students enrolled on the Sports Scholarship scheme. There is a range of eligibility criteria which applicants must fulfil.

- *Be a University of Manchester full-time / part time student OR a prospective student who has received a conditional / unconditional offer and is commencing study in the same academic year.*
- *Competing at a minimum of Junior National level on a recognised player pathway for the chosen sport. This must be a Sport England / UK Sport recognised sport.*
- *Have specific, measurable, achievable, realistic and time-bound (SMART) sporting and educational goals.*

- *Be an ambassador for their sport with a commitment to supporting the development and performance of the relevant University sports club for the relevant sport if a club already exists.*
- *Be able to demonstrate a commitment to striving for personal excellence.*

Source: <http://www.sport.manchester.ac.uk/sport/scholar/>

Sport Scholar profile from the current cohort:



Eleni Papadopoulou (BUCS Sportswoman of the Year and Manchester Law Student)

- **Set the world record for the 200m butterfly in the S10 disability swimming classification**
- **Current Law student. Already completed UG degree in Medieval History at the University**
- **Undergraduate of the year 2013**

Source: <http://www.manchester.ac.uk/study/undergraduate/teaching-learning/student-spotlight/eleni-papadopoulos/>

1.3 The current application process

Applications are accepted from both prospective and current students regardless of year of study and type of study, e.g. full time or part time, home / EU or international. This academic year (2013/14) saw two new developments to the process with the introduction of an assessment panel to assess applications. An additional round of applications is now being accepted in December for those applicants who missed the original deadline and for those who were unsuccessful in the first stage and wish to apply again.

An approximate timeline of the process is below for each academic year.

1st June

Existing participants on the scheme complete an end of year evaluation report detailing feedback on their experiences to date. Within this document students have the option of advising if they wish to sign up to the programme for the next academic year.

1st August

Application deadline for those new applicants who will be joining the University in September for the very first time.

15th August

Those applicants who are successful in the first stage are then invited to complete an application form for the second stage. This is following the publication of A-Level results and dependent on the student achieving the terms of their academic offer.

20th September

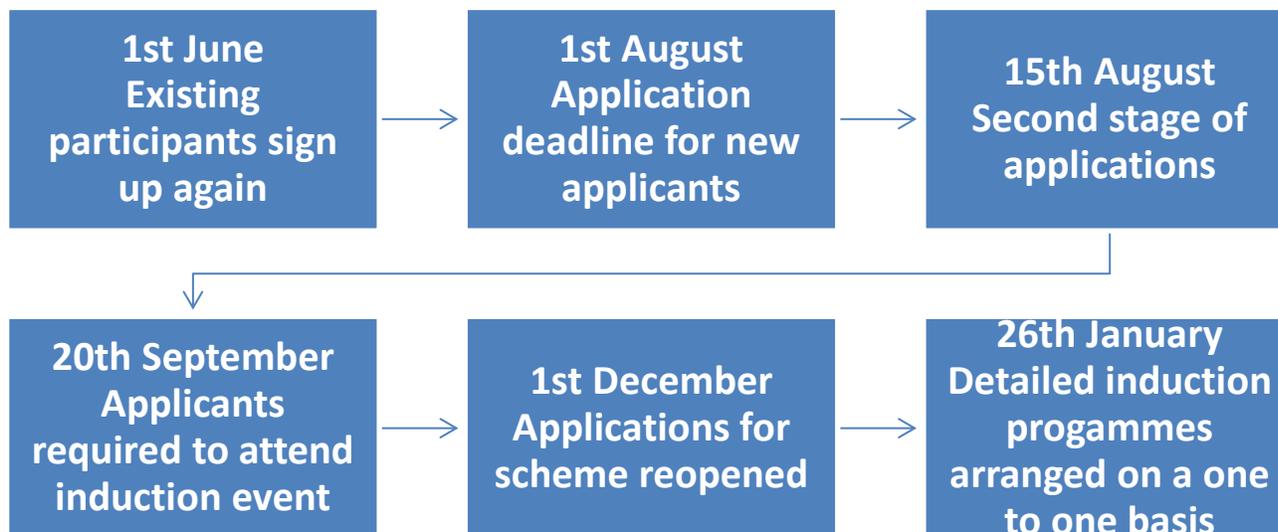
Successful applicants (both new and returning) are required to attend a formal induction event. This is generally held on the Saturday after Welcome Week.

1st December

Deadline for unsuccessful applicants that wish to appeal the original decision and for new applicants that missed the original summer deadline.

Late January

Post the exam period at the end of Semester 1 detailed inductions are then arranged for all athletes and delivered on a one to one basis.



1.4 What problem are we hoping to solve?

Over the past three years evaluations completed by participants on the Manchester Sport Scholarship Scheme and anecdotal feedback received from athletes has demonstrated an increasing trend in the differing residential needs of student athletes to the more traditional demographic of a new intake student. Sourcing appropriate accommodation is a fundamental part of ensuring that every student arriving at the University has a positive student experience. This is especially important for talented athletes aiming to operate at the top of their chosen field where the smallest details can make the difference in finishing first or second, winning a cup or being a runner up.

This project aims to explore the differing needs of these students in more detail and the variety of opportunities that are available to meet these requirements. This may involve utilising existing models or proposing changes to the process if no such suitable models exist.

The project will also seek to develop ideas and processes to further enhance the partnership between Sport Manchester and the Accommodation Office with the ultimate aim of enhancing the overall offer available to talented student athletes.

1.5 How will we deliver this?

In order to gain a broader understanding of what the project involved and gain some background to the Talented Athlete scheme we met with Imogen Greatbatch (Sport

Development Manager and Project Sponsor). This initial meeting allowed us to scope out the project and agree some tangible outcomes.

The key driver in this project was to ascertain the views of the end users, in this case the student athletes. However, research into this project must also be carried out in conjunction with the Accommodation Office. Compiling a potential wish list of facilities and residences would prove ultimately fruitless if these needs cannot be met within existing frameworks or without approval from the Accommodation Office.

Several actions were identified as being required in order to carry out these objectives.

- A needs analysis with a cross section of current sport scholars

In order to consult with the athletes, an online survey was distributed to all existing current student sport scholars via email. The survey contained a mixture of open and closed questions with the intention of gaining a greater insight into their views. It was essential that the survey questions were posed in a manner which would not prejudice or unduly influence any responses. Additionally we were explicit in our questions as to what we meant by “ring fenced” accommodation, in order to manage expectations of what the students could expect from the accommodation that could be offered. A copy of the survey is available in the appendix for information. The survey sent via email, resulted in a total of seven responses being received.

In addition to the survey being distributed by email, there was an opportunity to meet several of this year’s sport scholars during a promotional photo shoot campaign, organised by Imogen. This was a great opportunity to meet current student athletes that have resided in, or are still living in, student accommodation. This event allowed us to talk with the athletes on a more informal basis and gather their views. The feedback on the possibilities of “ring-fenced” accommodation was varied from the athletes and has been summarised as below:

- ❖ Initially the term “ring-fenced” was met with some confusion by the students and was not fully understood. Following this feedback it was decided that the wording of any future communications and request for feedback should reflect this.
- ❖ A key influencer in the choice of student accommodation and location is the particular sport that the individual competes in. Much of the feedback from the student athletes focused on training and the time invested into this. Training, competing and academic

study are the main areas that take up the majority of the time for Student Athletes and travel time, to and from accommodation, is an important factor in this.

- ❖ A number of the student athletes had strongly benefitted from living with other Sport Scholars in shared houses during their second year of University. However, some feedback was received from the photo shoot session that living with other student athletes would not be preferred. This is down to those individuals wishing to escape the competitive nature of the sporting environment and for those that have wider groups of friends.
- ❖ Overall feedback from those students that were present was that the project was supported and thought of as a positive step towards looking at the needs of student athletes. However, it was clear that from consulting with the range of Sport Scholars at the session that being housed in the same corridor with other athletes would not necessarily suit everybody so there may still need to be scope for choice.

We were also able to request that those athletes attending on the day completed the survey in person. This resulted in a further seven responses.

The key findings from the closed survey questions were as follows:

- Half of the respondents (7) were first year students at the time of completing the survey
- The vast majority (11 of the 14) respondents had lived in University Halls at some point
- Only 2 respondents out of a total of 13 felt that their time in University accommodation supported their sporting commitments and lifestyle.
- The majority of students (9 out of 14) felt that the idea of ring fenced accommodation was on the whole a good idea.

Listed below are the survey feedback results, from the open questions relating to “Personal Experiences” and “Do you feel that your time in University accommodation supported your sporting commitments?”:

“Richmond Park is further away from the heart of Fallowfield, so quieter than Oak House and Owen’s Park. Different lifestyle to fellow flatmates.

Sometimes kept up when I don't go out, because of early morning training."

"People come in very late, go out on the nights you train, so sometimes you can't fully recover."

"Bad food, no sleep."

"I think I've been quite lucky with the people I have lived with, but I know if I had lived in much noisier halls, I would have had more problems."

"Poor food for athletes. Time of meals is a problem, as many meals missed."

"Location was poor for access to clubs, sport, gym etc..."

"Sporting facilities in Hulme Hall are very very good. And there is a lot of potential to expand the gym on site. Also has astro turf for speed work and a patch of grass in the back for shot putting."

"I was able to get a en-suite room which was necessary for hanging up my swimming equipment."

"The Armitage centre have been very supportive. The accommodation itself however, has been a barrier to sport. They've presented challenges such as equipment storage, lack of food preparation facilities and adequate hygiene and soundproofing."

“Closer to sport facilities (e.g.-Armitage), although with fresher’s coming each year it's very noisy and party orientated.”

“It certainly wasn't a hindrance to my sporting commitments, but would have been good to have other athletes to live with, or access to a fitness room/gym.”

“It was useful to have a car park at the back of my flat as I need to drive to training with a big bag of kit and equipment but I was required to pay for it for the year. Other than that the halls of residence didn't do anything else to support my sporting commitments. Although I didn't expect halls to support my sporting commitments one thing that did disappoint me was that I didn't have anywhere to hang up my equipment to dry (other than in my bedroom which would have been horrific). It was quite useful having the Armitage centre right next to my halls so my free gym membership through sports scholarship was put to good use, however, in my first year it had not been renovated and there was absolutely no chance of getting time on the free weight section due to the quantity of sportsmen and women in there.”

Detailed feedback from Scott Wong:

2014 Commonwealth Games Weightlifting Athlete and Manchester Medic, who will be commencing his 4th year of study here at Manchester. Scott will also be working as a residential Tutor at the Owen’s Park student accommodation, for the 2014 term. We were fortunate to get some time with Scott in his incredibly busy schedule and some headlines from his feedback, have been summarised below:

- ❖ Hulme Hall provided a quiet environment for training and study. The sporting facilities at the hall allowed for basic training needs and there is significant scope for the existing gym to be expanded at Hulme Hall. In three years of living at Hulme Hall, the disturbances in terms of noise and other students, was minimal. Location wise, the distance is reasonable for both academic study and training.
- ❖ Many of the athletes would choose Sugden Sports Centre as the preferred gym and not Armitage. The Power Room (weights) and Physiotherapist are based at Sugden.
- ❖ Although Fallowfield may be considered as the obvious choice for possible ring-fenced accommodation, Scott did not feel this would be the best choice. Time is the main asset for student athletes and travel to and from Owen's Park, to campus, significantly impacts on this.
- ❖ If Sport Scholars were based in the same area of accommodation, or the same block, it would be easier to organise activities. For example, speed and stretching sessions for all.
- ❖ It's all about balance, of training and study needs of student athletes. Scott was keen that Sport Manchester could even specify where accommodation would be for sport scholars, as to remove the choice and make the process easier to manage.

Sport Scholar profile from the current cohort:



Scott Wong - 2014 Commonwealth Games Weightlifting Athlete and Manchester Medic

- Audit of tailored accommodation and associated processes for smaller groups currently allocated bespoke accommodation (i.e. as a result of gender / religious beliefs)

In order to carry out an audit of suitable accommodation and to gain a greater insight into the possible options we held a further meeting with Paul Burns (Accommodation Office Manager) on Monday 11th August.

Three separate halls of residence were initially visited at the Fallowfield campus. They were chosen for their proximity to the gym facilities available at Armitage Centre and offered different catering options.

Oak House

Self catered. From £95 per week. Shared bathroom facilities.



Woolton Hall

Catered. Breakfast and evening meal provided. Also a small kitchenette in order to prepare meals at lunchtimes and weekends. From £130 per week.



Richmond Park: En-suite and self-catered. Flats for 8 - 10 people in a corridor. Very popular halls. The Accommodation office receives 5 applications for every available room.



Further information on the facilities available at Fallowfield Campus:

<http://www.accommodation.manchester.ac.uk/consideringmanchester/ouraccommodation/fallowfieldcampus/>

The Victoria Park campus was also considered as the second possibility due to its location and quieter immediate vicinity. Two areas were identified as possibly being suitable.

Hulme Hall: Catered accommodation. From £135 per week. The hall has 7 blocks, a squash court, small gym, plus 5 a side football / tennis court facilities.



Burkhardt: Self-catered and en-suite. From £128 per week. Flats for 8 – 10 people in a corridor.



Further information about Victoria Park is available at:

<http://www.accommodation.manchester.ac.uk/consideringmanchester/ouraccommodation/victoriaparkcampus/>

For options at the City Campus accommodation, Whitworth Park and George Kenyon Hall have also been considered.

Whitworth Park: Self-catered and shared bathroom. From £95 per week. Between 8 – 10 single study bedrooms based within a large flat. Shared kitchen, lounge and bathroom in each flat.



George Kenyon: Self-catered and en-suite. Flats are self-contained and arranged in groups of six. Shared kitchen and lounge area in each flat.



More information about the City Campus accommodation is available at:
<http://www.accommodation.manchester.ac.uk/consideringmanchester/ouraccommodation/citycampus/>

1.6 Recommendations based on findings from above two deliverables

The introduction of a related question on the Accommodation Application Form:

- ❖ The addition of a tick box on the online form, will identify those students that will be applying for the SPORT Manchester Scholarship programme. Paul Burns was able to put us in touch with Helen Marginson from the Accommodation Office, who would be the main contact to approve and add content to the online application form, to then be “live” for 2015 applications. We met with Helen and discussed in detail the mechanics of implementing this tick box field to the online form and the dates by which this would need to be done and changes to it, in the future. The key things to consider for this recommendation to go forward, would be as follows:
- ❖ 1st October 2014 is the date by which Helen ideally would need the final details for the field to be added in, with some limited flexibility on that. This is the date that is advised, in order for the changes to be included and then go through to testing, for the online form to go live in December. If this is not possible, Helen advised that the changes could be added in March, at the latest, but the form would have still been live from December. Up to March, when the accommodation “Open House Event” takes place, around 2000 accommodation applications are received, but after this event, there is always a very significant jump in that number.
- ❖ The <http://www.sport.manchester.ac.uk/sport/scholar/> link can be added where the tick box would sit on the application form, in order to provide more information on the programme. Helen advised that in the past, few links have been used on the form, due to the risk of students clicking onto them and subsequently not returning to the application form. This would need to be considered by the SPORT Manchester team, before the details are added. It will also be an editable field, which can be changed in the future if required.
- ❖ Helen advised that once the addition to the online application has gone live, the Accommodation Office team can provide regular reports to SPORT Manchester, to give details of students that are using the tick box. This will help to identify potential / current applicants to the SPORT Manchester Scholarship programme and those students that will be considered for the “ring-fenced” (pre-allocated) accommodation.

- ❖ This question would not only enable the Sport team to identify potential athletes earlier in the accommodation application lifecycle, but would also have an additional benefit of raising general awareness of the scheme. Approximately 8000 students will complete this form at the start of every academic year and this group is a very captive market. The below screenshot provides an indication of how the question would look once contained within the application form.

Example of where the related question would be added on the online application form, is as below:

The screenshot shows a web application interface with a navigation menu at the top containing 'Home', 'Current Students', 'Considering Manchester?', 'Parents & Guardians', 'Applications', and 'About Us'. The 'Applications' menu item is highlighted. On the left, there is a sidebar with a tree view under 'Applications' including 'Applications - Online', 'Processing your Application', 'Receiving an Offer', 'Confirming Acceptance', and 'Appeals Form'. The main content area is titled 'Applicant Personal Details' and contains the following elements:

- A heading: 'Applicant Personal Details'
- A note: 'Please provide as much detail as possible, fields marked with a * are required.'
- Form fields for 'Name:', 'Gender:', and 'Date of Birth:'.
- A question: 'Do you have a disability/medical condition that affects your accommodation requirement?' with a 'No' dropdown and a note: 'If "yes" further information will be required.'
- A question: 'Are you interested and eligible for the Laptop Bursary Scheme?' with a 'No' dropdown and a note: 'Click here to read the criteria for being accepted onto this scheme. Only select YES if you believe that you are eligible.'
- A section titled 'Home Address' with input fields for 'Address Line 1*', 'Address Line 2', 'Address Line 3', 'City*', 'Post Code*', 'Telephone Number*', 'Mobile Number', and 'Skype Name'.
- Buttons for 'CANCEL' and 'CONTINUE' at the bottom.

A callout box on the right side of the form contains the text: 'Related question would replace the 'Laptop Bursary Scheme' content.'

- Process map/ timescales of associated actions (e.g. timescales of new students applying for accommodation and effect on scholarship recruitment & selection process)

As detailed in the project brief, “Do the timescales for scholarship applications need to be amended to align to the needs of a recommendation of provision for ring-fenced accommodation to ensure the process is efficient across the two areas.”

The objective of this would be to bring forward the dates, if this is possible.

- Reserving a corridor of flats for sole use by Student Athletes.

It is our recommendation that a corridor of flats of between 8-10 rooms is reserved for those students who are participating on the Talented Athlete programme and which follows those models of moderated living, as mentioned below.

The exact location will need to be determined by the Sport Manchester team, in conjunction with the approval of the Accommodation Office. Through consultation in this project, Paul Burns has provisionally agreed to being able to hold a certain number of rooms at the Fallowfield campus, Victoria Park and possible City Campus. It is likely that the reserved rooms can only be at one of these locations. Further discussion would need to take place with Sport Manchester, in order to determine this, based on what we have presented in this report.

The advantages of ring-fenced accommodation at Fallowfield, with the recommendation that this be at Richmond Park, do still stand. However, based on the feedback from Scott Wong, a student athlete that stayed at Hulme Hall for three years, we would also consider there to be a strong argument in favour of the Victoria Park campus.

Two trial living schemes implemented by the Accommodation Office in 2013/14

In response to student requests, two initiatives trialed in 2013/14 within University accommodation are continuing for the 2014-15 academic year:

Kosher Flats

The Accommodation Office has set aside a small number of flats for Kosher use at Oak House in Fallowfield. Students living in these flats will have requested a kosher environment and as such will be expected to adopt the appropriate lifestyle.

Lifestyle Moderated Areas

The Accommodation Office implemented the provision of areas within Halls that offer an alternative lifestyle to what might be considered the usual undergraduate experience in a UK University. Students living in this area would have requested and be expected to adopt a moderated/reserved lifestyle in respect of alcohol, parties and noise. The Accommodation Office cannot guarantee a permanently quiet or alcohol free environment but by grouping like-minded people together it is hoped they can at least provide a form of genuine alternative.

Source:

<http://www.accommodation.manchester.ac.uk/consideringmanchester/ouraccommodation/>

- General Recommendations

- ❖ “One size will not fit all”: We would recommend that there continues to be flexibility for student athletes, in order to cater to individual needs. Given the range of sports that student athletes compete in, there is not likely to be one accommodation type and location, which will be preferred by all. This would continue to be managed by SPORT Manchester, working closely with the General Manager for Pastoral Care.
- ❖ From the detailed feedback from Scott Wong (as above in the “needs analysis from current sports scholars” section of this report), Scott was hugely passionate about the benefits of having all student athletes living in the same area for accommodation. This would allow for more activities, organised through SPORT Manchester and an increased accessibility amongst the student athletes.

1.6 The Future / legacy

Having carried out this project, it is our hope that this document is reviewed by the Sport Development Manager and General Manager for Pastoral Care and this then forms the basis of recommendations and planning, for implementation in the 2015/16 Sport Scholarship programme.

If there is a wish to include a related question within the online accommodation application form, this must be carried out as soon as possible. The 2015/16 application form is currently undergoing testing, with a view to going live in December 2014. This means that all new content should be submitted for inclusion in early October, as it is then required to be tested by the external I.T. organisation.

Through the recommendations of the project, it is also hoped that the accommodation needs of student athletes could be considered, as part of the wider Estates Masterplan of The University of Manchester. The particular focus of this would be as part of the Fallowfield student accommodation re-development. This is of course “Blue sky thinking” for the SPORT

Manchester team, but we do feel that the needs of sport scholars, from the feedback we have presented, could positively support this for the future.

Graham Jackson & Shemsah Farooq

Appendix contents:

Appendix 1 – Talented Sports Athlete Application Form (First stage)

Appendix 2 – Talented Sports Athlete Application Form (Second stage)

Appendix 3 – Copy of the survey distributed to athletes

Appendix 4 – Survey results

Appendix 5 – Student Accommodation Brochure 2014/15

Review of the Utilisation of Global Guidance Ambassadors (GGA)

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Project Sponsor:

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International Programmes Office

November 2014

Title: DSE Future Talent - Review of the utilisation of Global Guidance Ambassadors (GGA)

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Date/Version: October 2014

Summary: This paper is intended to review the utilisation of the GGAs and prompt discussion about enhancements that could be made to the scheme for next year. The paper looks at interviews with current GGAs, survey responses from students who are going to study abroad in 2014/2015 academic year and comment from advisors in Academic Schools.

1. Interviews with current GGAs

1.1 The following key themes were highlighted:

- 1.1.1 Many GGA's saw this opportunity as a chance to give something back to the International Programmes Office (IPO) rather than a job. They'd had such a positive experience themselves that they wanted to share this knowledge and advice with others participating in the scheme.
- 1.1.2 They found the interview and presentation was an appropriate method through which to select.
- 1.1.3 Many felt that the training could be more in depth or interactive, saying that they had picked up most of their knowledge as they went along by referring to the literature available. It was also noted that perhaps some ongoing training throughout the year would be helpful. An induction to the Atrium would also have been beneficial so that staff based there knew who they were and vice versa.
- 1.1.4 When applying for the job they understood that there would be the chance to engage in group presentations, at the time of interviewing the GGAs (Feb/March) some felt that they hadn't had this opportunity but would have liked to have.
- 1.1.5 The projects that they worked on were well received, although it might be useful to have some cross over time during shifts with their partners (although appreciate that this might not always be possible.)

2. Survey responses from students who are going to study abroad in the academic year 2014/2015

2.1 A questionnaire was sent to 250 potential study abroad students and 59 responses were received. The questionnaires were categorised as:

- Option 1 - I know about the GGAs and have used the service – 13 responses
- Option 2- I know about the GGAs but have not used the service – 15 responses
- Option 3 -I have not heard about the GGAs before – 31 responses

2.2 This shows around a 24% response rate. Prizes were offered to encourage a better response rate.

2.3 Full responses are available (appendix 1) but the following key themes were highlighted

2.3.1 Over 50% of the respondents chose the option stating they had not heard of the GGAs.

2.3.2 Of those that replied to say they had used the service, all said that they had done so through face to face and none through email contact.

2.3.3 Of the students that used the service it has clearly had a positive impact on them as detailed in the verbatim comments.

2.3.4 Most students have heard about the GGAs through the Study Abroad Fair or the information sessions. The most popular choice when asked about how the GGAs might better be advertised was an email to their student email address, followed by the 'My Manchester' portal.

2.3.5 Of the students that used the service, 61% said they would be 'very likely' to apply to be a GGA after their year abroad.

3. Survey responses from Academic Exchange Advisers.

3.1 A questionnaire was sent to nine Academic Exchange Advisors (AEAs) and five responses were received. Full responses are available (appendix 2) but the following key themes were highlighted

3.1.1 Of the five responses received, three of the Academic Exchange Advisors stated they were not aware of the GGAs and have therefore not signposted students to this service

3.1.2 Three respondents said they don't think students in their school were aware of GGAs

3.1.3 Those that have directed students to the GGAs have done so for advice on non-academic matters mainly accommodation and financial queries.

3.1.4 All felt that more needed to be done to promote the existence of GGAs amongst both staff and students. It was suggested that this could be achieved by the GGAs attending start of year information sessions and having a presence in schools at Welcome Week

4. Recommendations

4.1 Based on the analysis above, the following recommendations have been made. These are split into short term and long term recommendations depending on budget available.

Short term:

- More in-depth training for the GGAs.
- An induction to the Atrium staff for the GGAs so that people were aware of them and the advice they could provide.
- More opportunity for the GGAs to engage in public speaking exercises at the information sessions.
- Where possible to have cross over periods in shifts for GGAs to work on projects.
- Better advertising of the GGA scheme to students via an email to student email address or posters in Academic Schools.
- Improved awareness of the GGAs with AEAs in Schools. This could be done through pairs of GGAs being linked to specific AEAs who could liaise about attending start of year information sessions.

Long term:

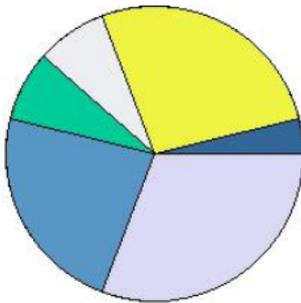
- More visible presence in the Atrium. Of students who had used the service, many had done so as a result of visiting the Atrium, but a more visible presence might encourage additional footfall.

Appendix 1

* Where answers are on a sliding scale of 5 – 1, 5 = Very useful/very likely and 1 = not at all useful/not at all likely

- Option 1 survey - I know about the GGAs and have used the service

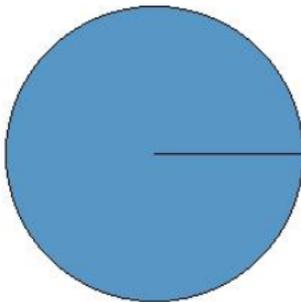
1. How did you find out about the Global Guidance Ambassadors?



Response	Response Total	Response Percent
Study Abroad Fair	8	62%
Compulsory Study Abroad information session	6	46%
Academic Exchange Advisers	2	15%
Website	0	0%
Study Abroad Handbook	2	15%
Social Media	0	0%
Through visiting the Atrium	7	54%
Other, please specify	1	8%

Total Respondents (skipped this question) 13
15

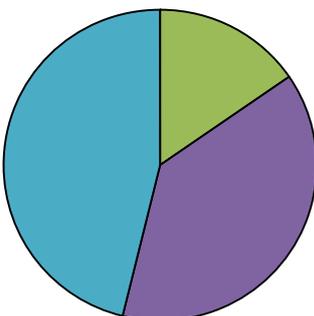
2. In what way have you used the Global Guidance Ambassadors?



Response	Response Total	Response Percent
Email	0	0%
Face to Face	13	100%
Both	0	0%
Other, please specify	0	0%

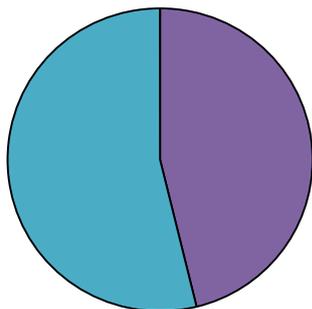
Total Respondents (skipped this question) 13
15

3. How useful did you find your interaction with the Global Guidance Ambassadors?



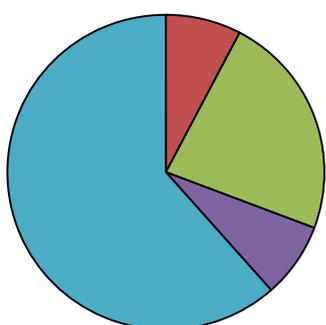
Response	Response Total	Response Percent
1	1	0%
2	2	0%
3	3	15%
4	4	39%
5	5	46%

4. How likely are you to recommend the Global Guidance Ambassadors to another student interested in studying abroad as part of their degree?



Response	Response Total	Response Percent
1	0	0%
2	0	0%
3	0	0%
4	6	46%
5	7	54%

5. After your year abroad, how likely are you to want to apply to become a Global Guidance Ambassador yourself?



Response	Response Total	Response Percent
1	0	0%
2	1	8%
3	3	23%
4	1	8%
5	8	61%

6. We are interested in improving student awareness of the Global Guidance Ambassadors. Would you find the following formats of promotion useful?



	Response Total	Response Percent
Email to your student email address	13	100%
Posters in your Academic School	6	46%
Information via the Study Abroad Social Media channels	7	54%
Information leaflets in your Academic School	3	23%
My Manchester portal	8	62%
The Mancunion/Fuse FM	2	15%
Total Respondents (skipped this question)	13	15

Question 3 verbatim:

Very useful for overall first-hand experience but I needed to talk to an actual member of the study abroad unit for detailed answers to my questions.
The GGA I spoke to was very helpful, and was really keen to help me with my application etc, she was really friendly and answered questions I had. The only problem was that she couldn't really help me in some areas as she had been an ERASMUS student, but she was still keen to help me find out that information.
They answered some questions for me.
They helped me understand the application process.
They helped me with my study abroad application and also with any queries that I have had.
I was considering applying abroad when I spoke to the Global Guidance Ambassador who was incredibly helpful, showing me the resources in the atrium, and positive about the experience away.
Very friendly and informative in guiding you through the study abroad application process.
They pointed me in the right direction of which resources to use in the Atrium and advice on further more specific places to look online.
Helped with course choices and ideas about accommodation, flights and visas
They were really helpful in providing feedback on my personal statement.
They were friendly and helpful and their experiences are extremely useful but they often can only give anecdotes rather than useful advice on applying regarding specific issues.
It was nice to have someone who has experienced studying abroad themselves and it was a lot more pleasant to speak to someone about my queries in the quiet Atrium as opposed to the very busy study abroad fair.

Question 4 verbatim:

The first-hand experience is useful
Very friendly, nice to have someone to speak to who has very recently been through the experience.
It's good to be able to get as much information as possible from different sources.
they are easy to approach and very helpful in what they do
They are very helpful and I know that without their help as well as advice I would have not got onto the programme.
Really positive and I think the best way to learn about going abroad is from someone who has done it and can relate to the experience.
It helps to hear about someone else's study abroad experience.
I had a positive experience with them which saved me time.
Some things a guidebook simply cannot say, someone with in your position has the best advice
Because it is vital for students to hear individual experiences in order to determine whether studying abroad is for them. Also, hearing from people who have actually gone abroad is useful because they can learn tips from the GGA's on how they successfully applied.
Useful for initial thoughts and specifics about experiences about certain campuses.

Question 5 verbatim:

Because I think helping other students with their study abroad experiences and continuing to be a part of the study abroad unit would be an enjoyable experience
I would like to have the opportunity to help people through the process as I was helped by the GGAs I spoke to.
I would be happy to help others considering study abroad, I am really enjoying my placement.
I'd love to help people with something that I know about and have already done myself
I want to help others in the same way that the Global Guidance Ambassadors have helped me. Also I think it would be a great experience and good way to meet new people.

I would very much like to help those considering going away, as long as the time commitment wasn't too great, as I will be aiming to push myself academically in my final year.

Good work experience opportunity and to help guide future study abroad students.

I would be interested but worried about time conflicts with my studies and other pre-existing university commitments.

Fulfilment, helping others, life experience

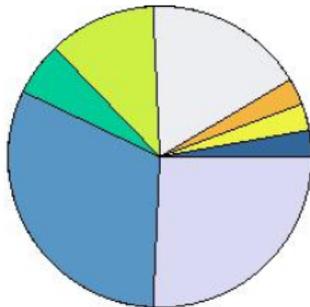
I'm undecided at the moment, this is because on the one hand I wish to focus on my degree, however on the other hand I believe it would be incredibly helpful to other students wishing to study abroad to hear first-hand experience of studying abroad.

4th year will prove to be difficult enough as it is and I am unsure as to whether the time spent being a Global Guidance Ambassador would be too detrimental to my degree to warrant the benefit I would get from it.

I would similarly like to pass on my experience and make the process smoother for any future students wishing to study abroad.

• Option 2 survey - I know about the GGAs but have not used the service

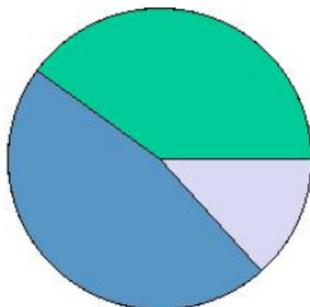
1. How did you find out about the Global Guidance Ambassadors?



- Study Abroad Fair
- Compulsory Study Abroad information session
- Academic Exchange Adviser
- Website
- Study Abroad Handbook
- Social Media
- Through visiting the Atrium
- Other, please specify

	Response Total	Response Percent
Study Abroad Fair	9	60%
Compulsory Study Abroad information session	11	73%
Academic Exchange Adviser	2	13%
Website	4	27%
Study Abroad Handbook	6	40%
Social Media	1	7%
Through visiting the Atrium	1	7%
Other, please specify	1	7%
Total Respondents (skipped this question)	15	13

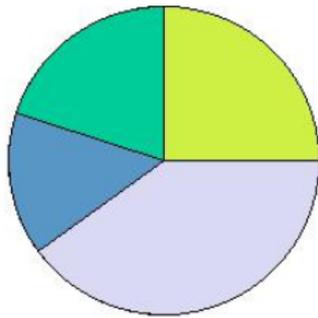
2. How likely are you to seek advice from the Global Guidance Ambassadors before you take up your study abroad?



- 5
- 4
- 3
- 2
- 1

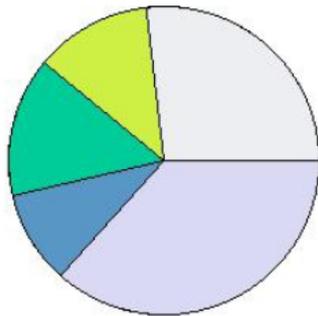
	Response Total	Response Percent
5	2	13%
4	7	47%
3	6	40%
2	0	0%
1	0	0%
Total Respondents (skipped this question)	15	13

3. Why have you not yet used the Global Guidance Ambassadors?



	Response Total	Response Percent
Not enough time	8	53%
Don't know where to find them / contact them	3	20%
I don't need any further information about Study Abroad	4	27%
Other, please specify	5	33%
Total Respondents (skipped this question)	15	13

4. We are interested in improving student awareness of the Global Guidance Ambassadors. Would you find the following formats of promotion useful?



	Response Total	Response Percent
Email to your student email address	15	100%
Posters in your Academic School	4	27%
Information via the Study Abroad Social Media channels	6	40%
Information leaflets in your Academic School	5	33%
My Manchester portal	11	73%
The Mancunion/Fuse FM	0	0%
Total Respondents (skipped this question)	15	13

Question 1verbatim:

See them walking around in their hoodies;Compulsory Study Abroad information session

Question 2verbatim:

I have found out a lot of information already but I am aware we are going to have several talks which will give us more information before we go

Only found out that they existed at study abroad meeting last week

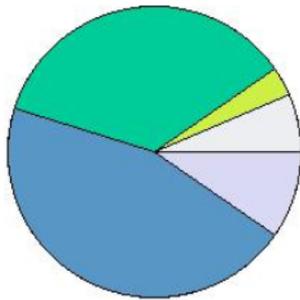
I plan on using them, but haven't found the need just yet

Not in need of them just yet

Don't know where to find them / contact them

• Option 3 survey - I have not heard about the GGAs before

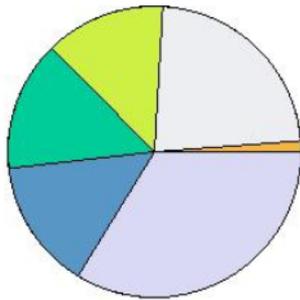
1. If you had known about the Global Guidance Ambassadors, how likely would you have been to use this service?



- 5
- 4
- 3
- 2
- 1

	Response Total	Response Percent
5	3	10%
4	14	45%
3	11	35%
2	1	3%
1	2	6%
Total Respondents (skipped this question)	31	18

2. We are interested in improving student awareness of the Global Guidance Ambassadors. Would you find the following formats of promotion useful?



- Email to your student email address
- Posters in your Academic School
- Information via the Study Abroad Social Media channels
- Information leaflets in your Academic School
- My Manchester portal
- The Mancunion/Fuse FM

	Response Total	Response Percent
Email to your student email address	28	90%
Posters in your Academic School	12	39%
Information via the Study Abroad Social Media channels	12	39%
Information leaflets in your Academic School	11	35%
My Manchester portal	19	61%
The Mancunion/Fuse FM	1	3%
Total Respondents (skipped this question)	31	18

Appendix 2 – Academic Exchange Advisors Questionnaire

Q1. Are you aware of the GGA Service provided by the International Programmes Office?

No
No
No!! This is worrying!!
Yes
Yes

Q2. How do you currently support students in your school that show an interest in studying abroad? Where can they go to seek information and advice?

Lots of talks in Sem 1, 1 on 1 guidance in filling out the application form
Meet directly with me and information session in school at start of year led by staff from IPO
Provide a coordinator for each degree programme – we expect them to seek general advice from IPO
We hold briefing meetings in around week 3 and put them in touch with past study abroad students in the school and refer them to the general study abroad sessions
I advise them to visit the IPO

Q3. Have you previously referred students to the GGA’s for advice and help, and if so for what kind of things would you send them to speak to the GGAs?

No
Yes, when students going abroad express concern about non-academic matters like finances or what to do about their local accommodation in Manchester, I refer them to the IPO. I didn't actually know the proper term GGA, though; I have just been saying something vague about there being returning students on hand at the IPO's office in the Atrium who can advise them.
No
I have referred students to a GGA when they are wondering which universities to go to in the USA
No. But might well use it for generic place specific advice re housing, finance, travel, insurance etc etc

Q4. In your opinion, do you think that the students in your school are aware of the GGA service and the kinds of help and advice they can seek there?

No
I think they hear about this from the IPO
Not sure – I guess they must through the general IPO briefings
No
Not necessarily. Perhaps the IPO should promote them more at out beginning of year information session

Q5. What feedback or comments (if any) have your students given about the GGA service?

None
None
They say it is useful to someone who had had the experience – not sure they mentioned the IPO though
No Idea!
Haven't had any

Q6. In what ways could the GGA service better support you and the work you do advising study abroad students?

By being more proactive about their availability, coming to talks and lectures
Better publicity to us about what advice is available, from whom, and when! Which of our students volunteer there too?
Perhaps they should accompany IPO staff to early-semester info sessions
Just make staff and students more aware of their existence
Honestly? I don't think students from my department would make a special trip to use this kind of thing

Q7. In what ways could we increase awareness of the GGA service amongst students in your school?

Have a presence at Welcome Week
In our briefing sessions if we had any info about them!
Not sure – I'm open to suggestion
Perhaps they could attend the beginning-of-year info sessions
Being realistic you probably couldn't

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