Widening Participation 2021 Highlights

We are so proud of what we’ve achieved in another challenging year for all our staff, students and the young people and schools we work with. This report focuses on some of the highlights of 2020/21, plus key stats relating to our work to improve access, success and progression for underrepresented groups in Higher Education.

> Pre-16 outreach
> Post-16 access
> Fair admissions and funding
> Outstanding learning and student experience
> Successful graduates
> APP Targets

Introduction

The Covid-19 pandemic saw the majority of programmes transition their delivery online for the 2020/21 academic year.

Monitoring and Evaluation Update

During 2020/21 we’ve continued to work on delivering our Evaluation Action Plans, using guidance and best practice from the sector to develop our monitoring and evaluation practice. We’ve made use of remote working technologies to make our evaluation practice and resources more collaborative and interactive. These have included:

- An online WP Evaluation Training course available to all staff and students
- A piece of research investigating racial bias in evaluation
- Collaborations with the sector, e.g. through TASO, NERUPI and Bristol University research
- A new schools and colleges targeting tool created in PowerBI
- Creative evaluation training and workshops
- Training PhD students as ‘Data and Evaluation Partners’ to support our evaluation activity
- Increased use of the Higher Education Access Tracker (HEAT) to log WP activity and track learners through education

Data for our pre-University WP activities showed

75% of the young people we worked with live in high deprivation neighbourhoods (IMD)

53% of the young people we worked with live in low progression to HE areas (POLAR4)

Widening Participation (WP) activities, totalling over 9,152 contact hours

48% of schools and colleges reached were ‘high priority’, including the top 5 schools in Greater Manchester we engaged with the most

1 Excluding Great Science Share for Schools data due to their very large number of engagements (212,000).
2 According to the Manchester Prioritisation Model, our in house targeting tool.
**Post-16**

**Access Manchester**
Access Manchester hosted two webinars and the website was used to provide information for students through videos and blog posts such as ‘Student Finance in Real Life’ and ‘Research the Researcher’.

**Manchester Distance Access Scheme (MDAS)**
- 360 students enrolled onto MDAS
- 11% increase compared to 2019/20

**Pathways to Law with the Sutton Trust**
- 34 young people joined the 2020/22 cohort

**Access All Areas**
Over 60 prospective Medicine, Dentistry, Pharmacy and Ophthalmology students were matched with a student mentor through the MedReach programme.

**MAP exceeded my expectations as the support was amazing during lockdown and we weren’t just given work to complete in silence at home. I felt encouraged to achieve my full potential during this difficult period. There was a virtual sense of community which I didn’t expect to be achieved online.**

**MAP Student**

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**Pre-16**

**212k** young people engaged in the Great Science Share for Schools 2021 campaign.

**Gateways**
- 27 schools and 856 pupils attended at least one of the 72 Gateways events

**Project Inc**
Project Inc is a Specialist College focusing on creative study programmes for 16-25 year-olds which is currently being piloted at Manchester Museum.

*My son feels more able to express his neurodiversity and how it impacts his life with other people. Speech and language support are also enabling myself and my son to manage our anxieties and to build routines which work for our everyday lives.*

**Parent feedback**

**UMSGI**
- (School Governor Initiative)
- Over 1,000 governors placed through UMSGI across England

**Tutor Trust**
- UoM Tutor Trust tutors supported 2,130 Greater Manchester pupils with 7,055 hours of tuition

**Watch or read about the experiences of Matt, a third year UoM Mechanical Engineering student and tutor at Tutor Trust.**

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**Manchester Access Programme (MAP)**
- 535 students completed MAP

**MAP exceeded my expectations as the support was amazing during lockdown and we weren’t just given work to complete in silence at home. I felt encouraged to achieve my full potential during this difficult period. There was a virtual sense of community which I didn’t expect to be achieved online.**

**MAP Student**
Fair Admissions
and Funding

Article 26 Scholarships

13 students were supported by our Article 26 Scholarships

“Determined to experience undergraduate education and achieve my ambition, Article 26 has literally paved the way for me to acquire a vocation I am profoundly passionate about. Article 26 Scholar”

Successful Graduates

IIT Access Scheme

The IT Access Scheme is part of the broader package of support for students offered through helpmegetonline.

“IT Access Scheme is part of the broader package of support for students offered through helpmegetonline.”

Case Study

Anggita Gunawan
MSc International Development

Anggita’s role as a Student Partner Intern (SPI) in the Careers Service included working on different WP-focused projects. Anggita conducted and presented research and findings at a WP CPD session and also collaborated with other SPIs to produce the ‘Student Speed Networking Event’ aimed at WP students, to encourage networking and increase career opportunities. Anggita said:

“I loved how I was trusted with my ideas and visions and our collaboration led to a successful event, with many people going away feeling more confident about their networking skills.”

Outstanding Learning
and Student Experience

CEES

This year, our support for care experienced and estranged students (CEES) at UoM has included new monthly newsletters as well as providing:

21 welcome packages for first-year students in halls

£1,000 summer bursaries to 19 final-year students

17 Christmas gifts to students in halls

“IT Access Scheme is part of the broader package of support for students offered through helpmegetonline.”

Institute for Teaching and Learning

The Institute for Teaching and Learning awarded 351 AdvanceHE fellowships in 2020/21, resulting in 1,005 fellowships in total through the LEAP programme

110 are taught students who completed their submissions alongside roles as a Peer Supporter or Student Partner Intern (SPI)

11 Institute Fellows were appointed, working on projects such as inclusive curriculums and student co-creation
## APP Targets

### Access and Participation Plan (APP)

2020/21-2024/25

<table>
<thead>
<tr>
<th>Target</th>
<th>2017/18 (Baseline)</th>
<th>2019/20</th>
<th>2020/21 Provisional* (milestone in brackets)</th>
<th>2024/25 (Target)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To reduce the participation gap between young, full-time, first degree entrants from POLAR4 Quintile 1 (Q1) and POLAR 4 Quintile 5 (Q5)</td>
<td>5.2:1</td>
<td>4.6:1</td>
<td>4.8:1 (4.5:1)</td>
<td>3:1</td>
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<tr>
<td>To reduce the unexplained awarding gap between white students and black students</td>
<td>11.6%</td>
<td>12%</td>
<td>15.6% (11.3%)</td>
<td>5.8%</td>
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<tr>
<td>To reduce the unexplained awarding gap between white students and Asian students</td>
<td>10.6%</td>
<td>8%</td>
<td>6.7% (10.3%)</td>
<td>5.3%</td>
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<td>To reduce the unexplained awarding gap between disabled students and students with no known disability</td>
<td>4.4%</td>
<td>2.1%</td>
<td>3.6% (4.0%)</td>
<td>0%</td>
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<td>To reduce the unexplained awarding gap between students from IMD Quintile 5 and IMD Quintile 1</td>
<td>10.4%</td>
<td>9%</td>
<td>11.1% (10.1%)</td>
<td>5.2%</td>
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* Internal provisional data: subject to change following the 1st December census.

### The Brilliant Club

In partnership with The Brilliant Club, The University of Manchester will support the following number of pupils to make academic progress of 5% or more. Targets will be assessed via The Brilliant Club’s readiness outcomes framework.

<table>
<thead>
<tr>
<th>Number of pupils that will make 5% progress or more</th>
<th>Actual</th>
<th>Predicted APP time frame</th>
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<tbody>
<tr>
<td>University readiness outcomes</td>
<td></td>
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<tr>
<td>Overall attainment</td>
<td>118</td>
<td>152</td>
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<tr>
<td>Written communication</td>
<td>97</td>
<td>130</td>
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<tr>
<td>subject Knowledge</td>
<td>88</td>
<td>134</td>
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<tr>
<td>critical thinking</td>
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**Race Equality Update**

Last year the University produced the [Race Matters report](#) and action plan to focus on increasing the support, representation and progression of Black students and staff across our institution. Since the report launched, UoM has been taking steps outlined in the action plan including:

- Launching the [Black History trail](#) for school pupils to learn about the contributions made by people of African and Caribbean heritage across academia.
- The introduction of an [Inclusive Language Guide](#) with a focus on best practice when discussing race and ethnicity across our institution.
- The development of a Staff Diversity Champions programme addressing issues of privilege, microaggressions, racism on campus and championing anti-racist practice in the workplace.
- The pilot of [Active Bystander training](#) to ensure attendees have the tools and knowledge to support students and staff who experience and/or witness discrimination.