

10007798 The University of Manchester

Access and Participation Plan 2025-26 to 2028-29

Introduction and strategic aim

The University of Manchester, an influential global institution, is proud of its thriving, vibrant, and diverse community of students and staff. Located and firmly embedded in the heart of Manchester, with a far-reaching impact extending to international centres in Dubai, Hong Kong, Shanghai, and Singapore, our University is home to over 45,000 students hailing from 177 countries.

We are deeply committed to ensuring equality of opportunity for all students and staff. As a leading global institution, we strive to create a supportive and inclusive environment where students can learn, grow, and pursue their aspirations regardless of their background, characteristics, or identity. Our strategic vision, "Our Future 2021-25," prioritises social responsibility, emphasising our dedication to providing equitable opportunities. We actively support students from lower-income households and underrepresented student groups, offering tailored assistance such as free or subsidised catering, cosy spaces on campus, and enhanced cost-of-living funds to ease financial challenges.

Many of these initiatives are long-term measures designed to support those in need, improve their sense of belonging, and ensure they can focus on their studies. Our commitment extends beyond financial assistance and focuses on addressing systemic barriers and creating rich learning experiences integrating teaching, research, co-curricular involvement, and global partnerships.

The Access and Participation Plan underscores our efforts to promote inclusive education that evolves with the dynamic needs of our students. Our strong sense of place and global reach are evidenced by our impact on local and international communities and our recognition in global rankings. We are committed to empowering our diverse student body, upholding excellence, and shaping a positive future for all.

We are proactive in seeking out questioning, committed, critical, and ambitious students regardless of background. We are committed to supporting those who face barriers to accessing higher education through a place at the University of Manchester for those with the ambition and potential to thrive here. Since their inception in 2019, we have been placed in the world's top 10 of The Times Higher Education Impact Rankings 2022 and were first in 2021. These rankings assess social and environmental impact against the UN Sustainable Development Goals (SDGs).

Our students learn in a supportive and inclusive environment that encourages them to aim high and to take intellectual risks, stepping outside of their programmes to learn new languages and

new subjects, study abroad, experience the world of work, and take advantage of the many rich opportunities that an institution of our scale can provide, including global partnerships and the wide variety of societies supported by the University of Manchester Students' Union (UMSU). Many of our 550,000 global alumni continue to support our current students actively.

The UK's cost-of-living crisis has heightened financial challenges for students, both home and international, as they navigate the complexities of budgeting for education, managing loans, and working part-time to meet living expenses. This continues to directly impact the quality of students' university experiences, particularly those from disadvantaged backgrounds, who must frequently compromise opportunities beyond academic study due to financial constraints.

In response, the University continues implementing various support measures such as providing free or subsidised catering, offering an improved cosy campus experience by introducing warm and welcoming social spaces and expanding cost of living funds. Initiatives like direct payments, which we provided in 2022-23, have been well-received. Still, we continue to look at long-term steps to support students in financial need, including increasing professional employment opportunities on campus. We will also continue to engage in the ongoing debate about the long-term responsibility of institutions in filling the gap in student finance and the potential need for a cross-nation UK policy response to address systemic financial issues and ensure predictable, sustainable support for students.

Outstanding researchers and scholars teach our students, and we actively embed our research into teaching, learning and student experience activities. While our reach and ambitions are global, we have a strong sense of place and a deep commitment to Greater Manchester, the city, and the Northwest: 31% of our students come from this region, and 43% choose to stay after graduation. We are proud to be net contributors to solving local skills gaps and building excellence with local employers.

In 2021/22, we opened our new Manchester Engineering Campus Development (the Nancy Rothwell Building) at the heart of the Oxford Road corridor. This allows us to repurpose the north of our campus to be the home of ID Manchester, a £1.5 billion joint venture to create a world-class Innovation District. This will be a major focus for business and create around 10,000 new jobs as well as opportunities for students and graduates through placements, internships, employment, and entrepreneurship.

We are also committed to providing lifelong, flexible learning opportunities that cater to student needs and interests at all stages of life. We offer in-person and online provision, and this inclusive approach meets the needs we have identified across educational timelines, from recent school leavers to working professionals.

Through the Flexible Learning Programme 2021-2025, we have invested in enhancing the digital skills among students and staff. We have set a pathway to modernise our infrastructure and prepare our community for a digital future that builds agility and creativity.

We envision transforming teaching delivery through collaboration between students and staff, expanding interdisciplinary and lifelong learning options, and offering new pathways into higher education. We continue to combine face-to-face and digital learning to create rich, accessible experiences, and we are committed to providing greater flexibility in terms of place, pace and pathway of study.

The University is organised into three faculties, each with more than the average number of undergraduate (UG) students at a UK university (HESA 2021/2). Across our nine Schools, we teach over 500 undergraduate programmes in 32 of the 35 second-level Common Aggregation Hierarchy (CAH2) subject areas, which mirror our student body's myriad interests and aspirations. We have the largest population of science undergraduates in the UK and full-time students studying natural science and engineering (CAH1 07, 09, 10, 11, 26). Our largest CAH2 discipline areas include Business and Management (11.1%), Engineering (11%), Medicine and Dentistry (9.3%) and Economics (5.2%).

Our students are a diverse community, with opportunities to meet and learn from others with varied characteristics, backgrounds and lived experiences. In 2021/22, 66% of our students were undergraduates, 26% were postgraduate taught, and 8% were postgraduate researchers. Undergraduate students from lower-income households represent 25% of our home students, and just over 20% of all undergraduates live at home; this continues to rise yearly.

Our undergraduate students typically studied full-time (only 60 part-time, 0.2%), and 93.7% were under 21 on entry (OfS size and shape 2021/22). 67.4% were UK students, and less than 0.4% of our student population were on subcontracted out (foundation) or validated programmes. In 2021/22, for the first time in our total student population (UK and International), we had more Black, Asian and Minority Ethnic (BAME) students than White (reflecting the high number of postgraduate research and postgraduate taught BAME students). We see our student body as a series of intersecting communities. We aim to offer support and opportunities that are accessible to all, though we also tailor some support for specific populations (for instance, socio-economic disadvantaged or students with disabilities).

The plan is crucial for our overarching strategic aims. It has been developed to ensure an inclusive and accessible learning environment, driving innovative initiatives that evolve alongside our students' dynamic needs. Our commitment to excellence is not a mere slogan but a tangible reality—our global ranking is 32nd in the 2024 QS World University Rankings.

The plan seamlessly intertwines with our institutional goals of social responsibility, academic rigour, and the relentless pursuit of knowledge. The 25 Nobel Prize winners associated with our University and the thriving community of 550,000 global alumni are a testament to the enduring impact we strive to make locally and globally. Through the plan, we affirm our commitment to shaping a positive future for our students and the world we collectively influence.

Risks to equality of opportunity

Our analysis reveals numerous signs of risk to equal opportunity, with all underlying and contributing risks identified within each intervention strategy. A comprehensive analysis is available in Appendix A.

This plan addresses the most prevalent of these:

- **Risk 1:** There is a lower representation of socio-economically disadvantaged students from TUNDRA Quintile 1 and 2 postcodes compared to other quintiles, as well as those who have qualified for free school meals as opposed to those who have not. This underrepresentation is notable in subject areas including business and management, design and creative and performing arts, historical, philosophical, and religious studies, language and area studies, mathematical sciences, medicine and dentistry, physical sciences, and social sciences. It also intersects with specific demographic characteristics: the Black ethnic group has the highest proportion of female students, similar to the Asian group for IMD2019 Q1. There is a higher percentage of students with disabilities and a significant proportion of students from ABCS Q5 backgrounds. Students eligible for free school meals tend to be more likely to be female, Asian or Black, have reported disabilities, and hold qualifications other than A levels. Evidence suggests this is a function of Equality of Opportunity Risks 1- 4 and 10.
- **Risk 2:** Ethnic minority groups, particularly young Black undergraduate students (aged over 18), are underrepresented compared to the local population in Greater Manchester across all subject areas. This underrepresentation intersects with several demographic factors: a higher proportion of female students, similar to the Asian group for IMD2019 Q1, a higher percentage of students reporting disabilities, and a significant number of students from ABCS Q5 backgrounds. Evidence suggests this is a function of Equality of Opportunity Risks 1- 4 and 10.
- **Risk 3:** Individuals with care experience are less likely to pursue higher education compared to other groups. Approximately 40 students enter the University each year. This is a relatively small number, given the university's size and the variety of courses available. Those who do enrol tend to be primarily female, and almost all come from the IMDQ1 and 2 backgrounds, with a lower percentage of students with disabilities. Evidence suggests this is a function of Equality of Opportunity Risks 1- 4 and 10-11.
- **Risk 4:** There is a disparity in completion rates between students without declared disabilities and those with declared disabilities, particularly among students declaring mental health, social/communication, or multiple disabilities. This gap is more pronounced among certain demographic groups, including a higher proportion of female students, those with qualifications other than A levels, ethnically white students, and those from ABCS Q5 backgrounds. Evidence suggests this is a function of Equality of Opportunity Risks 5-9 & 11.

- **Risk 5:** There is a disparity in degree attainment between socio-economically disadvantaged students from IMDQ5 compared to those from IMDQ1, especially in the following academic disciplines: subjects related to medicine, languages and area studies, social sciences, physical sciences, and business and management. This gap intersects with specific demographic characteristics: a higher percentage of students without disabilities and a more significant proportion of Asian students (about 50%), along with a more significant share of students who enter without A-level qualifications compared to Q5 students. Evidence suggests this is a function of Equality of Opportunity Risks 6-11.
- **Risk 6:** Ethnic minority student groups face disparities in degree attainment, particularly Black and Asian students, compared to their white peers in certain subject areas, such as mathematical sciences, psychology, and subjects allied to medicine. These disparities intersect with specific demographic factors: the Black ethnic group has the highest proportion of female students, similar to the Asian group for IMD2019 Q1, with a higher percentage of students reporting disabilities and a significant number from ABCS Q5 backgrounds. The Asian ethnic group tends to have a higher proportion of male students, entry qualifications of 3 A levels, IMD2019 Q1 backgrounds, no reported disabilities, and a significant number from ABCS Q5 backgrounds. Evidence suggests this is a function of Equality of Opportunity Risks 6-11.

Objectives

The following six objectives set out our roadmap for addressing the most significant Equality of Opportunity risks that have been identified through the review of our assessment of performance (Appendix A). We aim for ambitious yet realistic outcomes, which have been translated into measurable targets to focus on how we tackle disparities in access, continuation, and attainment across four specific student groups.

- **Objective 1:** To increase the proportion of students studying at the University of Manchester from socio-economically disadvantaged backgrounds. We will increase the percentage of students from TUNDRA Quintile 1 & 2 postcodes and those eligible for free school meals from 19% to 25% and 11.9% to 15%, respectively, by 2028/29. We will do this by focusing on targeted activities, which include contextual admissions, accessible information, specialised support, and foundation years.
- **Objective 2:** To address the underrepresentation of ethnic minority groups among university entrants, with a specific focus on young Black undergraduate students (Black UG 18-20 year olds). We aim to increase the proportion of young Black entrants to better align with the local population profile within Greater Manchester, elevating it from the current 5% to 10% by 2028/29. We will do this by improving the accessibility information we provide, improving how we approach conversions and increasing our targeted attainment-raising activity in Manchester, the wider region and on a national scale.

- **Objective 3:** To increase each year the number of young care-experienced people from the Northwest who progress into higher education at the University of Manchester by 5% on the baseline of 2023/4. We will do this by leveraging data for informed decision-making, implementing targeted initiatives to raise attainment, providing accessible information and guidance, access to financial support and offering a comprehensive set of activities to eliminate barriers to higher education for care experienced students.
- **Objective 4:** To bridge the completion gap between students with no declared disability and disabled students, particularly those with mental health, social/communication, or multiple conditions at the University of Manchester. We aim to address barriers to completion and reduce the existing completion rate gap from 3.8 percentage points to 2 percentage points by 2028/29. We will do this by focusing on improved academic support, improving our support services, and providing a range of inclusive learning environments.
- **Objective 5:** To reduce the awarding gap of socio-economically disadvantaged students studying at the University of Manchester between IMDQ5 vs IMDQ1. We aim to reduce the gap in degree attainment from the current 13.6pp to 5.2pp. We will do this by enhancing our academic and learning support models, including academic advising and tailored guidance to students throughout their university journey and through a University-wide Positive Outcomes for All strategic programme to explore the culture and structural challenges.
- **Objective 6:** To reduce the awarding gap between Black and White students, narrowing it from the current 12.5 percentage points to 5.8 percentage points by 2029, and between Asian and White students, narrowing it from the current 9.3 percentage points to 5.3 percentage points by 2029. We will do this by focusing on leveraging data, inclusive teaching and learning practices, mutual support, and skills development and through a University-wide Positive Outcomes for All strategic programme to explore the culture and structural challenges, which we aim to create a more equitable environment and sense of belonging.

Intervention strategies and expected outcomes

Our intervention strategies provide a comprehensive suite of activities and support mechanisms that, where possible, eliminate barriers affecting those who experience socioeconomic and other causes of disadvantage where it is possible to do so and mitigate the impact of barriers where we are unable to eradicate them. Our approach aims to enable students to fully engage in their academic pursuits and university life.

Our analysis shows that we use the same types of activity to address similar barriers across students with diverse characteristics. We have also seen early indications of cross-intervention impact that we are seeking to better understand. To this end, we have grouped our interventions into broad themes of activities, each theme with its own aims. We have then cross-referenced this with our intervention strategy.

We employed a six-stage approach in developing each intervention strategy:

1. Identification of Risks to EORR
2. Compilation of current activities being delivered
3. Alignment of these activities into 13 thematic themes
4. Production of Objectives / Targets
5. Development of Theory of change(s)
6. Production of Intervention strategy(s)

Each intervention strategy has been matched with relevant themes, detailing actions and activities aligned with overarching objectives to address the targets. These strategies include sustaining or expanding existing activities and introducing new initiatives.

Overview of The University of Manchester themes and aims

Theme	Aim	Cross Intervention strategy
Access and Inclusion	To enable underrepresented students to successfully transition into Higher Education: We will address access barriers, enhance confidence, increase knowledge of educational pathways, and foster a sense of connection and belonging to the University through actions and activities such as mentorship programmes and role model/guest speaker series.	IS01, IS02, IS03
Accessible Information, Advice and Guidance	To enhance accessibility and inclusivity in information, advice, and guidance: We will ensure transparent and informed decision-making and smooth navigation while fostering a sense of connection. This will involve providing comprehensive information on university life, particularly for disadvantaged prospective students, and implementing enhanced community links and tailored support initiatives	IS01, IS02, IS03
Supporting Attainment Raising	To improve attainment at KS3/4 and promote aspirations: We will engage learners in experiences such as Gateways and expand our collaborative partnerships, including research initiatives and revised outreach programmes that prioritise black heritage learners and care-experienced young people.	IS01, IS02, IS03

<p>Bursaries, Scholarships and Financial Support</p>	<p>To develop and implement a suite of financial support packages: We will address barriers posed by financial circumstances and promote inclusivity during a student’s time at the university. Our intention is to alleviate financial burdens, enhance academic success, and foster a sense of belonging.</p>	<p>IS03, IS05, IS06</p>
<p>Data, Analytics and Technology</p>	<p>To leverage data, analytics, and technology to enhance decision-making, teaching, and learning practices: We will promote inclusivity and fairness by analysing admissions data, providing staff with tailored data models and workshops, and collaborating with other institutions. Our aim is to identify and address factors affecting student attainment and support diverse student groups.</p>	<p>IS01, IS02, IS03, IS04, IS05, IS06</p>
<p>Academic Support and Learning Resources</p>	<p>To provide comprehensive academic support and learning resources to students: We will ensure inclusivity and accessibility by maintaining flexible learning support, enhancing academic advising, and offering targeted support for socio-economically disadvantaged students.</p>	<p>IS04, IS05</p>
<p>Curriculum and Programme innovation</p>	<p>To achieve equitable student success and foster an inclusive academic environment: We will identify systemic barriers, implement a university-wide programme to close the completion and attainment gaps, conduct research on inequalities impacting various student groups, and enhance our data-driven approach to curriculum improvement. Through staff training, developing culturally responsive teaching methods, and revising assessment frameworks, we will create an integrated support system that promotes engagement, belonging, and improved outcomes for all students.</p>	<p>IS04, IS05, IS06</p>
<p>Inclusive and Accessible Student Experience and Support</p>	<p>To enhance academic success and student wellbeing: We will create an inclusive learning environment and accessible support services, ensuring timely interventions and reducing barriers to success for all students. We will achieve this by maintaining our Report and Support platform, building supportive communities, expanding our safe campus spaces, and enhancing services.</p>	<p>IS04, IS06</p>

Mentoring, Coaching and Peer support	To foster a supportive environment at the University: We will implement tailored mentoring, coaching, and peer support initiatives targeting underrepresented groups to enhance student success and bridge degree awarding gaps. Our goal is to improve employability, academic outcomes, and retention while fostering inclusivity, confidence, and community among students.	IS05, IS06
---	--	------------

Intervention Strategy 1: Objectives and targets

Objective: To increase the proportion of students studying at the University of Manchester from socio-economically disadvantaged backgrounds. We will increase the percentage of students from TUNDRA Quintile 1 & 2 postcodes and those eligible for free school meals from 19% to 25% and 11.9% to 15%, respectively, by 2028/29.

We will do this by focusing on targeted activities that include contextual admissions, specialised support services, and foundation years. Our continued commitment to collaborative partnerships and outreach programmes will provide resources and opportunities for underrepresented students, while data-driven decision-making about what we will deliver and where will enable us to tailor our support to diverse learning needs.

- **Access target 1 (PTA_1):** Increase the proportion of full-time undergraduates from TUNDRA Quintiles 1 and 2 from 19% to 25% of new entrants by 2028/29.
- **Access target 2 (PTA_2):** Increase the proportion of full-time undergraduates who were eligible for Free School Meals from 11.9% to 15% of new entrants by 2028/29.

Risks to equality of opportunity

Intervention strategy one aims to improve equal access to higher education for all students, regardless of their socioeconomic status and mitigate Equality of Opportunity Risks 1- 4 & 10:

- **Risk 1:** Knowledge and Skills
- **Risk 2:** Information and Guidance
- **Risk 3:** Perception of Higher Education
- **Risk 4:** Application Success Rates
- **Risk 10:** Cost Pressures

Summary of evidence base and rationale

Outreach and attainment-raising programmes enhance confidence, self-efficacy, and academic readiness, leading to higher application rates and successful admissions. Accessible information and guidance through workshops and digital materials facilitate informed decision-making and improve understanding of university study. Partnerships with schools and other organisations support academic development and raise attainment levels at KS4 and KS5.

Utilising data and analytics improves strategic decisions, student success, and inclusivity in admissions. Together, these initiatives aim to reduce and ultimately remove barriers and provide targeted support, contributing to increased representation and success of disadvantaged students.

Further details are available in Annex B.

TUoM Theme	Activity	Inputs	Outcomes
ACCESS AND INCLUSION	<p>(Continue) For KS5 Access Schemes, the Manchester Access Programme (MAP) will provide HE preparation and pre-application support to 300 Year 12 students, including a grade reduction for course admission upon completion. The Manchester Distance Access Scheme (MDAS) will offer academic skills training and mini-degree modules to 400 Year 13 offer holders, also providing grade reductions upon completion.</p>	<p>KS5 Access Schemes £1,932,000 *</p>	<p>Students:</p> <p>Increased student confidence, self-efficacy, metacognition, and sense of belonging at UoM and HE.</p> <p>Increased student knowledge of education pathways and how to access HE.</p> <p>Increased student attainment at KS5.</p> <p>University:</p> <p>An increase in the number of offers made to TUNDRA 1/2 students and black entrants, leading to an increase in the number</p>
	<p>(Continue) Led by the University of Manchester Students' Union (UMSU), Access All Areas will continue to support young people from target demographics in their Higher Education aspirations through organising free outreach events throughout the academic year.</p>	<p>UMSU £122,000</p>	
	<p>(Expand) Contextual admissions automatically offer grade reductions to students from low participation areas, care experience backgrounds, or refugee/asylum seeker status. Pilot moving from one reduced grade to a two-grade offer for WP+ applicants in the Faculty of Humanities and review contextual offers and admissions policies for fairness and inclusivity.</p>	<p>Contextual Admissions Pilot and Policy review £462,000</p>	
	<p>(Expand) Develop beyond long-term strategic partnerships within Greater Manchester and with sector partners (e.g., MEI, Imperial College, IntoUniversity, TutorTrust and The Brilliant Club) to support KS5 attainment raising and improve A Level Maths understanding for over 100 learners.</p>	<p>Strategic Partnerships £1,560,000</p>	

	<p>(Expand) Foundation Years will offer an additional study year to at least 50 students from target backgrounds, providing them with tailored academic support and resources to enhance their readiness for degree-level study.</p>	<p>Foundation Years £512,000</p>	<p>of successful applications.</p>
<p>(Continue) Provide guidance and support to at least 200 learners through our non-academic programmes such as Campus visits, year 10 Summer School, Success4Life, Supporting the Supporters, and Looked After Children Residential.</p>	<p>Non-academic programmes and Campus visits £1,345,000</p>		
<p>ACCESSIBLE INFORMATION, ADVICE AND GUIDANCE</p>	<p>(New) By September 2026, we will revise our website content to embed inclusivity and compassionate language. Additionally, we will produce and distribute 5 new digital and physical informational materials quarterly, host 8 interactive events such as like webinars and workshops each semester and conduct 12 social media campaigns annually all designed to meet the specific needs of target student populations outlined within the plan.</p>	<p>Communication and Engagement £141,000</p>	<p>Students:</p> <p>Informed Decision-Making and Smooth Navigation.</p> <p>Tailored Support for Diverse and Care-Experienced Students.</p> <p>Improved Academic Skills and Planning.</p> <p>Increased Interest and Participation in STEM.</p> <p>Increased Sense of belonging.</p>
	<p>(Expand) By hosting 10 tailored workshops and presentations each semester, we will provide prospective students with comprehensive information on university courses, applications, and student life. Additionally, by offering 20 recorded talks and conducting recruitment fairs and campus visits, including guided and self-guided tours, we will give students an in-depth understanding of university study and life over the academic year to address the gap in knowledge and understanding about higher education between advantaged and disadvantaged prospective students.</p>	<p>Engagement with Prospective students £820,000</p>	
	<p>(Continue) In partnership with our cultural institutions (Manchester Museum, The Whitworth, and Jodrell Bank), we will engage with a minimum 500 students annually in interactive educational experiences.</p>	<p>School Liaison Activities and Cultural Institutions £877,000</p>	

	<p>We will also deliver 15 discovery opportunities in science, engineering, humanities, biology, medicine, and health, including online resources, school visits, and work experience programmes, to enhance student knowledge and career readiness.</p>		<p>Improved student satisfaction.</p>
	<p>(Continue) Host 5 STEM events annually (which will include Manchester Science Festival, Great Science Share for Schools (GSSfS), and British Science Week) and competitions, and sustainability-focused projects, which will enhance science education and student engagement.</p>	<p>STEM events and sustainability projects £432,000</p>	<p>Staff:</p> <p>Effective Communication and Engagement.</p>
<p>SUPPORTING ATTAINMENT RAISING</p>	<p>(Continue) KS3/4 Outreach and Attainment Raising programmes, including Gateways and Manchester Young Academics (MYA), will engage at least 500 Year 7-11 students annually in progressive learning experiences through campus visits, enrichment sessions, and cultural activities to support attendance, engagement and attainment.</p>	<p>KS3/4 Outreach and Attainment Raising £479,000</p>	<p>Students:</p> <p>Attainment of students at KS3/4.</p> <p>Self-reported rates of academic self-efficacy.</p>
	<p>(Expand) Work in partnership with Tutor Trust to recruit 200 new tutors from the University of Manchester by 2028-29.</p>	<p>Strategic partnerships £110,000</p>	<p>School attendance.</p>
	<p>(Expand) Collaborate with Science and Engineering Education Research and Innovation Hub (SEERIH) to enhance science and engineering education and work delivered through UniConnect providing unbiased guidance to young people. Engage in activities (such as the Greater Manchester Boys Impact Hub) to reduce educational inequalities in the Greater Manchester Area.</p>	<p>Targeted attainment and outreach partnerships £896,000</p>	<p>University:</p> <p>Rates of applications to the University.</p>
	<p>(New) Identify an alternative programme of outreach activities with local schools that effectively engage White Males eligible for FSM with aspiring to higher education, which will include activities with our Cultural Institutions and subject areas in the arts.</p>		

	(New) Research in the area of raising attainment, for example by the Centre of Dynamics in Ethnicity on reframing "the left behind".	Research team within Faculty activity.	
DATA, ANALYTICS AND TECHNOLOGY	(Expand) Analyse admissions data throughout the admissions cycle to guide strategic decisions to improve targeting activity.	Admissions Data Analysis £ 462,000	Students: Enhanced student success. Increased inclusivity and fairness. Staff: Enhanced teaching and learning practices. Improved curriculum management. University: Improved decision making.
	(New) Provide staff with data models specifically for Ethnicity and workshops to provide staff the opportunity to interpret and utilise the data effectively.	Data Accessibility and workshops £399,000 *	
	(Expand) Develop data models for specific groups and consider intersectionality in data analysis to identify factors affecting attainment and awarding gaps.		
	(New) Collaborate with other higher education providers to share data and best practices.		
	(New) Look to introduce a new curriculum content management system to enhance information sharing between students and staff, and to support flexible study options.	Utilisation of high-quality software £141,000 *	

The Total Input for Intervention Strategy one is £ 10,291,000; please note that a number of activities are cross-intervention strategies and, therefore, share the same Inputs, and * has been placed next to the activity to indicate this.

Intervention Strategy 2: Objectives and targets

Objective: To address the underrepresentation of ethnic minority groups among university entrants, with a specific focus on young Black undergraduate students (Black UG 18-20 year olds). We aim to increase the proportion of young Black entrants to better align with the local population profile within Greater Manchester, elevating it from the current 5% to 10% by 2028/29.

We will do this by focusing on targeted interventions that include contextual admissions, specialised support services, and foundation years. Our continued commitment to collaborative partnerships and outreach programmes will provide resources and opportunities for underrepresented students, while data-driven decision-making will enable us to tailor our support to diverse learning needs. We will also actively work to eliminate internal barriers, such as systemic biases, to create a more inclusive and equitable environment for all students. By recognising and dismantling these challenges, we confirm our commitment to fostering a diverse and welcoming community.

- **Access target 3 (PTA_3):** Increase the proportion of young Black undergraduate students from 5% to 10% of new entrants by 2028/29.

Risks to equality of opportunity

Intervention strategy two aims to improve equality of access to higher education for all students, regardless of their ethnicity, and aims to mitigate Equality of Opportunity Risks 1-4 & 10:

- **Risk 1:** Knowledge and Skills
- **Risk 2:** Information and Guidance
- **Risk 3:** Perception of Higher Education
- **Risk 4:** Application Success Rates
- **Risk 10:** Cost Pressures

Summary of evidence base and rationale

The proposed activities' delivery is based on evidence that mentorship programmes and targeted outreach effectively increase Black heritage students' knowledge of university opportunities and foster a sense of belonging, which is critical for academic success. Enhancing community links and offering accessible webinars improves informed decision-making and satisfaction with the application process. Undertaking research will also provide us insight into what works and enable us to target activity to where it will make the most impact. Analysing admissions data guides strategic decisions, enhancing inclusivity and fairness. Collectively, these initiatives provide tailored support and increase access and success for students of Black heritage.

Further details are available in Annex B.

TUoM Theme	Activity	Inputs	Outcomes
ACCESS AND INCLUSION	(New) For KS5 Access Schemes, in partnership with an external organisation introduce a Mentoring Programme co-created with black heritage students/young people for 30 individuals.	KS5 Mentoring £139,000	Students: Increased student confidence, self-efficacy, metacognition, and sense of belonging at UoM and HE. Increased student knowledge of education pathways and how to access HE.
	(Expand) Identify and develop a purple pathway programme for black learners in partnership with Greater Manchester schools at pre-application and raise awareness of success and belonging activities available to them.	Targeted work £157,000	
	(New) Introduce role model and guest speaker series for Black Heritage learners locally/nationally that promotes aspirations to studying at the University of Manchester.	Targeted work £19,000	
SUPPORTING ATTAINMENT RAISING	(Expand) Revise existing outreach, access, and attainment raising programmes (including Gateways, MYA, and MAP) with targeted eligibility criteria (increase of Black learners and FSM).	Targeted attainment and outreach £39,000	Students: Increased academic confidence, study skills, and self-belief. University: Rates of applications to the University.

ACCESSIBLE INFORMATION, ADVICE AND GUIDANCE	(Expand) Enhance community links and work with parents/carers and guardians to produce accessible information for black applicants, to supplement the activities led by schools and IntoUniversity partnerships.	Communication and Engagement £113,000	Students: Informed applicant Decision-Making and Smooth Navigation. Increased Sense of belonging.
	(New) Deliver 3 annual interactive webinars for Black Heritage applicants to provide an overview of university life and opportunity for Q&A to address applicants and offer holders questions.	Interactive webinar £141,000	Staff: Effective Communication and Engagement. University: Increase conversion from offer to acceptance.
DATA, ANALYTICS AND TECHNOLOGY	(Expand) Analyse admissions data throughout the admissions cycle to guide strategic decisions to improve targeting activity.	Admissions Data Analysis £462,000	Staff: Improved internal decision making and understanding. University: Increased inclusivity and fairness.
	(New) Provide staff with data models specifically for Ethnicity and workshops to provide staff the opportunity to interpret and utilise the data effectively.	Data Accessibility and workshops £399,000 *	
	(New) Establish a task and finish group to explore application vs offer and Acceptance vs registration data for ethnicity with recommendations for implementation taken forward by the Student Recruitment and Intake Strategy group from 2026-27.		

The Total Input for Intervention Strategy two is £ 1,469,000; please note that a number of activities are cross-intervention strategies and, therefore, share the same Inputs, and * has been placed next to the activity to indicate this.

Intervention Strategy 3: Objectives and targets

Objective: To increase each year the number of young care-experienced people from the Northwest who progress into higher education at the University of Manchester by 5% on the baseline of 2023/4. We will do this by leveraging data for informed decision-making, implementing targeted initiatives to raise attainment, providing accessible information and guidance, access to financial support and offering a comprehensive set of activities to eliminate barriers to higher education for care experienced students.

We will do this by delivering targeted interventions, including contextual admissions, specialised support services, scholarships, bursaries, financial support (including support outside of term time), and foundation years. Our continued commitment to collaborative partnerships and outreach programmes will provide resources and opportunities for care-experienced students, while data-driven decision-making will enable us to tailor our support to meet their needs.

- **Access target 4 (PTA_4)** Increase the number of young care experienced students entering the University of Manchester by 5% each year.

Risks to equality of opportunity

Intervention strategy three aims to improve equal access to higher education for young care-experienced people and aims to mitigate Equality of Opportunity Risks 1-4 and 10-11:

- **Risk 1:** Knowledge and Skills
- **Risk 2:** Information and Guidance
- **Risk 3:** Perception of Higher Education
- **Risk 4:** Application Success Rates
- **Risk 10:** Cost Pressures
- **Risk 11:** Capacity Issues

Summary of evidence base and rationale

Targeted initiatives and programmes for young care-experienced people have proven effective in boosting confidence, self-efficacy, academic success and participation in higher education. Assigning a university contact to guide care-experienced applicants offers needed personalised support, while bursaries have been shown to alleviate financial burdens and increase socioeconomic mobility. Interventions delivered collaboratively across Greater Manchester raise aspirations to study at higher education and enhance academic confidence, while role models and guest speakers show plausibility and inspire aspirations for university study. Utilising data to identify care-experienced individuals throughout their student lives ensures we can implement specialist support and interventions precisely when needed. Further details are available in Annex B.

TUoM Theme	Activity	Inputs	Outcomes
ACCESS AND INCLUSION	(Continue) Provide guidance and support to at least 80 local young care experienced people through our non-academic programmes such as Success4Life, Supporting the Supporters, and Looked After Children Residential.	KS5 Access Schemes £1,932,000	Students: Increased student confidence and self-efficacy. Increased student knowledge of education pathways and how to access HE.
	(Continue) Collaborate across Greater Manchester region to provide impartial information and publicly/openly celebrate successes of young care experience people.	Strategic partnerships £80,000	
	(New) Introduce role model and guest speaker series for young Care Experienced people that promotes aspirations to studying at the University of Manchester.	Targeted attainment and outreach partnerships £19,000	
ACCESSIBLE INFORMATION, ADVICE AND	(New) Produce accessible information and interactive material to meet the specific needs of young care experience applicants, to supplement the activities led by schools and IntoUniversity partnerships.	Communication and Engagement £28,000	Students: Informed applicant Decision-Making and Smooth Navigation.

	(Continue) Provide a named university contact to provide support and guidance to young care experienced applicants and their supporters.	Named contact £44,000	Staff: Effective Communication and Engagement.
BURSARIES, SCHOLARSHIPS AND FINANCIAL SUPPORT	(New) Look to introduce a sustainable care experienced bursary of up to £10,000.	Total Financial Support £42,375,000*	Students: Alleviate the financial burden associated with pursuing higher education. Improved on-course attainment. Improved degree completion. Increased sense of belonging. Enhanced socioeconomic mobility.
	(Continue) Provide low-income households financial support, through the Manchester Access Bursary, up to £2,000, Foundation Year Bursary, up to £4,000 and UG Access Scholarship, up to £2,000, including accommodation in the holidays for those leaving Local Authority care.		
SUPPORTING ATTAINMENT RAISING	(Continue) to prioritise care experienced young people in target criteria for existing outreach, access, and attainment raising programmes (including Gateways, MYA, MAP and MDAS).	KS5 Access Schemes £1,932,000 *	Students: Increased academic confidence, study skills, and self-belief. Staff: Increase numbers of credible applications to the University. Increased number of offers made

DATA, ANALYTICS AND TECHNOLOGY	(New) In partnership with others, establish an effective/consistent/robust approach to identify young care experienced students/applicants to enable proactive, specialist support.	Data Accessibility and workshops £399,000 *	Staff: Improved staff decision making and understanding.
---	---	--	--

The Total Input for Intervention Strategy three is £ 44,877,000; please note that a number of activities are cross-intervention strategies and, therefore, share the same Inputs, and * has been placed next to the activity to indicate this.

Intervention Strategy 4: Objectives and targets

Objective: To bridge the completion gap between students with no declared disability and disabled students, at the University of Manchester, particularly those with mental health, social/communication, or multiple conditions. We aim to address barriers to completion and reduce the existing completion rate gap from 3.8 percentage points to 2 percentage points by 2028/29.

We will achieve this through targeted interventions focusing on academic support, accessible services, and inclusive learning environments.

- **Success target 1 (PTS_1):** Reduce the gap in completion rates between students with no reported disability vs those with reported disability from 3.8pp to 2pp.

Risks to equality of opportunity

Intervention strategy four aims to create an equitable and supportive environment through inclusive practice that meets the diverse needs of disabled students, enabling them to fully participate in and benefit from all aspects of university life through mitigating the Equality of Opportunities Risks 5-11:

- **Risk 5:** Limited choice of course type or delivery mode
- **Risk 6:** Insufficient academic support
- **Risk 7:** Insufficient personal support
- **Risk 8:** Mental Health
- **Risk 9:** Ongoing impacts of coronavirus
- **Risk 10:** Cost Pressures
- **Risk 11:** Capacity issues

We are committed to embedding a social model of disability within The University of Manchester's structures and operations. This approach recognises that barriers to equal access are created by the environment and social attitudes, not because of deficits within individuals.

Summary of evidence base and rationale

Evidence shows that by implementing inclusive teaching and learning practices, and providing accessible information and guidance, we can support completion. Tutoring helps students, especially those with learning disabilities, stay on track. Guidance on course selection, time management, and study skills to reduce stress. Connected services create a holistic support system that enhances academic performance and completion rates. Evidence also shows the positive impact of different types of assessment, working in partnership with disabled student's supporters and advocates, trusting that students are most expert in knowing what they need to succeed. Further details are available in Annex B.

TUoM Theme	Activity	Inputs	Outcomes
ACADEMIC SUPPORT AND LEARNING RESOURCES	(Continue) Maintain flexible learning support through online resources, face-to-face workshops, and 1-on-1 sessions as part of My Learning Essentials.	Academic Advice and Skills Support £945,000 *	Students: An increase in on-course and degree attainment. An increase in degree completion. Personalised guidance and support, boosting confidence and aiding their academic success. Smooth transition to university life with early support and resources, fostering a welcoming environment. Access to co-located and accessible services throughout their university journey, increasing awareness of available support.
	(Expand) Review and revise the academic advising model to provide tailored guidance and comprehensive support for students, including collaboration with counselling services and other stakeholders to enhance mental wellbeing support and increase student satisfaction by 25%.		
	(New) Design and implement specialised workshops, sessions, and study resources for students with alternative entry qualifications to A Level, while informing and guiding staff on these students' educational backgrounds and learning needs.		
	(Continue) Provide specialised support for disabled students through tutoring, workshops, and study groups, as well as access to resources such as library resources, and digital technologies.	Specialist Mentor Support £ 585,000	
	(Expand) Enhance the accessible support across Student Support Hubs, Library Services, Sports and The Atrium Space for wellbeing, careers, and international opportunities support increasing student engagement with support services by 15%.	Integrated and accessible services £ 480,000	

	<p>(New) Establish a university-wide virtual service to support teaching staff and subject experts in creating high-quality, reusable digital resources for flexible delivery to meet the needs of disabled students and reduce the impact of unavoidable gaps in attendance. Launch the service by the end of the 2025/26 with an aim to increase the reusable digital content provided to students via Canvas.</p>	<p>Digital and Technology £4,183,000 *</p>	<p>Reduced stress, overstimulation, and burnout.</p> <p>Staff:</p> <p>Understanding of the different learning strategies.</p>
	<p>(Expand) Enhance inclusivity and accessibility in the learning environment by training library teaching staff how to make best use of technology to make their services more accessible. We are promoting the use of accessible online materials and integrating audio recording and automated transcription features in our Digital Learning Environment.</p>	<p>Inclusive and accessible training £94,000 *</p>	<p>Digital resources and accessibility features enhance teaching quality and inclusivity, supporting flexible and effective learning.</p> <p>Increased awareness of breadth of access tools and their use with and promotion to students/increased student engagement with those tools.</p> <p>University:</p> <p>Improved learning outcomes.</p>
<p>CURRICULUM AND PROGRAMME INNOVATION</p>	<p>(New) Implement a university-wide programme of "Positive Outcomes for All" that focuses on closing completion and attainment gaps through researching the barriers for success, institutional culture, introduce inclusive teaching methods, personalised support services, fair and robust assessment practices, and diverse curricula to meet the needs of all student groups.</p>	<p>Coordinated programme £ 688,000 *</p>	<p>Students:</p> <p>Increased sense of student belonging.</p> <p>Enhanced student engagement and participation.</p>

	<p>(New) Through working in partnership with students, we will look to undertake peer reviewed research and analyse barriers and inequalities impacting disabled students, using data and stakeholder insights that will enable a strong evidence rationale for targeted interventions.</p>	<p>Research and analysis £ 218,000</p>	<p>Improved outcomes for students.</p> <p>Staff:</p> <p>Culturally responsive teaching and support services.</p> <p>Continuous learning and development.</p> <p>University:</p> <p>Accessible, inclusive, and relevant assessment methods.</p> <p>Integration of student support services.</p>
	<p>(Expand) Enhance our data driven approach to continuous improvement. Take a collaborative approach to curriculum diversification. Encourage innovative approaches to inclusive teaching and disseminate learning across the institution.</p>	<p>Pedagogical strategies and interventions £ 349,000 *</p>	
	<p>(New) Deliver workshops and provide self-directed learning resources to academic staff to support the development embedding alternative approaches within the curriculum to support disabled students.</p>	<p>Cultural competency training £49,000</p>	
	<p>(New) Revise the assessment framework to incorporate accessible and culturally relevant, robust assessments methods, seeking to use of optionality and reference to competency standards.</p>	<p>Assessment methods and practices £ 392,000*</p>	

INCLUSIVE AND ACCESSIBLE STUDENT EXPERIENCE AND SUPPORT	(Continue) Maintain the Report and Support platform provision and associated awareness campaigns to ensure all students can raise concerns, and access support.	Student Support Services £ 30,000 *	Students: Enhanced academic success. Reduced barriers to success. Improved student wellbeing. Staff: Timely interventions University: Inclusive learning environment. Accessible services.
	(Expand) Enhance access issues to appropriate assistive software to support specific learning and communication styles.	Digital accessibility £ £399,000	
	(Expand) In partnership with UMSU, continue building communities around courses and academic societies as a way of increasing belonging for disabled students.	Academic Societies £60,000	
	(Expand) Led by UMSU, further develop the SU How's You? Programme to provide peer-to-peer early intervention for disabled students signposting to support services.	UMSU £65,000	
	(Expand) Through the Disability Advisory and Support Service (DASS) continue to offer assistance through reasonable adjustments, assistive technology training, access to site licensed assistive software, support throughout the DSA process and personalised support plans tailored to students' academic need and introduce a new Duty Advisor role to improve the service's flexibility and responsiveness, with targeted support through the student lifecycle.	DASS £ 5,943,000	
	(Expand) Introduce an enhanced training offer by offering a new course on "supporting neurodivergent students, alongside similar courses around deaf and vision loss awareness		

	(Expand) Targeted post acceptance and transition support for disabled students including pre-arrival engagement, DSA workshops, mentoring, and transition assistance by recruiting and training disabled students to support new students, with a particular emphasis on providing for autistic students and those with mental health conditions.	Pre-arrival and transition £ 399,000	
DATA, ANALYTICS AND TECHNOLOGY	(New) Introduce a new online platform in that gives staff easy to use and timely access to student support plans, improving consistent implementation, communication, and monitoring of support for disabled students.	Input data not available at the point of submission.	<p>Students:</p> <p>Enhanced student success.</p> <p>Increased inclusivity and fairness.</p> <p>Staff:</p> <p>Improved staff decision making.</p> <p>Enhanced teaching and learning practices.</p> <p>University:</p> <p>Improved curriculum management.</p>
	(New) Transition and Engagement Adviser to actively review year-to-year transition, particularly for those students for whom progression will be significant changes to teaching and learning (for example medical students).		
	(New) To introduce a new Student Engagement system and dashboard for students and teaching staff designed to increase student success and completion. This system will provide real-time analytics on engagement, aiding staff in identifying students who may require additional extra support, including those within specific groups like disabled student.		
	(New) Provide staff with data on completion rates of students with disabilities compared to those without. Offer workshops in which staff will learn how to interpret the data effectively and make informed decisions about how to address differences in outcomes.	Data Accessibility and workshops £399,000 *	

The Total Input for Intervention Strategy four is £ 15,278,000; please note that a number of activities are cross-intervention strategies and, therefore, share the same Inputs, and * has been placed next to the activity to indicate this.

Intervention Strategy 5: Objectives and targets

Objective: To reduce the awarding gap of socio-economically disadvantaged students studying at the University of Manchester between IMDQ5 vs IMDQ1. We aim to reduce the gap in degree attainment from the current 13.6pp to 5.2pp.

We will do this through a series of targeted interventions that address the academic, financial and support needs of socio-economically disadvantaged students. We plan to enhance our academic and learning support models, including academic advising and tailored guidance to support students throughout their university journey. Additionally, we will launch a new programme of work to enable “Positive Outcomes for all” with a focus on reducing differential attainment and completion gaps between different student groups by making institutional culture more inclusive.

- **Success target 4 (PTS_1):** Reduce the awarding gap between students from Index of Multiple Deprivation Quintile 5 and Quintile 1 from 13.6 to 5.2 percentage points.

Risks to equality of opportunity

Intervention strategy five aims to create an equitable and supportive environment through inclusive practice that meets the diverse needs of socio-economically disadvantaged students, enabling them to fully participate and engage in all aspects of university life through mitigating the Equality of Opportunities Risks 5-11.

- **Risk 6:** Insufficient academic support
- **Risk 7:** Insufficient personal support
- **Risk 8:** Mental Health
- **Risk 9:** Ongoing impacts of coronavirus
- **Risk 10:** Cost Pressures
- **Risk 11:** Capacity issues

Summary of evidence base and rationale

Flexible learning support, personalised guidance, and comprehensive resources support attainment and smoother transition through each year of study. Targeted financial support and bursaries ease financial burdens, promoting retention and improved engagement for underrepresented and socio-economically disadvantaged groups. Inclusivity and accessibility enhancements foster a welcoming, supportive learning environment where all students can thrive. Data-driven continuous improvement and curriculum innovation ensure teaching methods meet diverse student needs and close attainment gaps. Finally, mentoring, coaching, and peer support create strong community ties, further enhancing students' sense of belonging and overall satisfaction.

Further details are available in Annex B.

TUoM Theme	Activity	Inputs	Outcomes
ACADEMIC SUPPORT AND LEARNING RESOURCES	(Continue) Maintain flexible learning support through online resources, face-to-face workshops, and 1-on-1 sessions as part of My Learning Essentials.	Academic Advice and Skills Support £ 945,000 *	Students: An increase in on-course and degree attainment. An increase in degree completion. Understanding of learning strategies and development of key skills.
	(Expand) Review and revise the academic advising model to provide tailored guidance and comprehensive support for students, including collaboration with counselling services and other stakeholders to enhance mental wellbeing support and increase student satisfaction by a further 25%.		
	(Continue) Provide targeted support for socio-economically disadvantaged students, with a focus on entrants with alternative qualifications to a-levels through tutoring, workshops, and study groups, as well as access to and support to make use of resources such as library resources, and digital technologies.	On-Course Support and Academic Success £154,000	Personalised guidance and support, boosting confidence and aiding their academic success. Smooth transition to university life with early support and resources, fostering a welcoming environment. Access to co-located and accessible services throughout their university journey,
	(Expand) Maintain accessible support across Student Support Hubs, Library Services, Sports and The Atrium for wellbeing, careers, and international opportunities whilst identify new ways to broaden access to services for students who would not usually engage.	Integrated and accessible services £480,000	

	<p>(New) Establish a university-wide virtual service to support teaching staff and subject experts in creating high-quality, reusable digital resources for flexible delivery to meet the needs of socio-economically disadvantaged students and reduce the impact of unavoidable gaps in attendance. Launch the service by the end of the 2025/26 with an aim to increase the reusable digital content provided to students via Canvas.</p>	<p>Digital and Technology £ 4,183,000</p>	<p>increasing awareness of available support.</p> <p>Staff:</p> <p>Digital resources and accessibility features enhance teaching quality and inclusivity, supporting flexible and effective learning.</p>
	<p>(Expand) Enhance inclusivity and accessibility in the learning environment by training library teaching staff on accessible tools, promoting the use of accessible online materials, and integrating audio recording and automated transcription features in the Digital Learning Environment.</p>	<p>Inclusive and accessible training £ 94,000 *</p>	<p>Increased awareness and appropriate use of the breadth of accessible tools available.</p>
<p>ACCESSIBLE INFORMATION, ADVICE AND GUIDANCE</p>	<p>(New) Provide professional development sessions for staff on the unique needs of underrepresented student groups and the positive impact of using compassionate communication methods.</p>	<p>Staff Training and Development £ 221,000</p>	<p>Students:</p> <p>Informed student Decision-Making and Smooth Navigation.</p>
	<p>(New) Review University website content for inclusivity and compassionate language and audit all student-directed messaging for alignment with communication principles.</p>	<p>Website and Messaging Evaluation £ 88,000</p>	<p>Tailored Support to meet the needs of all students.</p> <p>Students Improve their Academic Skills and Planning.</p>
	<p>(Continue) Provide opportunities for students to engage in work experience and placements as part of their course and facilitate access to international experiences through My Placement portal. Targeting social economic disadvantaged students and provide financial support.</p>	<p>Work Experience, Placements and Partnerships £ 846,000</p>	<p>Increased opportunity to engage within the community.</p> <p>Increased Sense of belonging.</p>

	<p>(Continue) Provide access to opportunities to volunteer locally and internationally and offer career development experiences such as the Global Graduates programme. This programme allows students from under presented student groups to spend a fully-funded week in one of seven cities worldwide, meeting alumni from various business and industry sectors. Additionally, consider creating paid internship and volunteering positions to mitigate the opportunity cost for students who need to be in paid employment.</p>		<p>Improved student satisfaction.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">BURSARIES, SCHOLARSHIPS AND FINANCIAL SUPPORT</p>	<p>(Continue) Financial Support for Students from Low-Income Households: Manchester Access Bursary and Foundation Year Bursary provide up to £4,000 in support, with additional financial aid for study abroad or industry placements.</p>	<p>Low Income households £ 42,375,000 *</p>	<p>Students: Alleviate the financial burden associated with pursuing higher education.</p>
	<p>(Continue) University Financial Support Funds: Cost of Living Fund, Travel Awards, and Work Experience Fund provide up to £2,000 for unexpected financial needs and academic growth, while International Experience Funding supports low-income students with up to £6,000 for global opportunities.</p>	<p>University funds £ 800,000</p>	<p>Support designed to increase retention rates among students. Reduced student debt burden. Increased upward socioeconomic mobility of our graduates.</p>
	<p>(Expand) In partnership with UMSU, look to identify and expand the current provision of Money advice across the University community.</p>	<p>Money advice £65,000</p>	<p>Increased sense of belonging. University: Improved on-course attainment. Improved degree completion.</p>

	<p>(Continue) Distribution of the Gender Expression Fund for trans and gender-diverse students to reduce financial barriers to gender affirmation.</p>	<p>UMSU £48,000</p>	<p>Students: Sense of belonging.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CURRICULUM AND PROGRAMME INNOVATION</p>	<p>(New) Implement a university-wide programme of "Positive Outcomes for All" that focuses on closing completion and attainment gaps through researching the barriers for success, institutional culture, introduce inclusive teaching methods, personalised support services, fair and robust assessment practices, and diverse curricula to meet the needs of all student groups.</p>	<p>Coordinated programme £ 688,000 *</p>	<p>University: Identification of systemic barriers and inequalities. Reduction or removal of systemic barriers and inequalities. Robust, culturally inclusive and appropriate assessment methods. Integrated student support services deliver student-centric support and reduce burden on students. Culture change through promotion of the value of equity</p>
	<p>(New) Working in partnership with students, research and analyse barriers and inequalities impacting those from socio-economically disadvantaged backgrounds, with a particular focus on Asian students and those who enter higher education with alternative qualifications, gender diversity using data and stakeholder insights that will enable a strong evidence rationale for future targeted interventions.</p>	<p>Research and analysis £ 73,000 *</p>	

	<p>(Expand) Enhance our data driven approach to continuous improvement. Take a collaborative approach to curriculum diversification. Encourage innovative approaches to inclusive teaching and disseminate learning across the institution.</p>	<p>Pedagogical strategies and interventions £ 349,000 *</p>	<p>and inclusion and understanding of how to achieve it.</p> <p>Data-driven improvement.</p> <p>Staff:</p> <p>Staff continuous learning and development.</p>
	<p>(New) Develop a revised assessment framework that is robust and incorporates accessible and culturally relevant assessments methods, the use of optionality and competency standards.</p>	<p>Assessment methods and practices £392,000 *</p>	<p>Culturally responsive teaching and support services improving take-up and impact.</p> <p>Students:</p> <p>Improved student outcomes.</p> <p>Increased sense of student belonging.</p>
<p>DATA, ANALYTICS AND TECHNOLOGY</p>	<p>(New) Introduce a new curriculum content management system to enhance information sharing between students and staff, and to support flexible study options.</p>	<p>Utilisation of high-quality software £4,881,000</p>	<p>University:</p> <p>Improved staff decision making.</p>
	<p>(New) Introduce Cadmus (an advanced assessment platform) that will enhance teaching and learning by streamlining assessment processes, providing real-time feedback and analytics, and ensuring accessibility and inclusivity for all students.</p>		<p>Enhanced teaching and learning practices that prioritize inclusivity and actively support the diverse needs of all students.</p>

	(New) Provide a student-centric and user-friendly new learning management system with an intuitive interface to enhance teaching, learning, and user interactions, which will boost engagement, accessibility, and support.		Improved visibility of choice and spread assessment methods.
	(New) Introduce a new student engagement and attendance system which will facilitate proactive support measures, enhance student success through real-time insights, and improves staff efficiency.		Students: Increased student success. Improve student outcomes through more effective modes of assessment.
	(New) Provide staff access to student attainment data and offer workshops to aid in its effective interpretation, targeting structural course issues affecting student success while recognising intersecting factors.	Data Accessibility and workshops £399,000 *	
	(Expand) Provide staff with data on attainment rates of students from socio-economically disadvantaged backgrounds. Offer workshops in which staff will learn how to interpret the data effectively and make informed decisions about how to address differences in outcomes.		
MENTORING, COACHING AND PEER SUPPORT	(Expand) Streamline targeted transition mentoring and reinvest in career mentoring for 1st and 2nd-year undergraduates and create reverse mentoring opportunities for disadvantaged students. Connect students with alumni and WP mentors.	Mentoring £ 312,000	University: Enhances students' graduate outcomes including employability and academic success.
	(Continue) Continue to create an environment for underrepresented students to thrive academically and socially through our established peer mentoring		Enhances community-university relationships.

	programme, which pairs incoming students with trained peer mentors.	Peer Mentoring, Partnership and PASS £ 772,000 *	<p>Improves student retention, satisfaction, and outcomes.</p> <p>Students:</p> <p>Fosters a sense of community and belonging among students, increases student confidence, reduces social exclusion.</p> <p>Tailored and relevant study coaching, peer mentorship, and workshops have a greater impact.</p>
	(New) Review the long-term Library Student Team model, focusing on identifying key impactful practices and structures to be replicated elsewhere in the University.		
	(Expand) Enhance academic support and retention through collaborative student study groups across all disciplines (Peer Assisted Study Sessions PASS).		
	(Expand) Actively recruit diverse PASS leader's representative of the student body, offering specialised training on cultural competency and inclusivity.		
	(Expand) In collaboration between university support services and PASS mentors, enhance the services offered and create guidance to empower PASS mentors to raise awareness of available services to their mentees.		

The Total Input for Intervention Strategy five is £ 58,165,000; please note that a number of activities are cross-intervention strategies and, therefore, share the same Inputs, and * has been placed next to the activity to indicate this.

Intervention Strategy 6: Objectives and targets

Objective: To reduce the awarding gap between Black and White students, narrowing it from the current 12.5 percentage points to 5.8 percentage points by 2029, and between Asian and White students, narrowing it from the current 9.3 percentage points to 5.3 percentage points by 2029.

The awarding gap between different student groups continues to be a priority for the University, and we are committed to launching a comprehensive programme of work aimed at “Positive Outcomes for All” with an emphasis on addressing differential attainment between ethnic groups. Our initiatives will be driven by leveraging data, inclusive teaching and learning practices, mutual support, and skills development, which we aim to create a more equitable environment and sense of belonging.

- **Success target 2 (PTS_2):** Reduce the awarding gap between white and black students from 12.5 to 5.8 percentage points by 2028/29.
- **Success target 3 (PTS_3):** Reduce the awarding gap between white and Asian students from 9.3 to 5.3 percentage points by 2028/29.

Risks to equality of opportunity

Intervention strategy six aims to address implicit biases and disparities in interactions with black students compared to white students while fostering cultural competence within the wider university community. By promoting inclusive practices, we aim to ensure equitable treatment for all students regardless of race, gender, or socioeconomic status. Specifically, this intervention will look to mitigate the impact of microaggressions and systemic biases on black students' experiences. Mitigating the Equality of Opportunities Risks 5-11.

- **Risk 6:** Insufficient academic support
- **Risk 7:** Insufficient personal support
- **Risk 8:** Mental Health
- **Risk 9:** Ongoing impacts of coronavirus
- **Risk 10:** Cost Pressures
- **Risk 11:** Capacity issues

Summary of evidence base and rationale

Our own research and analysis evidences the underlying need for focused initiatives to bridge the attainment gap between Black and Asian students and their White counterparts. This is in alignment with external research on the subject. Financial support such as bursaries and scholarships for underrepresented groups helps ease economic challenges, they are more likely to face, as noted in various studies on educational disparities. University-wide programmes like "Positive Outcomes for All" employ research-driven interventions, inclusive teaching strategies, and personalised support to enhance completion rates. Data-informed continuous improvement processes identify and address obstacles to student success, fostering institutional culture change that prioritises proactive intervention and support. Further details are available in Annex B.

TUoM Theme	Activity	Inputs	Outcomes
BURSARIES, SCHOLARSHIPS AND FINANCIAL SUPPORT	(Continue) Underrepresented students' bursaries scholarships and bursaries for Black Heritage students.	Underrepresented student groups and subject specific £ 372,000	Students: Reduced student debt burden. Improved degree attainment. Stronger sense of belonging.
CURRICULUM AND PROGRAMME INNOVATION	(New) Implement a university-wide programme for "Positive Outcomes for All" that focuses on closing completion and attainment gaps through researching the barriers for success, institutional culture, introducing inclusive teaching methods, personalised support services, robust and fair assessment practices, and diverse curricula to meet the needs of all student groups, with particular focus the intersections with gender, ethnicity, disability, and entry qualifications.	Coordinated programme £688,000 *	University: Identification of systemic barriers and inequalities. Removal or reduction of systemic barriers. Robust, culturally inclusive and relevant assessment methods.
	(Expand) Provide staff training to improve the creation of accessible programmes and inclusive learning materials.	Programme design and review £ 221,000	Integrated student support services.

	<p>(New) Working in partnership with students and UMSU, we will look to undertake peer reviewed research and analyse barriers and inequalities impacting Black heritage and Asian (Bangladeshi and Pakistani) students, using data and stakeholder insights that will enable a strong evidence rationale for targeted interventions.</p>	<p>Research and analysis £73,000 *</p>	<p>Culturally responsive teaching and support services.</p> <p>Staff taking a data-driven approach to curriculum improvement.</p>
	<p>(Expand) Enhance our data driven approach to continuous improvement. Take a collaborative approach to curriculum diversification. Encourage innovative approaches to inclusive teaching and disseminate learning across the institution.</p>	<p>Pedagogical strategies and interventions £ 349,000 *</p>	<p>Students:</p> <p>Improved student outcomes.</p> <p>Enhanced student engagement and participation.</p> <p>Increased sense of student belonging.</p>
<p>DATA, ANALYTICS AND TECHNOLOGY</p>	<p>(Expand) Develop data models for BAME students and their intersectionality in the data analysis to identify factors impacting completion at course level.</p>	<p>Data Analytics and Evaluation £219,000</p>	<p>University:</p> <p>Increased inclusivity and fairness.</p> <p>Enhanced teaching and learning practices.</p>
	<p>(New) Provide staff with access to data on ethnicity and offer workshops to help them interpret it effectively and utilise it to inform their practice.</p>		
	<p>(Expand) Consolidate various University targets into a published dashboard accessible to everyone, highlighting progress against each target. This will include Access and Participation Plan, Teaching Excellence Framework, and Quality Mark data sets. The dashboard will provide visibility</p>		

	and clarity on progress, identify areas for improvement, and support the University EDI Committee to ensure goals are being met.		
MENTORING, COACHING AND PEER SUPPORT	(Continue) To deliver a student success programme (Manchester 10/10) to reduce the unexplained degree awarding gap between White and Black undergraduate students through tailored events and opportunities to support Black Heritage students in finding community, building belonging, developing confidence and promoting engagement between support services.	Mentoring £312,000	<p>University:</p> <p>Enhances students' employability and academic success.</p> <p>Enhances community-university relationships.</p> <p>An increase in on-course and degree attainment.</p> <p>Improves student retention, satisfaction, and outcomes.</p> <p>Students:</p> <p>Fosters a sense of community and belonging among students, promoting inclusivity and confidence.</p> <p>Tailored study coaching, peer mentorship, and workshops designed to</p>
	(New) Introduce a reverse mentoring programme for underrepresented students, with a particular focus on Black, Asian and disabled students. Mentors (students) will be paired with Mentees (employers) in Greater Manchester or who are university senior leadership to offer valuable feedback on recruitment practices, diversity, and inclusion.		
	(New) In collaboration with GRIT, an expert external partner, deliver group workshops and individual coaching for staff and students which confronts and challenges limiting mindsets and attitudes, fostering deep and sustained change. With a focus on grit, that delves into the root causes of behaviour and perceptions.	Coaching £133,000	
	(Expand) Enhance academic support and retention through collaborative student study groups across all disciplines (Peer Assisted Study Sessions PASS).	Peer Mentoring, Partnership and PASS £ 772,000 *	

	(Expand) Actively recruit diverse PASS leader's representative of the student body, offering specialised training on cultural competency and inclusivity.		meet the specific needs of students.
	(Expand) In collaboration between university support services and PASS mentors, enhance the services offered and create guidance to empower PASS mentors to raise awareness of available services to their mentees.		
INCLUSIVE AND ACCESSIBLE STUDENT EXPERIENCE AND SUPPORT	(Continue) Maintain the Report and Support platform provision and associated awareness campaigns to ensure all students can raise concerns, and access support.	Student Support Services £ 30,000 *	University: Enhanced academic success. Inclusive learning environment. Reduced barriers to success. Timely interventions. Accessible services. Students: Improved student wellbeing and sense of belonging.
	(Continue) Continue providing support for students from underrepresented groups to access our programmes of international experiences, including proprietary cultural understanding support and international exchange programmes.	International experiences £ 360,000	
	(Expand) Through the Cosy Campus initiative, continue to create dedicated safe spaces on campus for all students to study and relax study and relax, including increasing the visibility of commuter student spaces.	Physical space £ 150,000	

The Total Input for Intervention Strategy six is £3,679,000; please note that a number of activities are cross-intervention strategies and, therefore, share the same Inputs, and * has been placed next to the activity to indicate this.

Evaluation

Our evaluation plan, detailed below, contains details of which activities will be evaluated, their intended outcomes, and how we plan to evaluate and publish them. Where possible, we have chosen to implement matched comparison or another form of Quasi-Experimental Design to generate strong Type 2 or Type 3 evidence.

Activity	Evaluated outcomes	Method of evaluation	Publication date
Pre-entry			
Access and Inclusion Supporting Attainment Raising	Increased student confidence, self-efficacy, metacognition, sense of potential to belong at UoM and in wider HE, increased student knowledge how to access HE through multiple education pathways. Increased Academic Confidence, Study Skills, and Self-Belief (Type 2)	Pre and post survey comparison with use of TASO Access and Success Questionnaires and or focus group/interview data	January 2027
	Increased student attainment at KS4 and KS5. (Type 2)	HEAT track results compared against local rates of attainment. Where possible matched non-participant data will be used for comparison.	January 2028
	An increase in the rates of applications to the University of Manchester from TUNDRA Q1/2 students and Black entrants (Type 2) An increase in the number of offers made to TUNDRA Q1/2 students and Black applicants, leading to an increase in the number of successful entrants. (Type 2)	Tracking the proportion of applicants from TUNDRA 1 and 2 and Black entrants against offers made, accepted and enrolled. HEAT track of programme participants vs matched non-participants.	January 2027 January 2028 for analysis of HEAT tracking
Pre- and post-entry			
Access and Inclusion	Improved on-course continuation, completion, and attainment. (Type 3)	Quasi-experimental design will be employed to determine if access schemes or contextual admissions impact on-course success.	January 2028

Post entry			
Bursaries, Scholarships & Financial Support	Alleviate the financial burden associated with pursuing higher education. (Type 2)	Use of OfS financial support toolkit; statistical, survey and interview tools.	January 2028
	Improved on-course attainment and degree completion. (Type 2)		
Accessible information and guidance	Improved Sense of belonging, particularly of post-entry target groups IMD Q1&2, Black entrants, students with care experience and disabled students. (Type 1)	Qualitative research	January 2027
Student Experience and wellbeing initiatives	Improved on-course attainment. (Type 2)	Pre and post survey analysis of current students and matched comparison of degree attainment.	January 2028
Targeted student interventions			
Mentoring, Coaching and Peer Support	Reduction in the student satisfaction gap, particularly for post-entry target groups IMD Q1&2, Black entrants, students with care experience and disabled students.	Analysis of student unit surveys, the national student survey and further student consultation.	January 2028
Mentoring, Coaching and Peer Support	Increased progression to good graduate outcomes (Type 2)	Matched comparison of student outcomes.	January 2028
Collaborative Academic support	Improved student retention, satisfaction, and academic outcomes. (Type 3)	Quasi-experimental designs to assess the causal impact of collaborative study groups on student retention and performance.	January 2027

All findings will be published on our website and in the annual Access and Student Success Impact Reports. To supplement this yearly reporting cycle, we aim to publish supporting blogs which can share initial findings of ongoing projects. Internally, evaluations will be circulated through our Evaluation Framework SharePoint to ensure learning can occur across the Institution.

Financial Support

The University aims to mitigate the financial burden associated with pursuing and succeeding in higher education; our approach aims to increase access, continuation and completion rates among students and create a more equitable, diverse, and inclusive environment while empowering individuals from all backgrounds to realise their academic aspirations and fulfil their potential.

The University provides a number of bursaries and scholarships, and detailed information on these can be found at <https://www.manchester.ac.uk/study/undergraduate/fees-and-funding/scholarships-and-bursaries/>

Our Bursaries, Scholarships and Financial Support can be split into the following groups:

1. Household income
2. Underrepresented student groups
3. Subject-specific
4. University funds

Below is a summary of the support available for those student groups identified within our plan as being at risk of not experiencing equality of opportunity.

Low-Income Household Bursaries / Scholarships

Eligibility (Income assessed)	Manchester Bursary*	Foundation Year (One Off Award)	Study Abroad/ Work placement UK/Aboard (One off Award)
Less than £25,000	£2,000	£4,000	£2,000
Between £25,001 - £35,000	£1,000	£2,000	£1,000

*The award will be provided each year of study.

Additional scholarships and bursaries are offered, and a detailed list of these can be found on our [Scholarships and bursaries | Undergraduate study at The University of Manchester](#) webpage.

Whole provider approach

We acknowledge that diverse factors, including systemic barriers and individual experiences, shape our students' success and attainment. As a result, we employ a comprehensive approach grounded in data-driven insights, enabling us to identify and address factors within our influence affecting different student groups. This approach permeates every aspect of the University and is closely aligned with Our Future Strategy.

At the University level, our approach is guided by principles that prioritise equitable opportunities and support for all students. By tailoring our support to meet the specific needs of different student groups, we strive to provide inclusive and accessible education that recognises and respects each student's unique lived experiences. Through data analysis, we continuously monitor and adjust our

interventions to ensure they effectively achieve student success and equity across all groups.

In developing our Access and Participation Plan for 2025-26 to 2028-29, we adhere to the Equality Act 2010 to ensure alignment with its principles and support for student groups with multiple protected characteristics and the impact of their intersectionality. This plan is integrated into our broader Equality, Diversity, and Inclusion (EDI) Strategy, reinforcing our commitment to fostering an inclusive culture that upholds equity, respect, and fairness for all.

By aligning our plan with the three EDI strategic priorities and the seven Our Future Goals, we aim to create an inclusive environment that promotes equitable educational outcomes and inclusive practices. This comprehensive approach ensures all community members have equal opportunities to thrive with fairness, dignity, and respect.

Our strategy actively involves the entire University community, including our three Faculties, nine Schools, Cultural Institutions, and central professional services, in formulating, implementing, and evaluating these initiatives.

Student Partnership and Engagement

We greatly value our ongoing partnership with our diverse student body and the University of Manchester's Students' Union (UMSU), which plays a crucial role in representing student interests. We actively encourage student participation in shaping access, success, and progression initiatives through academic representation, surveys (end-of-unit, NSS, UMSU Build Your MCR survey), staff-student liaison committees, Faculty Forums, and other university committees. We also collaborate in open meetings on issues of concern to students, such as belonging, success, support, and cost of living. As well as working together on initiatives like the employment of Student Ambassadors for activities to engage with prospective students.

Senior Leadership and Governance of the Access and Participation Plan

The Vice President for Teaching, Learning, and Students is the executive lead for Access, Student Success, and Progression. They report to the President and Vice-Chancellor and are supported by the Associate Vice President (Teaching, Learning and Students), who chairs the University's Access, Success, and Progression Strategy Group (ASPSG). This group was formed in 2023-24 and covers the entire student journey, replacing two groups that were focused on specific student lifecycle stages.

ASPSG oversees the development, implementation, and monitoring of our Access and Participation Plan, ensures equitable access to higher education, and is accountable to the Teaching and Learning Strategy Group chaired by the Vice President for Teaching, Learning and Students for progress against targets.

The group comprises diverse stakeholders from teaching, learning, student experience, UMSU and professional services across the University, ensuring broad representation and engagement. Progress reports are provided to the Teaching, Learning and Students Strategy Group, EDI Committee, Academic Quality and Standards Committee (Sub Committee of Senate) and other groups to track progress against targets, strategy development and implementation.

A subgroup of ASPSG led the delivery of the Access and Participation Plan 2025-26 to 2028-29, which included UMSU representatives, Academic leads from each Faculty, Cultural Institutions representatives, and critical professional services leads.

The development of the plan was spread over the following four phases:

- **Phase 1:** Assessment of Performance and Consultation
- **Phase 2:** Theory of Change, Objectives and Outcomes
- **Phase 3:** Intervention Strategies and Targets
- **Phase 4:** Production of the Access and Participation Plan and approval

We appreciate UMSU's collaboration in shaping the plan, which continued the approach taken in developing the Teaching Excellence Framework. During the plan's development, UMSU coordinated an institution-wide survey that gathered over 1,000 responses and conducted focus groups with targeted student groups. UMSU's thematic analysis work and Power BI dashboard were instrumental in preparing us for phase 3.

Alignment with Equality, Diversity, and Inclusion (EDI) strategies

Our ambition is to create an inclusive environment for work and study, characterised by equity, diversity, and a sense of belonging for our community. We are committed to eradicating discrimination, promoting equal opportunities, and fostering positive relations among our whole community, including individuals with protected characteristics.

Our policies and services are continually reviewed and improved to ensure adherence to these principles. We are dedicated to creating an environment where diversity is celebrated and everyone is treated fairly, regardless of sex, gender identity, disability, ethnicity, religion or belief, sexual orientation, age, or nationality.

The Vice-President for Social Responsibility is the executive lead for EDI, reporting to the President and Vice-Chancellor. The EDI Director, supported by the University's EDI Committee, oversees our EDI strategy's development, implementation, monitoring, and evaluation.

Chaired by the Vice-President for Social Responsibility, the EDI Committee provides leadership and strategic direction on EDI throughout the University. It drives cultural change and ensures the integration of the EDI agenda across all university functions, facilitated by the University EDI academic leads, Faculty and Professional Services EDI leads, and our network of EDI champions.

The People Committee, formerly the Staffing Committee, now addresses organisational development issues, including EDI. This expansion reflects its revised title and includes oversight of EDI Strategy and related policies, focusing on delivery against key metrics and performance indicators.

The EDI action plan, approved by the Board of Governors, is integral to our strategic plan. The Board monitors progress through an annual report, with additional updates available upon request. This comprehensive approach ensures that our efforts to promote equality, inclusion, and diversity are integrated into our overarching goals and systematically evaluated for effectiveness.

A commitment to holistic support, equality, diversity, and inclusion underpins our approach to access and participation. Through collaborative efforts across the University, Greater Manchester,

the Northwest, and the wider sector, we strive to create an environment where every student can thrive and succeed.

Student consultation

Student consultation and engagement are crucial in planning, monitoring, evaluating, and delivering the student experience at the University. They enable us to understand better the experiences of specific student groups across different modes and levels.

Students are represented across all levels of the University, from programme boards and School/Faculty teaching and learning committees to University-level committees such as the Teaching and Learning Strategy Group, Access, Success and Progression Strategy Group, Teaching, Learning and Student Experience Implementation Group, Senate, and the Board of Governors, the highest decision-making body. Regular meetings between members of the UMSU Executive Team and the University's senior leadership team, coupled with standing UMSU items on University committees (such as the Teaching, Learning and Students Strategy group), further ensure student representation and engagement,

As part of developing the Access and Participation plan, we have actively consulted and engaged with students from diverse backgrounds, collaborated with student representatives and provided various channels for student input and feedback. We have also ensured that UMSU representatives and students are seen as partners and co-creators in the design of the thematic activities. We also ensured the overarching intervention strategies aligned with student feedback.

Representatives from UMSU have been members of the Access and Participation Plan development group, have participated in workshops, and have shaped areas of focus. They were fundamental to establishing key engagement strategies.

The engagement strategies agreed upon with UMSU ensured we established a meaningful and collaborative approach to including students from diverse backgrounds. UMSU led an Access and Participation Plan Student Submission consultations and survey group to ensure the effective involvement of students in the co-governance structures and co-creation process.

Four consultation groups were convened, and a student survey delivered by the SU Student Insights received circa 1000 responses.

- Black Heritage students
- British Asian, Bangladeshi and Pakistani students
- Disabled students
- LGBTQ+ and Gender diverse students

The consultation events and survey results offered invaluable perspectives on each EORR and phases of the student lifecycle, focusing on specific student groups aligned with the University's identified risks and objectives. The University has leveraged UMSU's thematic analysis work and Power BI dashboard, marking the conclusion of phase 2 of the plan's development with an overarching presentation from UMSU on their findings as preparation for phase 3 to ensure that the development of intervention strategies was directly informed by UMSU analysis.

The Student Submission will provide a more detailed narrative on reflections from each EORR and specific student groups whilst identifying areas of the University Access and Participation Plan and activities informed by student consultation.

As part of our ongoing commitment to student consultation, we aim to work closely with students to improve our efforts to ensure equality of opportunities and address risks to student success. Building on the achievements of initiatives like My Learning Essentials (led by Library Services), the Institute of Teaching and Learning, and the Student Experience Programme, we will involve students in every University project and initiative that affects them.

We will continue to collaborate with students to foster a culture that empowers them to take responsibility for the learning process at all levels. By making co-creation and partnership standard practices, we will work with students to define successful, inclusive student partnerships and what engagements work best.

Our Access and Participation Plan targets are ambitious and aligned with our commitment to reducing barriers. While we have made significant progress in improving access to the University, we now must actively focus on addressing differential completion and attainment between student groups.

Our student partners programme facilitates active student involvement in improving the student experience, offering valuable insights and career-building opportunities through collaboration with staff. We will continue to offer co-creation projects, partnerships, and opportunities for colleagues to gain real-time feedback from student partners. Coordinated by the Student Partnership Team, this initiative spans various roles from casual to leadership positions, fostering partnerships between students and staff across the institution.

Additionally, the Manchester Graduate Talent (MGT) programme provides additional access to paid graduate-level jobs, emphasising diversity and inclusivity in part by guaranteeing interviews for eligible students. In 2023, the university introduced a three-year graduate programme, Future Leaders, designed to set recent graduates on the path to leadership by offering practical experience through three 12-month placements in different departments within Professional Services. Participants will also benefit from a structured development and mentorship programme to enhance their professional skills, with permanent full-time employment offered at the end.

We will continue to prioritise student consultation and engagement as essential components of the planning, monitoring, evaluation, and delivery of the student experience. Active student consultation for the plan has led to meaningful co-creation and partnership, resulting in the development of initiatives tailored to diverse student groups' needs. These efforts will continue highlighting the university's dedication to promoting equality, diversity, and student success.

Evaluation of the plan

Our plan's evaluation is designed to be robust, credible, and transparent. We are committed to embedding evaluation into the design of all individual activities contributing to our intervention strategies, ensuring a comprehensive approach to assessing impact and effectiveness.

Access and Participation targets are already part of our Balanced Scorecard for the Board of Governors and, therefore, also embedded in our Annual Academic Assurance cycle, which involves Senate (and its TL&S Subcommittee) and the Board.

By incorporating our evaluation approach into established governance and sharing our findings, we can understand if our intervention strategies effectively address the identified risks to equality of opportunity. Robustly evaluating our initiatives allows us to determine their effectiveness in mitigating risks. This also contributes to the development of sector knowledge about what works.

The Director of Student and Academic Services will coordinate the Annual Self-Assessment, on behalf of the Access, Success, and Progression Strategy Group (ASPSG) and ensure it is embedded into the University's Academic Assurance Cycle and Annual Performance Reviews

- **Annual self-assessment cycle and improvement plan:** We will implement an annual review cycle for intervention strategies to assess their effectiveness, culminating in a yearly self-assessment report integrating the OfS evaluation tool. This comprehensive review will identify strengths, areas for improvement, and required changes to the plan's design and delivery. The assessment will collectively show progress in addressing equality of opportunity risks, informing the Access and Participation Plan Improvement Plan.
- **Collaboration and dissemination:** We will ensure that evaluation findings, alongside outcomes from the latest research and available evidence, are translated insights that inform continuous improvement. This includes publishing a dedicated internal webpage for sharing resources, expertise, and analysis. Findings on short-, medium--, and long-term outcomes will be disseminated via reports, peer-reviewed journals, and external engagements such as conferences. We will collaborate with academic and practitioner groups, schools, colleges, and GM Higher to ensure widespread dissemination.
- **Evaluation design:** We will ensure each evaluation aligns with the theme aims. Each activity will be supported by a robust Theory of Change underpinned by sector evidence, outlining desired outcomes and quantifiable success measures. We will identify appropriate and robust evaluation methods tailored to each activity and its objectives and provide practical training on evaluation practice to colleagues involved in the evaluation process. Our approach is guided by various resources, including TASO's evaluation guidance and OfS evaluation toolkits, and we invested in an internal project 2024-26 on evaluation and impact to ensure we establish consistent practice across the university.

Student engagement in evaluating the Access and Participation Plan is crucial for enhancing the quality and effectiveness of interventions that positively improve the student experience. By involving our students individually and through the collective representative body (UMSU) in the evaluation process, the UMSU partnership has been and continues to be integral as the representative body for the student voice. We have welcomed their integral work on active partnership in delivering focus groups and undertaking cross-university surveys, which have provided unique insights into the relevance and effectiveness of current activities and a sense of progress in the areas of success and areas needing improvement.

We look forward to continuing this close partnership throughout the evaluation stages and the plan's lifespan. In summary, our evaluation strategy encompasses a systematic and comprehensive approach to assessing our access and participation plan's impact and effectiveness through strategic integration, methodological rigour, collaborative practices, and transparent dissemination.

We are committed to generating high-quality evidence to inform continuous improvement and address equality of opportunities within the university and the sector. This will involve embedding

evaluation into all intervention strategies, conducting annual self-assessment cycles, and collaborating with stakeholders to effectively disseminate findings. Our approach ensures we become continuously more aligned with best practices, meet regulatory expectations, and are informed by the latest research, guiding us towards actionable insights and ongoing enhancement of our initiatives.

Provision of information to students

The university is committed to providing clear and accessible information on fees and financial support to prospective and current students before they start their courses and throughout their studies.

Our student finance webpages¹ offer precise details on tuition fees and non-repayable university support which we know our audiences find easy to understand. Each undergraduate course profile's overview tab contains the latest confirmed tuition fee, which is promptly updated annually as fees are confirmed.²

The university offers a range of financial support for eligible UK students from low-income households and underrepresented groups through our financial support package of bursaries and scholarships.³ This support helps students to access higher education and dedicate time to getting the most out of and completing their chosen courses. We also provide the Living Cost Support Fund, which awards small grants and loans to students facing financial hardship, and the university offers a range of subject-specific scholarships.

Prospective students can learn about the university through Open Days⁴ and online information sessions.⁵ Pupils and prospective students local to Greater Manchester may also be able to access the range of virtual and on-campus information, advice, and guidance activities we offer in collaboration with our local UniConnect partner, Greater Manchester Higher, and through our outreach offering, which is predominantly targeted at schools or colleges. Our "Get Ready for Manchester" website provides critical information about starting at Manchester, including accommodation, health and wellbeing, student finance and our AskMe service led by our AskMe ambassadors.⁶ We publish the approved Access and Participation Plan on our website.⁷

¹ <https://www.manchester.ac.uk/study/finance/>

² <https://www.manchester.ac.uk/study/undergraduate/courses/2025/07808/bsc-accounting/>

³ <https://www.manchester.ac.uk/study/undergraduate/fees-and-funding/scholarships-and-bursaries/>

⁴ [Undergraduate open days at The University of Manchester](#)

⁵ [Undergraduate study at The University of Manchester](#)

⁶ <https://www.welcome.manchester.ac.uk/get-ready/>

⁷ <https://www.manchester.ac.uk/connect/teachers/students/widening-participation/>

Annex A: Further information and analysis relating to the identification and prioritisation of critical risks to equality of opportunity

University of Manchester Access and Participation: Assessment of Performance

A. Sources of data

1. The University of Manchester (UoM) assessed its performance relating to Access and Participation risks using the following sources.
 - The OfS APP dashboard, which includes statistical uncertainty for a sub-set of gaps and groups of students – used for UoM data and for comparisons with other institutions.
 - Internal APP report, built from individualised student data files using technical rebuild instructions from OfS and linked to UoM internal structures. This includes a wider range of characteristics than the OfS dashboard.
 - For Access: UCAS end of cycle data and 2021 national Census data by age and ethnicity; internal annual student census data on entrants as of 1st December.
 - OfS Equality of Opportunity Risk Register.

B. Factors considered and key exclusions

At Risk Groups

2. Analysis of performance prioritised at risk groups as identified by the OfS Equality of Opportunity Risk Register, where the student characteristics were available in the OfS individualised dataset. Other groups e.g. students estranged from their families, were considered as part of the student consultation exercise.
3. Consideration of priority risks included assessment at institutional and Faculty level; the risks reflected in all three Faculties as well as the institution were selected for objective and target setting but risks specific to particular subject areas will continue to be addressed within Faculties.

Level and Mode of Study

4. The largest proportion of the UK-domiciled undergraduate population is based on full-time first degree and undergraduate with postgraduate components provision. The assessment of performance focuses on the undergraduate aggregate position, but the internal dashboard provides filters to show how rates vary between the two level of study types.
5. The University does not have apprenticeships at undergraduate level.
6. Part-time provision is currently a relatively small proportion of the University's activity (1% of the Access population) and the quality of the data were affected by historical differences in statutory return coding guidance for particular groups of students (reported to OfS). The assessment of performance focuses on full-time provision only.

Size of relevant populations and impact on statistical uncertainty

7. When looking at institutional data in OfS we prioritised attention on significant gaps using the OfS dashboard – where the statistical uncertainty distribution above a gap of zero was 95% or higher.
8. When building the internal dashboard, gap data were masked where the population of either comparison group was lower than 23, to avoid drawing conclusions about gaps based on small populations. As the undergraduate population in UoM is one of the largest in the English HE sector, it is normally possible to aggregate data to institutional level and across years to test for risks.

Aggregated indicators and Trend data

9. The internal APP dashboard provided 4-year and 2-year aggregates and these were used in the identification of risks. A time-series view was also provided and the most recent year was used for the baseline data, as well as comparisons with other institutions and sector data.
10. Where the 2-year gap or the most recent year was higher than the 4-year gap, this led to additional attention as an indicator of a potentially worsening risk.

Intersections

11. The internal APP dashboard provides the capability to combine characteristics to look for risks associated with specific combinations of characteristics. We include examples of these in this report but in the plan, we have focussed on targets associated with single factors. Our interventions will consider intersections in design and delivery.

C. Access

12. In considering UoM performance in Access, we considered the EORR groups for “highly selective institutions” and compared performance to other large, selective institutions, as well as considering the factors associated with location in the Northwest of England.
13. The University’s intake of UK-domiciled undergraduates stayed relatively constant over the first four years of the data, but had an increase in 2020/21 and particularly 2021/22, during the pandemic. Changes in assessment arrangements in schools and colleges resulted in higher proportions of applicants meeting the conditions of their offers and reduced the opportunities for the University to offer flexibility to applicants during confirmation and clearing.

Socioeconomic disadvantage

14. It is recognised that measures based individual circumstances (for example, those eligible for free school meals) are preferable to those based on geographical location (TUNDRA and Index of Multiple Deprivation). However, there are often intersections between these indicators and targeting geographic areas brings operational benefits and is likely to capture many groups who are less likely to access Higher Education. The ABCS measure is a useful tool to understand factors affecting access to Higher Education but is difficult to use in institutional processes and is therefore preferable to look at intersections between area-based indicators and student characteristics.

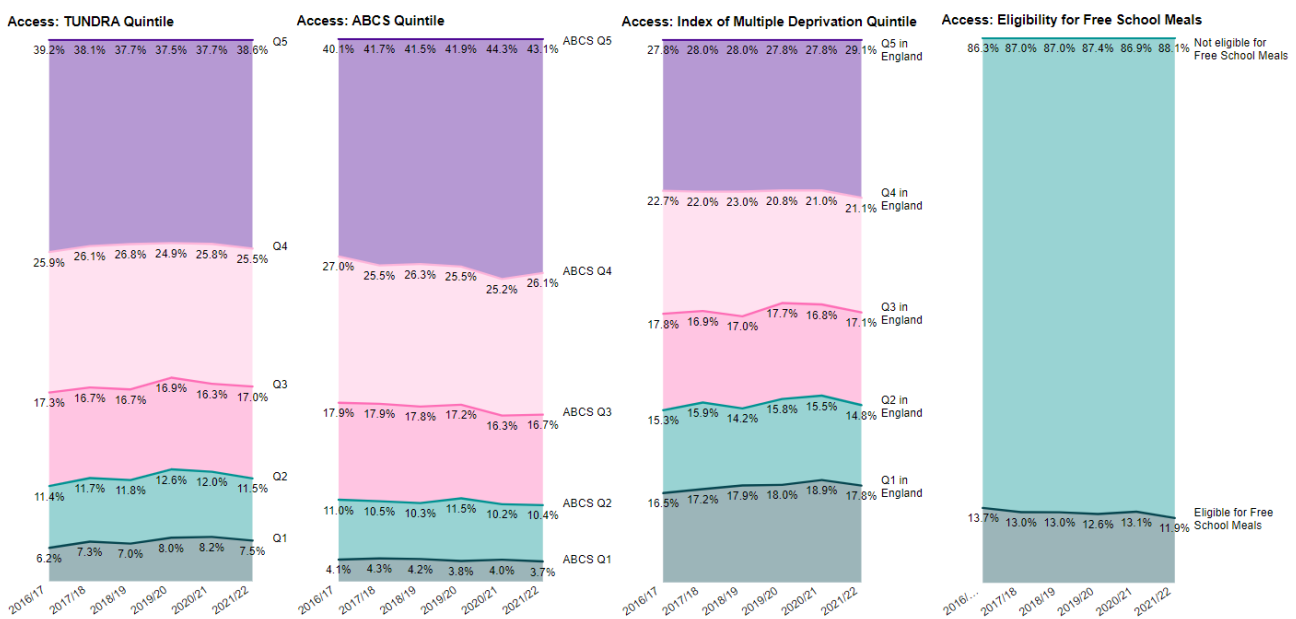


Figure 1: proportions of entrants by socioeconomic or participation Access group – time series

15. Time series data (*Figure 1*) indicate that the proportion of students from TUNDRA Quintiles 1 and 2 was relatively low and, although this increased in the first half of the time series, the increase stalled. For Index of Multiple Deprivation, the increase in IMD Quintile 1 was steady until 2021/22; Manchester also compared more favourably than for TUNDRA Q1 when reviewing access data for similar institutions. The Free School Meals data showed proportions slightly lower than the sector average and with no increase throughout the time period.

Risk 1: Individuals from TUNDRA Quintiles 1 and 2 are less likely to enter UoM than those from other quintiles (19%), and this risk is more pronounced than comparator institutions and the wider sector (27.8% in 2021/22).

Risk 2: The proportion of entrants who were eligible for Free School Meals is lower than the sector average (11.9% compared to 18.4% in 2021/22) and has not increased over the last six years.

Ethnicity, age, disability

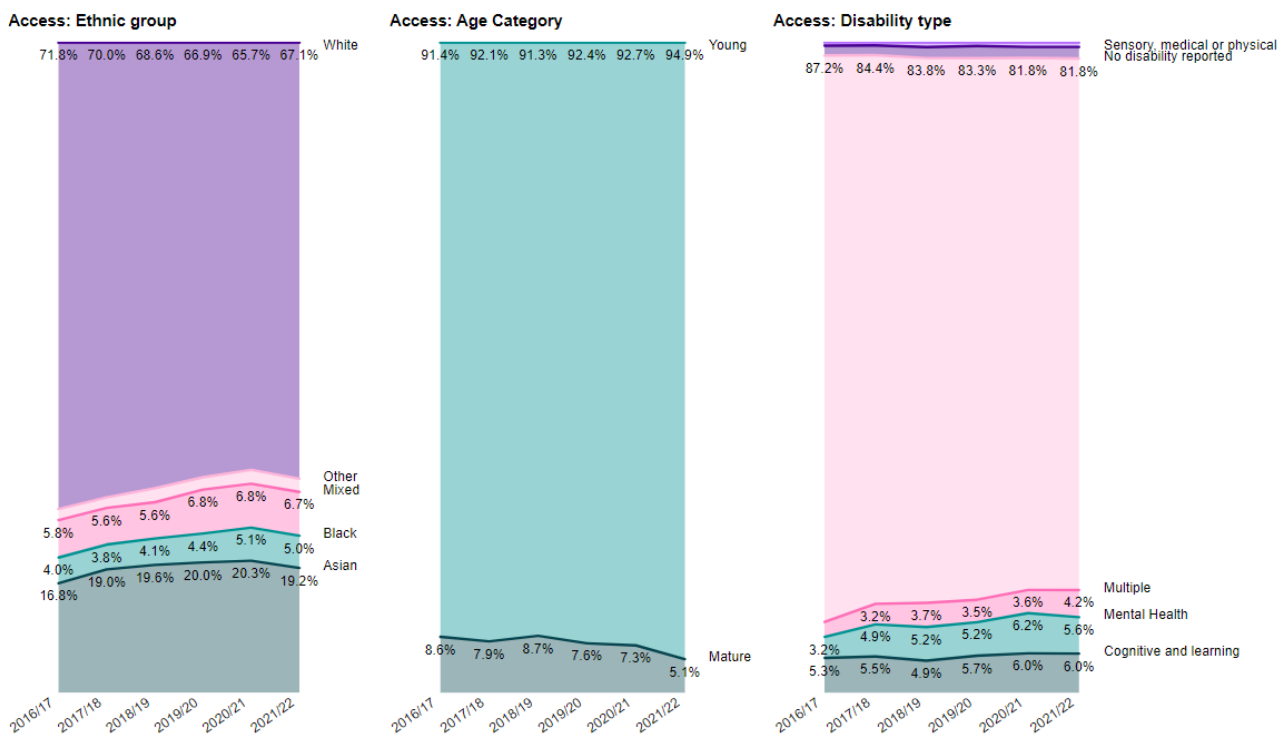


Figure 2: proportions of entrants by student characteristic Access group – time series

16. The proportion of students from Asian, Black, Mixed or Other ethnic groups has increased over the time period, with a slight dip in 2021/22 (*Figure 2*). The proportion of black students however remains below the English sector (8%) and the 18-19 population in Greater Manchester (11.1%, 2021 Census).
17. Full-time undergraduate courses remain dominated by students under 21 years of age, and the proportion of mature students has decreased slightly in recent years.
18. Disability data indicate that the proportion of students declaring a disability has increased and, in 2021/22, was 18.2%, higher than the English sector (17.4%). The largest disability type groups were students with cognitive or learning difficulties, mental health conditions and multiple or other impairments.

Risk 3: The proportion of entrants from a black ethnic background (5% in 2021/22) has not increased significantly over the past six years and is not reflective of the local or national population of 18-19 year olds (11.1% in Greater Manchester, 2021 Census 18-19 year olds).

Risk 4: The proportion of mature students in UoM is low (5.1% in 2021/22) and has dropped over the past six years.

Care experienced students

19. According to the NNECL only 14% of pupils who were looked after for 12 months or more at 31st March 2016 progressed to HE by age 19 by 2021/22 compared to 47% for other pupils. This rate has increased over time. In UoM we can see an increase in care experienced students entering UG study from 10 to 40 per year.

Risk 5: Individuals who are care experienced are less likely to enter higher education than other groups and there are low numbers (c.40 per year) entering UoM, particularly considering the size of the institution and its wide range of course offering.

Qualifications other than A-levels or International Baccalaureate

20. Over the time period, the number and proportion of students entering the University with a mix of qualifications or non-A level qualifications has increased from 10.8% to 14.8% in 2019/20 (excepting 2021/22). They also intersect with some of the target groups. This will be an important factor to consider in terms of induction and support into undergraduate study.

Intersections

21. The intersections between multiple access risks were assessed as part of the assessment of performance and available in Power BI to explore. When looking at a particular at-risk group (e.g. TUNDRA Q1), the matrix below indicates where a group has a higher representation of an additional risk group than its comparison group (e.g. TUNDRA Q5), for the 6-year aggregated time series.

	TUNDRA Q1	IMDQ1	FSM	Black	Asian	Other/ Mixed	Disability	Female	Male
TUNDRA Q1 (Q5)		53.9% (44.1%)	20.7% (8.6%)	7.9% (3.6%)	17% (19%)	8.1% (9.7%)	16.2% (15.6%)	62.7% (56.6%)	37.3% (43.3%)
IMD Q1 (Q5)	22.3% (0.6%)		33.5% (3.2%)	10.5% (1.3%)	48.1% (8%)	8.4% (6.9%)	13% (15.3%)	62.4% (56.8%)	37.5% (43.2%)
FSM (not FSM)	13.1% (7.4%)	51.1% (30%)		13% (3.6%)	37.6% (18.3%)	14.1% (7.1%)	16.5% (14.5%)	63.3% (57.8%)	36.7% (42.2%)
Ethnicity: Black (White)	13.5% (8.1%)	45.5% (9.9%)	36.2% (6.9%)				14.3% (16.1%)	65.7% (58.3%)	34.3% (41.7%)
Ethnicity: Asian (White)	6.7% (8.1%)	45.7% (9.9%)	23.6% (6.9%)				9.8% (16.1%)	58% (58.3%)	42% (41.7%)
Known Disability	8.9% (8.0%)	17.2% (20%)	14.1% (12.6%)	4.4% (4.8%)	13.4% (21.6%)	9% (7.8%)		65.8% (57.4%)	34.2% (42.7%)
Female	8.1%	20.9%	13.9%	5.4%	20.7%	8%	16.6%		

Male	4.5%	17.8%	11.3%	3.9%	20.6%	7.9%	12.2%		

Figure 3: Access intersections –example: 53.9% entrants from TUNDRA Q1 to UoM over six years were also from Index of Multiple Deprivation 2019 Quintile 1, compared to 44.1% for TUNDRA Q5 entrants. Blue shading shows higher representation than the comparison group.

22. The matrix indicates that entrants often have multiple risk characteristics, with a particular tendency for those from areas of low participation, area of deprivation or eligibility for free school meals also being of Black or Asian ethnic heritage. There is also a pattern that male students are under-represented in other risk groups. Focusing further on the specific risk group of white working class males (using ethnicity, free school meals and sex data), the University has seen a drop in the proportion of male students entering from 2016/17 and this is more pronounced in the group who are eligible for free school meals. The data suggest that white students are under-represented in the free school meals group, and males are further under-represented within this sub-group. Only 70-90 students enter UoM each year from this intersectional group (Figure 4).

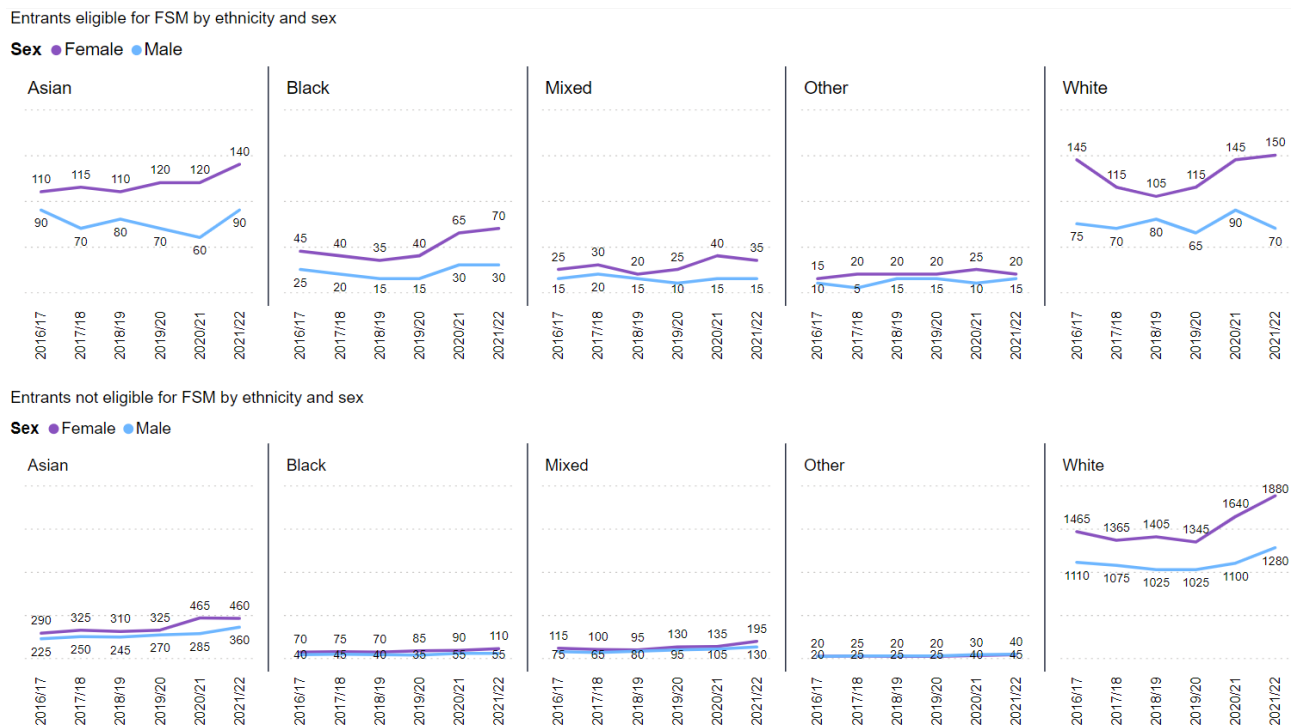


Figure 4: Intersectionality between free school meals, ethnicity and sex (number of entrants rounded to nearest 5)

Risk 6: Within the free school meals group, white males are particularly at risk of not participating in Higher Education at UoM, with between 70-90 entrants per year.

D. Outcomes – Continuation, Completion, Degree Outcomes, Progression

OfS Dashboard outcome measures with gaps

23. Figure 5 shows the UoM position in each of the lifecycle stages in the groups shown in the OfS dashboard. This highlights that the University’s biggest area for action is the degree outcome (attainment) stage, where most gaps are evident for all groups apart from sex. Conversely, there are no groups where progression outcomes are lower than comparison groups where

the statistical uncertainty threshold is applicable in the last two years, other than the ABCS group. This stage is impacted by the low response rates for the Graduate Outcomes survey. There was a small gap in the progression outcomes between students not eligible for FSM and those that were, but this is less than 3pp. Trends will continue to be monitored, hopefully with more robust data arising from better response rates from future Graduate Outcome surveys.

SPLIT_IND_TYPE	LIFECYCLE SPLIT_IND_COMBINATION	Continuation			Completion			Attainment			Progression		
		4-yr agg gap	2-yr agg gap	gap year 6	4-yr agg gap	2-yr agg gap	gap year 6	4-yr agg gap	2-yr agg gap	gap year 6	4-yr agg gap	2-yr agg gap	gap year 6
ABC5Quintile	ABC5Q5 ABC5Q1	4.7	4.1	5.9	13.0	12.5	10.8				6.3	5.5	4.2
AgeOnCommencement	Young_Under21 Mature_Age21andOver	4.1	3.1	4.3	7.8	6.4	6.1	7.6	7.3	6.2	-6.5	-6.5	-5.7
Disability	NoKnownDisability Disabled	2.0	1.6	1.5	3.9	4.2	3.8	3.2	2.9	2.0	2.2	1.9	1.7
EnglishIMDQuintile_2019	IMDQ5 IMDQ1	2.9	2.9	4.7	3.8	3.3	2.6	11.0	12.7	13.6	-1.7	-1.3	-1.9
Ethnicity	White Asian	-0.3	-0.5	-0.1	-1.1	-0.7	-0.6	8.4	7.8	9.3	-3.4	-3.0	-2.6
	White Black	1.6	1.8	2.7	0.2	0.1	0.4	14.1	14.5	12.5	-2.4	-5.4	-6.8
	White Mixed	0.2	0.3	0.9	0.2	-1.0	-1.8	2.0	2.1	4.1	2.5	2.4	-1.3
	White Other	0.5	-0.7	0.0	-0.6	0.6	1.1	6.7	6.6	5.6	-1.3	-0.6	2.2
FSMEligibility	NotEligibleForFSM EligibleForFSM	2.1	2.2	2.7	2.7	1.7	2.0	8.6	9.6	8.8	2.9	0.1	-0.5
POLAR4Quintile	POLAR4Q5 POLAR4Q1	2.4	2.9	4.3	3.5	3.9	4.7	6.0	8.7	10.3	-0.6	0.6	1.6
Sex	Male Female	-0.8	-1.1	-1.8	-1.1	-1.0	-0.4	-2.9	-1.9	-2.0	0.8	0.5	0.7
TUNDRAQuintile	TUNDRAQ5 TUNDRAQ1	2.2	2.7	3.6	2.6	3.5	4.1	4.8	6.2	6.2	-0.7	-0.5	0.0

Figure 5: Summary of OfS dashboard gaps for all undergraduates by lifecycle stage and at-risk group. The faded numbers indicate that the statistical uncertainty distribution of there being a gap above 0 is less than 95% (this also applies where the gap is negative).

Continuation and Completion

24. The University's continuation and completion rates are high, as recognised by the Gold rating for the Student Outcomes element of the TEF. However, there are a small number of risk areas indicated by the data where there are gaps in outcomes.

Socioeconomic disadvantage

- 25. Students from the most deprived areas in IMD Quintile 1 have lower continuation rates than those from Quintile 5. However, rates are higher than the sector as a whole (92.3% compared to 84.4% for 2020/21 entrants) and the gap is smaller (4.7pp compared to 9.1pp).
- 26. Completion rates for IMD Q1 students have increased by 4pp over the last six years and the gap between Q5 and Q1 students has narrowed to 2.7pp.
- 27. Similarly, those from areas of lowest participation in HE (TUNDRA Q1) had lower continuation and completion rates than Q5 entrants (Figure 6). Although the gaps were lower than the equivalent gaps for the sector and the continuation rates had showed improvement during the time series, the completion rates have shown a small decline and a widening of the gap as Q5 students experienced an increase in completion rates. This is an area that will need further monitoring during the next APP period.

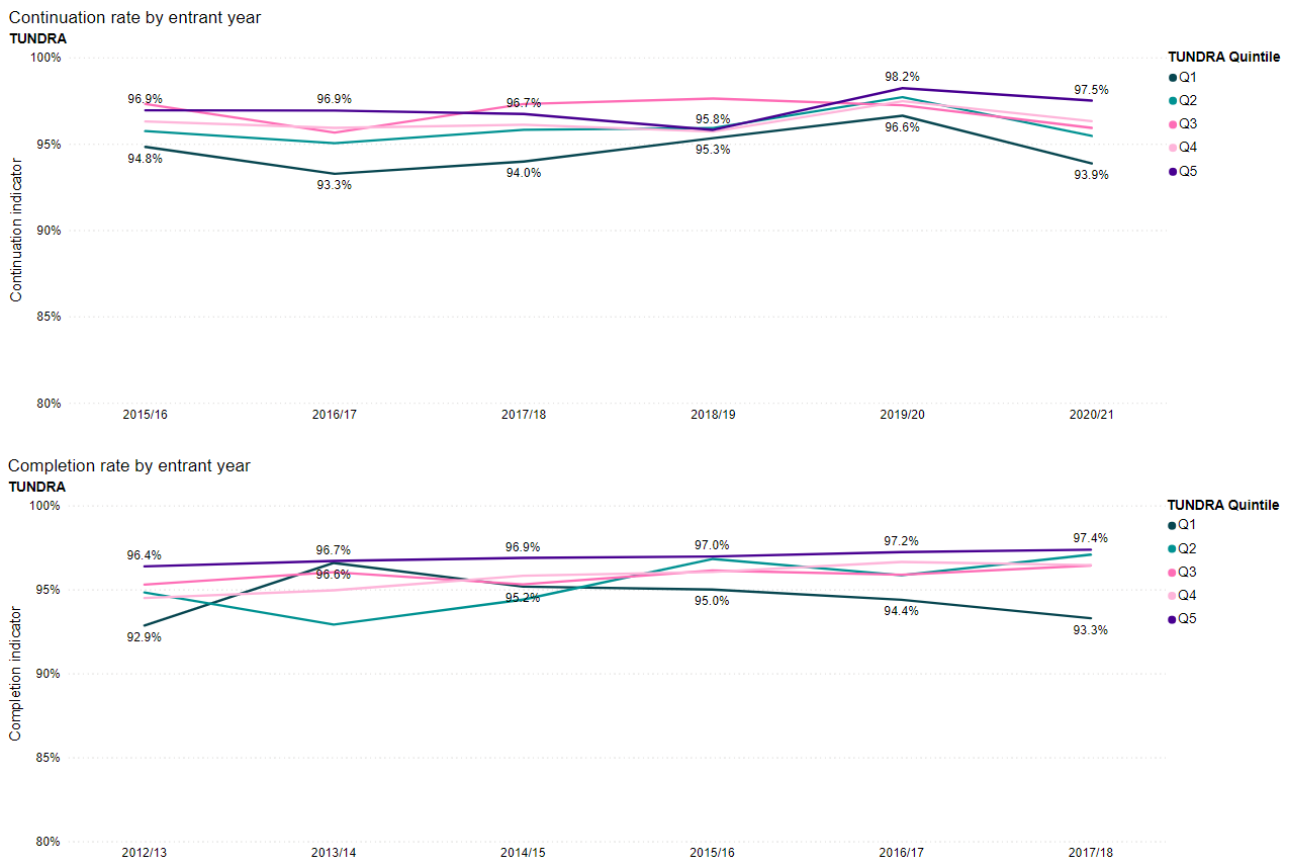


Figure 6: Continuation and completion rates by TUNDRA Quintile

28. Students who were eligible for free school meals had lower rates of continuation and completion than those who were not, although the gaps were small (2.6pp continuation in 2020/21 compared to 5.2pp for the sector; 2.0pp completion in 2017/18 compared to 8.2pp for the sector).

Risk 7: Continuation rates are lower for students from Index of Multiple Deprivation Quintile 1, TUNDRA Quintile 1 and students eligible for free school meals than their comparison groups; their rates remain higher than the sector as a whole and gaps are smaller (4.7pp in 2020/21 compared to 9.1pp for the sector), but these trends will need to be monitored.

Ethnicity, age, disability

29. Black students have slightly lower continuation rates than white students (*Figure 7*), although the gap is small and the continuation rates have been above 95% for three of the last six years.

30. There are no significant gaps in completion for ethnic groups, particularly in the last three years.

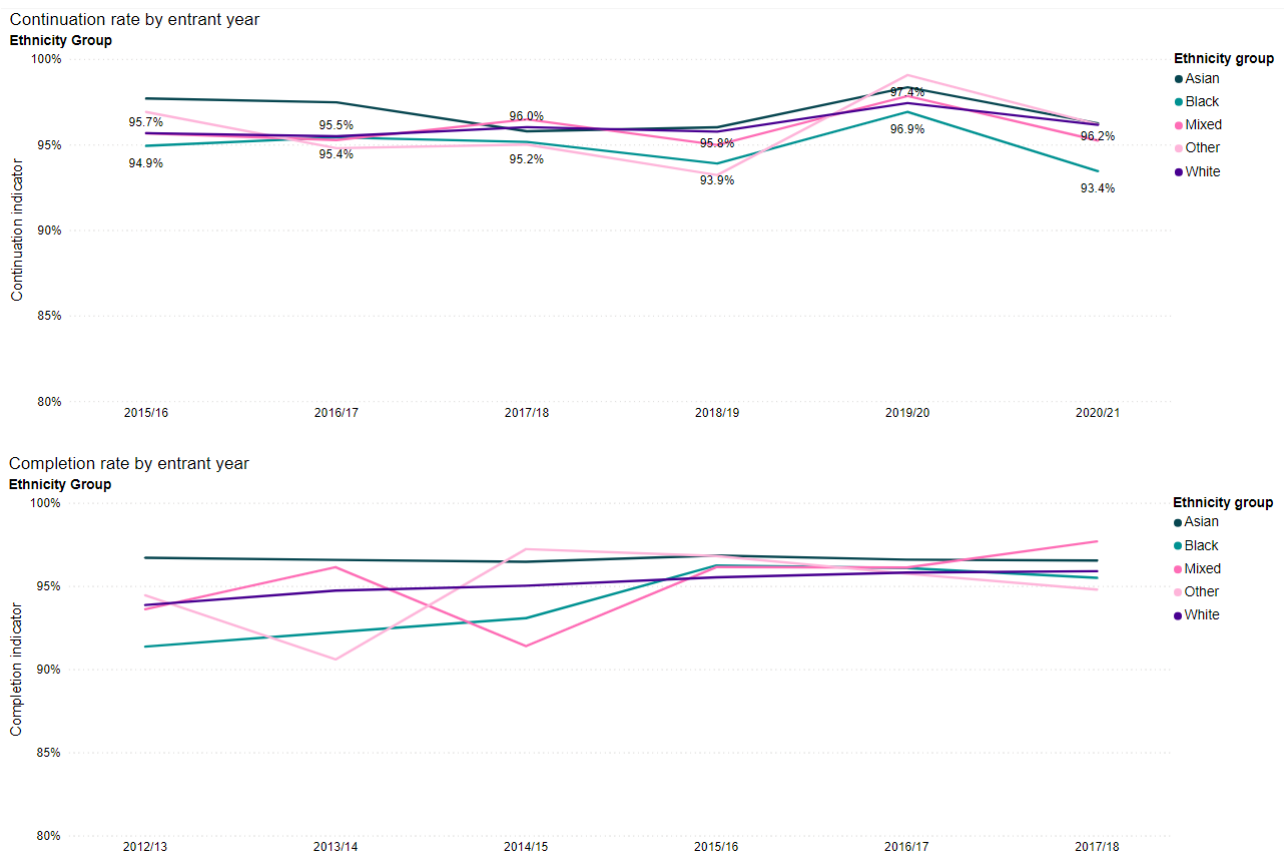


Figure 7: Continuation and completion rates by ethnic group

31. Mature students have lower rates of continuation and completion, although these remain a small proportion of the student body and concentrated in one Faculty (58% of continuation denominator in 2020/21 were in the Faculty of Biology, Medicine and Health).
32. Students with a declared disability have lower continuation rates than those with no known disability, but this gap has been decreasing over time (as the number and proportion of students reporting a disability has increased) and is less than 2pp in the most recent year (Figure 8). The largest sub-groups of disability type reported to the University are those with cognitive or learning disabilities and those with a mental health condition (both 33% of the disabled student population), with those with multiple or other impairments and those with sensory, medical or physical impairments (20% and 9% respectively).
33. Continuation rates for students with cognitive or learning difficulties have been above 95% in the last five years and slightly higher than those with no reported disability in four of these. Gaps between students with no known disability and those with mental health conditions have narrowed from a gap of 9.7 to a low of 2.7pp in 2020/21.
34. For completion, the largest gap is for students with a mental health condition; although the gap has decreased from 11.9pp for 2012/13 entrants to 7.9pp for 2017/18 entrants it remains a key risk and warrants further attention.

Risk 8: Students with a disability are less likely to complete their course (a gap of 3.8pp for 2017/18 entrants compared to a sector gap of 2pp), particularly students with a mental health condition (a gap of 7.9pp).

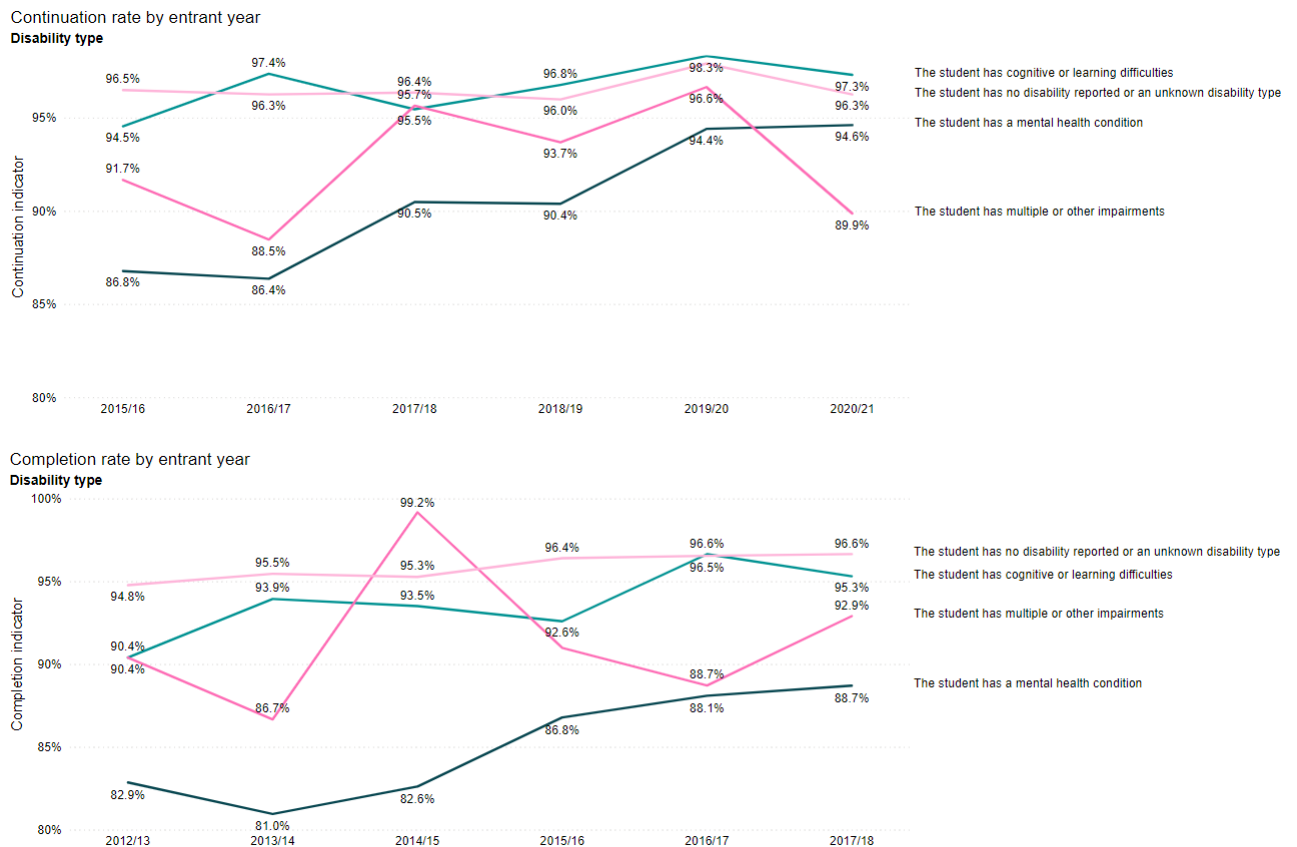


Figure 8: Continuation and Completion rates for Disability type

Degree Outcomes - Attainment

35. Comparison of degree outcomes (classifications) of different groups of students shows a number of risks that are not new but remain unresolved at this stage, despite interventions put into place during the period of the Access and Participation Plan 2021/22 to 2024/25.

Socioeconomic disadvantage

- 36. Students from IMD 2019 Quintile 1 are less likely to be awarded a first class or upper second class degree (1st/2:1) – this had been an area of improvement but gaps have widened over the last two years (Figure 9). Although the gap is lower than the gap at sector level, it remains a risk that needs to be further investigated and addressed.
- 37. Students eligible for free school meals also show poorer outcomes than those without although, again, the gap is lower than the sector gap and addressing the gap for IMD Q1 should help to address the risk for students eligible for free school meals – around half of the FSM students were from IMD Q1 in the 4-year aggregate population.
- 38. Degree outcomes for TUNDRA students show a more mixed picture over the time series, with gaps emerging from 2019/20; this will need to be monitored.

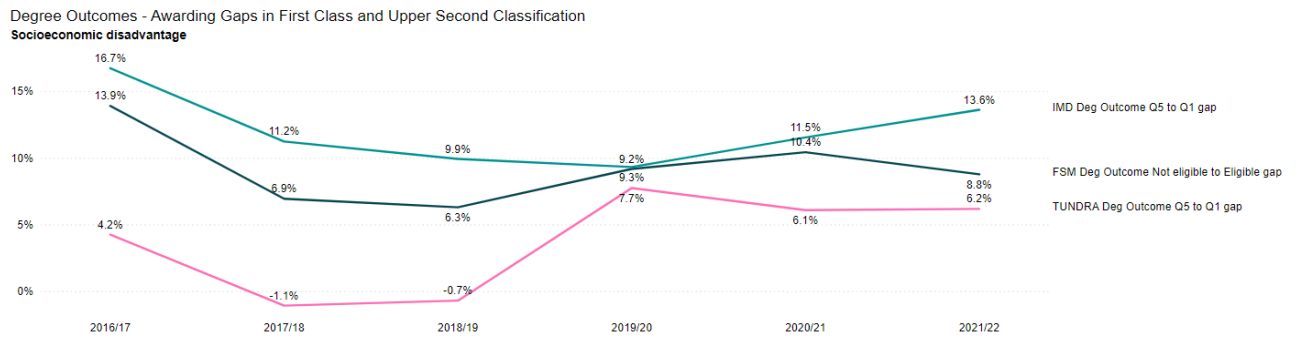


Figure 9: Gaps in degree outcomes – socioeconomic disadvantage

Ethnicity, age, disability

39. The degree outcome data show that all ethnic groups other than white are less likely to be awarded a 1st/2:1. The time series (*Figure 10*) shows a reduction in the size of the gap for mixed and Asian groups over time but a widening in the most recent year, a general reduction for other groups but limited improvement in the gap for black students.
40. The population of students of Asian heritage at Manchester is sufficiently large to support more detailed analysis at the more granular ethnicity level. This shows that there are particular groups which have significantly poorer outcomes – particularly Asian or Asian British – Bangladeshi and Asian or Asian British – Pakistani students (*Figure 11*). Gaps between degree outcomes of Bangladeshi students and white students were the largest of any group in 2021/22, with Black or Black British - African. Analysis of the intersections with other risks showed many other factors may be contributing to the gap, and this requires further investigation.



Figure 10: Gaps in degree outcomes – ethnic group

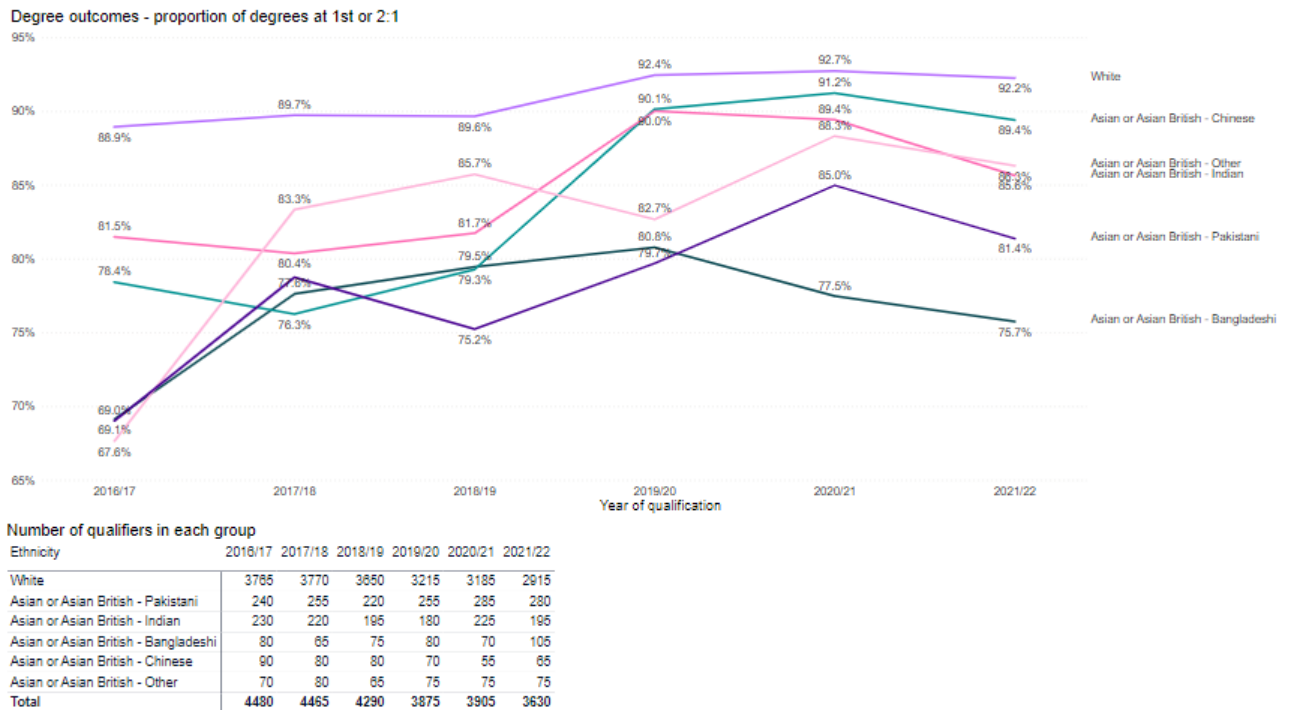


Figure 11: Degree outcomes – proportion of 1st/2:1 degrees for Asian sub-groups compared to White

41. Mature students are less likely to be awarded a 1st/2:1 than young students but the gap is gradually reducing (Figure 12).
42. The awarding gap between students with no known disability and those with a reported disability has decreased over the period of the current APP and was 2pp in the most recent year. Although the risk has largely been addressed, a number of improvements are continuing to be implemented to ensure that disabled students have the same opportunities to achieve good degrees.

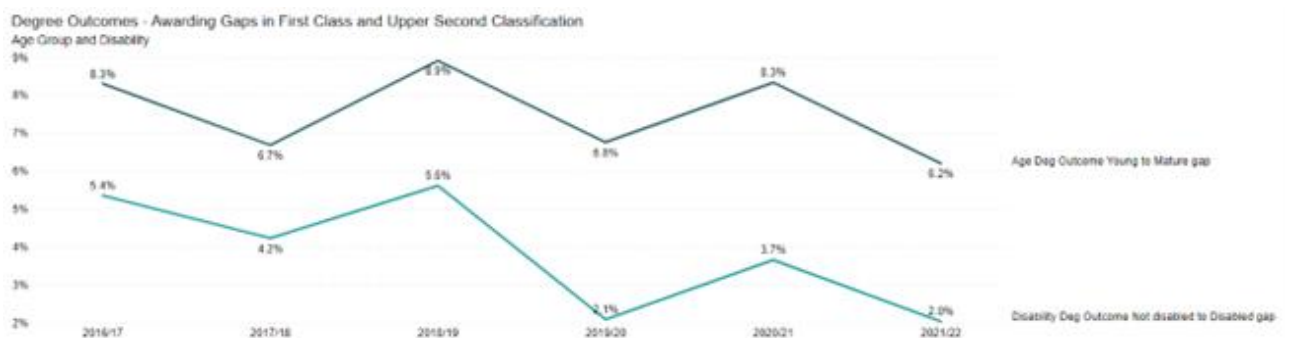


Figure 12: Gaps in degree outcomes – age and disability

Risk 9: Students from Index of Multiple Deprivation Quintile 1 are at risk of achieving poorer degree outcomes than IMDQ5 students, with a gap of 13.6pp in 2021/22.

Risk 10: Students who were eligible for free school meals and students from TUNDRA Q1 are at risk of achieving poorer degree outcomes than their comparison groups, but the gaps (8.8pp and 6.2pp) are lower than the IMD gap and intersect with IMD Q1.

Risk 11: Black students are at risk of achieving poorer degree outcomes than white students, with a gap of 12.5pp in 2021/22.

Risk 12: Asian students are at risk of achieving poorer degree outcomes than white students, with a gap of 9.3pp in 2021/22. Within this group, the proportion of 1st/2:1 degrees is lowest for Asian or Asian British – Bangladeshi and Asian or Asian British – Pakistani students.

Intersections

43. The identification of risks has focussed on broad groupings and single risk factors but intersections will be considered as part of interventions and data are available for further analysis. Further advice and input are required to identify the most appropriate statistical testing approach with many variables at play, as well as the impact of small numbers on significance. As an initial trial an approach was undertaken to consider the additional risk factors associated with Asian or Asian British – Bangladeshi students’ degree outcomes. This concluded that it was useful to identify other factors that influenced outcomes alongside ethnicity, but further work is required to consider how to control for multiple intersections.

Progression

44. As noted in the earlier section (Figure 5), the progression data are less clear in providing evidence of risks, partly due to the low response rates for the Graduate Outcomes data but also because progression outcomes are strong for UoM graduates. Based on the assessment of progression rates for different groups (Figure 13), there are no significant and consistent gaps in outcomes that warrant interventions at this stage, although the data will continue to be monitored.



Figure 13: Progression rates for different student characteristics – time series

D. Student experience

45. National Student survey data for 2023 showed some differences in positivity between particular student groups, offering further evidence that certain groups are at risk of having a poorer experience at University, potentially impacting on their outcomes.
46. Key gaps for black, Asian, Mixed or other ethnicity students compared to white relate to particular elements of teaching, assessment and feedback, academic support and student voice.
47. For disability types, the gaps include elements of learning opportunities, assessment and feedback, learning resources, organisation and management and student voice. Some of these gaps were substantial, with 10 percentage points (or more) lower positivity for questions such as 8. To what extent does your course have the right balance of directed and independent study?, 18. How well were any changes to teaching on your course communicated?, 24. How clear is it that students' feedback on the course is acted on? The data also showed that these groups were less aware of the support available to them via mental health and wellbeing services. This is further evidence that disabled students have a poorer experience while studying, potentially impacting on their ability to continue to completion of their course.

Theme	Question	Gap in Positivity rate (percentage points)					
		white vs black		white vs Asian		white vs mixed	
		UoM	Sector	UoM	Sector	UoM	Sector
Teaching on my course	1. How good are teaching staff at explaining things?	5	-1	8	2	2	1
	2. How often do teaching staff make the subject engaging?	15	-1	13	6	8	3
	3. How often is the course intellectually stimulating?	0	-1	4	2	4	2
	4. How often does your course challenge you to achieve your best work?	2	-2	3	2	2	3
Learning opportunities	5. To what extent have you had the chance to explore ideas and concepts in depth?	1	-1	5	3	5	2
	6. How well does your course introduce subjects and skills in a way that builds on what you have already learned?	2	-3	3	1	5	2
	7. To what extent have you had the chance to bring together information and ideas from different topics?	0	-3	1	1	1	1
	8. To what extent does your course have the right balance of directed and independent study?	1	-8	-1	-2	9	1
	9. How well has your course developed your knowledge and skills that you think you will need for your future?	-1	-4	0	0	4	3
Assessment and Feedback	10. How clear were the marking criteria used to assess your work?	5	-2	4	3	3	2
	11. How fair has the marking and assessment been on your course?	5	2	7	5	3	2
	12. How well have assessments allowed you to demonstrate what you have learned?	2	-3	7	2	6	2
	13. How often have you received assessment feedback on time?	-3	-4	-3	3	1	2
	14. How often does feedback help you to improve your work?	-4	-7	-1	2	4	2
Academic Support	15. How easy was it to contact teaching staff when you needed to?	2	1	1	1	-2	1
	16. How well have teaching staff supported your learning?	5	-1	6	1	5	2
Organisation and management	17. How well organised is your course?	3	-7	4	-3	5	1
	18. How well were any changes to teaching on your course communicated?	-7	-6	0	-3	6	1

Learning resources	19. How well have the IT resources and facilities supported your learning?	-10	-2	-8	0	0	3
	20. How well have the library resources (e.g. books, online services and learning spaces) supported your learning?	3	1	3	2	2	2
	21. How easy is it to access subject specific resources (e.g. equipment, facilities, software) when you need them?	-3	1	1	1	2	3
Student Voice	22. To what extent do you get the right opportunities to give feedback on your course?	2	-2	1	0	6	2
	23. To what extent are students' opinions about the course valued by staff?	3	-3	4	1	8	2
	24. How clear is it that students' feedback on the course is acted on?	4	-9	-4	-6	5	2
No theme	25. How well does the students' union (association or guild) represent students' academic interests?	0	-6	1	-5	0	2
	26. How well communicated was information about your university/college's mental wellbeing support services?	-10	-5	-9	-4	8	2
	27. During your studies, how free did you feel to express your ideas, opinions, and beliefs?	6	1	5	2	3	1

Figure 14: Gaps in positivity rate – white compared to black, Asian and Mixed ethnic groups

Theme	Question	Gap in Positivity rate (percentage points)					
		No disability vs Cognitive		No disability vs Mental health		No disability vs multiple	
		UoM	Sector	UoM	Sector	UoM	Sector
Teaching on my course	1. How good are teaching staff at explaining things?	1	3	1	2	3	2
	2. How often do teaching staff make the subject engaging?	-1	1	0	2	4	1
	3. How often is the course intellectually stimulating?	-2	1	-2	0	2	-1
	4. How often does your course challenge you to achieve your best work?	0	1	-3	1	-4	-1
Learning opportunities	5. To what extent have you had the chance to explore ideas and concepts in depth?	-3	2	1	2	2	2
	6. How well does your course introduce subjects and skills in a way that builds on what you have already learned?	4	3	3	3	6	1
	7. To what extent have you had the chance to bring together information and ideas from different topics?	2	2	0	2	-1	1
	8. To what extent does your course have the right balance of directed and independent study?	12	4	10	7	7	4
	9. How well has your course developed your knowledge and skills that you think you will need for your future?	8	2	3	4	3	1
Assessment and Feedback	10. How clear were the marking criteria used to assess your work?	4	6	3	5	8	4
	11. How fair has the marking and assessment been on your course?	2	3	5	3	3	2
	12. How well have assessments allowed you to demonstrate what you have learned?	9	3	3	3	2	2
	13. How often have you received assessment feedback on time?	3	1	7	2	5	0
	14. How often does feedback help you to improve your work?	5	4	1	3	9	1
Academic Support	15. How easy was it to contact teaching staff when you needed to?	2	4	5	4	3	3
	16. How well have teaching staff supported your learning?	3	3	6	4	7	3
Organisation and management	17. How well organised is your course?	10	7	8	8	12	5
	18. How well were any changes to teaching on your course communicated?	11	7	9	8	12	6
Learning resources	19. How well have the IT resources and facilities supported your learning?	12	6	4	4	4	3
	20. How well have the library resources (e.g. books, online services and learning spaces) supported your learning?	3	2	-3	2	5	3

	21. How easy is it to access subject specific resources (e.g. equipment, facilities, software) when you need them?	7	4	3	4	9	5
Student Voice	22. To what extent do you get the right opportunities to give feedback on your course?	4	3	1	5	2	5
	23. To what extent are students' opinions about the course valued by staff?	5	3	4	5	5	4
	24. How clear is it that students' feedback on the course is acted on?	14	4	10	10	10	7
No theme	25. How well does the students' union (association or guild) represent students' academic interests?	5	6	0	6	0	5
	26. How well communicated was information about your university/college's mental wellbeing support services?	14	5	5	5	7	4
	27. During your studies, how free did you feel to express your ideas, opinions, and beliefs?	3	4	5	4	4	5

Figure 15: Gaps in positivity rate – no reported disability compared to largest disability type groups

Summary of Risks and Prioritisation of Objectives and Targets

Risk	Stage and Page reference	Target	Rationale	CAH1 subject areas of greater risk (based on student population and risk being above institutional total)
Risk 1: Individuals from TUNDRA Quintiles 1 and 2 are less likely to enter UoM than those from other quintiles (19%), and this risk is more pronounced than comparator institutions and the wider sector (27.8% in 2021/22).	Access, p3	Yes	Socioeconomic / participation indicator with largest gap/risk	Social sciences, medicine and dentistry, Historical, philosophical and religious studies, business and management, language and area studies
Risk 2: The proportion of entrants who were eligible for Free School Meals is lower than the sector average (11.9% compared to 18.4% in 2021/22) and has not increased over the last six years.	Access, p3	Yes	More targeted indicator for socioeconomic disadvantage, lower than sector, lack of increase over time	Historical, philosophical and religious studies, language and area studies, mathematical sciences, design and creative and performing arts, physical sciences, business and management
Risk 3: The proportion of entrants from a black ethnic background (5% in 2021/22) has not increased significantly over the past six years and is not reflective of the local or national population of 18-19 year olds	Access, p4	Yes	Lack of increase over time, not reflective of national or local population	Most subject areas

(11.1% in Greater Manchester, 2021 Census 18-19 year olds).				
Risk 4: The proportion of mature students in UoM is low (5.1% in 2021/22) and has dropped over the past six years.	Access, p4	No	Flexible learning opportunities currently focussed on PG study (continue to monitor / address in future)	
Risk 5: Individuals who are care experienced are less likely to enter higher education than other groups and there are low numbers (c.40 per year) entering UoM, particularly considering the size of the institution and its wide range of course offering.	Access, p4	Yes		Most subject areas
Risk 6: Within the free school meals group, white males are particularly at risk of not participating in Higher Education at UoM, with between 70-90 entrants per year.	Access, p5	No	Sub-set of FSM target. May be a particular focus in intervention activity	

Risk 7: Continuation rates are lower for students from Index of Multiple Deprivation Quintile 1, TUNDRA Quintile 1 and students eligible for free school meals than their comparison groups; their rates remain higher than the sector as a whole and gaps are smaller (4.7pp in 2020/21 compared to 9.1pp for the sector), but these trends will need to be monitored.	Continuation, p7	No	Continuation rates remain high; monitor rather than target	
--	------------------	----	--	--

<p>Risk 8: Students with a disability are less likely to complete their course (a gap of 3.8pp for 2017/18 entrants compared to a sector gap of 2pp), particularly students with a mental health condition (a gap of 7.9pp).</p>	Completion, p8	Yes	Continuation rates have improved but Completion remains a risk for disabled students and NSS data show areas that need attention	
<p>Risk 9: Students from Index of Multiple Deprivation Quintile 1 are at risk of achieving poorer degree outcomes than IMDQ5 students, with a gap of 13.6pp in 2021/22.</p>	Degree outcomes, p11	Yes	Large gap in degree outcomes	Subjects allied to medicine, language and area studies, social sciences, physical sciences, business and management
<p>Risk 10: Students who were eligible for free school meals and students from TUNDRA Q1 are at risk of achieving poorer degree outcomes than their comparison groups, but the gaps (8.8pp and 6.2pp) are lower than the IMD gap and intersect with IMD Q1.</p>	Degree outcomes, p11	No	Gaps smaller than other characteristics and lower than sector; for monitoring	
<p>Risk 11: Black students are at risk of achieving poorer degree outcomes than white students, with a gap of 12.5pp in 2021/22.</p>	Degree outcomes, p12	Yes	Large gap in degree outcomes	Subjects allied to medicine (many subject populations are too small)
<p>Risk 12: Asian students are at risk of achieving poorer degree outcomes than white students, with a gap of 9.3pp in 2021/22. Within this group, the proportion of 1st/2:1 degrees is lowest for Asian or Asian British – Bangladeshi and Asian or Asian British – Pakistani students.</p>	Degree outcomes, p12	Yes	Large gap in degree outcomes	Mathematical sciences, psychology, subjects allied to medicine

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

This section sets out further information about the evidence used to underpin each intervention strategy, and any rationale and assumptions related to the underpinning theory of change for each intervention strategy.

Intervention Strategy 1: Objectives and targets		
<p>Objective: To increase the proportion of students studying at the University of Manchester from socio-economically disadvantaged backgrounds. We will increase the percentage of students from TUNDRA Quintile 1 & 2 postcodes and those eligible for free school meals to 25% and 15%, respectively, by 2028/29.</p>		
Activity	Rationale	Evidence
<p>Access</p> <ul style="list-style-type: none"> • Manchester Access Programme (MAP) • Manchester Distance Access Scheme (MDAS) • Foundation Years • Contextual Admissions 	<p>Access Programmes</p> <p>MAP takes a multi-intervention approach to supporting pupils from disadvantaged and underrepresented backgrounds to access and prepare for HE. Over the course of year 12 and 13 participants engage in sessions which familiarise them with the physical, social, and academic higher education (HE) environment; receive application support; and undertake an undergraduate (UG) level academic assignment, supported and marked by an academic tutor.</p> <p>Students who successfully complete the programme are eligible for a reduced offer of up to two A-level grades.</p> <p>MDAS is an online HE preparation programme available to offer holders who are eligible for a contextual offer. Participants complete an academic skills module and an academic assignment related to their destination UG degree subject. Completion of the programme entitles applicants to an additional 1 grade reduction on their offer.</p>	<p>Austen, L., Hodgson, R., Heaton, C., Pickering, N., Dickinson, J., Mitchell, R., O'Connor, S. (2021). Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes.</p> <p>Birkin, G. (2022). Review of impact evaluation evidence submitted by Uni Connect partnerships.</p> <p>Centre for Social Mobility, University of Exeter. (2018). Research into the use of contextualised admissions. University of Exeter report. Retrieved from https://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/5b4457fb70a6ade52de65f16/1531205646268/Research+into+the+use+</p>

	<p>A comprehensive review of access, retention, attainment and progression, found evidence that preparatory programmes are effective in increasing access for underrepresented groups (Austen et al., 2021). A systematic review carried out by Younger et al (2019) indicates that programmes which deliver multiple types of intervention within a single programme are particularly effective in increasing enrolment in HE. Birkin (2022) found causal evidence which supports this finding.</p> <p>Internal monitoring indicates that students eligible for a two-grade reduction at point of entry to the University of Manchester outperformed those eligible for a single grade reduction. In the cohort observed, applicants had to complete an Access scheme with an academic component in order to receive the two-grade reduction whereas a single grade reduction is automatically applied for any applicants who meet the conditions for a contextual offer.</p> <p>This indicates that, in addition to supporting access, completing an access scheme with an academic component has a positive impact on course success.</p> <p>We are committed to further monitoring and analysis to gain greater insight into this trend including a pilot programme offering an automatic two grade reduction for eligible Humanities students and a large-scale review of our contextual offer and admissions policy.</p> <p>Foundation Years</p> <p>Our Foundation Years provide access to specified undergraduate programmes for applicants from underrepresented backgrounds who</p>	<p><u>of+contextualised+admissions+University+of+Exeter+report.pdf</u></p> <p>Crawford, C., Gregg, P., Macmillan, L., Vignoles, A., Wyness, G. (2016). Higher education, career opportunities, and intergenerational inequality. <i>Oxford Review of Economic Policy</i>, 32, 553–575. <u>https://doi.org/10.1093/oxrep/grw030</u></p> <p>Dale-Harris, H. (2019). What do students think about contextual admissions? [Press release]. Higher Education Policy Institute. Retrieved from <u>https://www.hepi.ac.uk/2019/07/25/what-do-students-think-about-contextual-admissions/</u></p> <p>Hillman, N. (2017). Where next for widening participation and fair access? New insights from leading thinkers [Press release]. Higher Education Policy Institute. Retrieved from <u>https://www.hepi.ac.uk/2017/08/14/next-widening-participation-fair-access/</u></p> <p>O’Sullivan, K., Bird, N., Robson, J., Winters, N. (2019). Academic identity, confidence and belonging: The role of contextualised admissions and foundation years in higher education. <i>British Educational Research Journal</i>, 45, 554–575. <u>https://doi.org/10.1002/berj.3513</u></p>
--	---	--

	<p>are missing the required grades or subject combinations at Level 3. Completing a 'Year 0' helps students acquire the foundational knowledge and academic skills needed for success.</p> <p>Taylor et al. (2020) found that participation in 'post-enabling' programmes increased on-course attainment, confidence, and resilience compared to traditionally enrolled peers.</p> <p>O'Sullivan et al. (2019) found that students who undertook a foundation year had higher levels of belonging and academic confidence compared to those admitted through contextual admissions.</p> <p>Contextual Admissions</p> <p>The University of Manchester automatically makes contextual offers to applicants who meet WP+ criteria. The HEPI report "Where next for widening participation and fair access?" stresses the need for universities to be bold in recognising students' potential by contextualising prior attainment to address access gaps (Hillman, 2017). The government broadly supports this approach (Dale-Harris, 2019; Office for Students, 2019). The Exeter Centre for Social Mobility supports basing HE access on potential rather than prior attainment (Centre for Social Mobility, 2018). Crawford et al. (2016) found that students from poorly performing schools perform better in HE when controlled for prior attainment, indicating higher potential than their prior attainment suggests.</p>	<p>Taylor, J. A., van Eyk, T., Syme, S. (2020). Enabling success at university: the impact of an Australian programme to provide access to university. <i>Journal of Further and Higher Education</i>, 44, 69–82. https://doi.org/10.1080/0309877X.2018.1504011</p> <p>Younger, K., Gascoine, L., Menzies, V., Torgerson, C. (2019). A systematic review of evidence on the effectiveness of interventions and strategies for widening participation in higher education. <i>Journal of Further and Higher Education</i>, 43, 742–773. https://doi.org/10.1080/0309877X.2017.1404558</p>
<p>Outreach and IAG</p> <ul style="list-style-type: none"> • Gateways • Campus Visits • Summer School 	<p>Outreach</p> <p>A growing body of evidence indicates the positive impact of engaging with a variety of outreach activities on a young persons' likelihood of progression to HE.</p>	<p>Outreach</p> <p>Burgess, A.P., Horton, M.S., Moores, E., 2021. Optimising the impact of a multi-intervention outreach programme on progression to higher</p>

<ul style="list-style-type: none"> • Manchester Outreach Medics Society • Success 4 Life • Supporting the Supporters • STEM Outreach • Cultural engagement • Web content • Digital Resources 	<p>Burgess et al (2021) found that, while participating in multiple outreach activities is more effective, any engagement with UniConnect, no matter how limited, had a positive impact on progression to HE.</p> <p>Summer Schools emerge as one of the most effective interventions with a combination of activities which includes information and guidance, master classes and campus visits also showing strong impact (Birkin, 2022; Burgess et al., 2021).</p> <p>The recent UniConnect independent review found that outreach interventions involving intensive or recurring engagement totalling a minimum of 11 hours were particularly impactful (Burtonshaw et al., 2024).</p> <p>The report also notes that relatively few pupils have been able to access this type of support via UniConnect.</p> <p>The Gateways programme provides an opportunity for the same cohort of pupils to engage with university outreach over multiple years.</p> <p>Our residential Year 10 Summer School offers an immersive, multi-day programme which includes IAG, masterclasses and activities to increase a sense of belonging and ‘campus capital’.</p> <p>While repeat interactions are shown to be more effective in raising participation in HE for the most disadvantaged pupils, we recognise that many schools are currently facing unprecedented cost pressures which impact on their ability to engage with on campus outreach, with the greatest impact on schools with higher proportions of disadvantaged pupils (The Sutton Trust, 2023).</p>	<p>education: recommendations for future practice and research. Heliyon 7, e07518. https://doi.org/10.1016/j.heliyon.2021.e07518</p> <p>Birkin, G., 2022. Review of impact evaluation evidence submitted by Uni Connect partnerships.</p> <p>Burtonshaw, D.S., Eyre, R., Simons, J., Whitehead, P., 2024. A review of collaborative support for improving equality of opportunity in access to higher education.</p> <p>School Funding and Pupil Premium 2023, 2023. Sutton Trust. URL https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2023/</p> <p>Geagea, A., Maccallum, J., Vernon, L., Barber, B., 2017. Critical links between arts activity participation, school satisfaction and university expectation for Australian high school students Australian Journal of Educational & Developmental Psychology. Aust. J. Educ. Dev. Psychol. 15, 53–65.</p> <p>IAG</p> <p>Harris, M., 2010. What more can be done to widen access to highly selective universities?. URL https://www.offa.org.uk/wp-</p>
---	--	---

	<p>We continue to offer a variety of lower commitment opportunities to engage with outreach activities which can be accessed on an ad-hoc basis.</p> <p>Our programme of IAG focused campus visits is ringfenced for local schools with a high proportion of disadvantaged pupils.</p> <p>Our STEM outreach programme includes sessions which can be taken into schools and opportunities to engage remotely with STEM enrichment.</p> <p>Our cultural institutions, The Whitworth Art Gallery, Manchester Museum and The Jodrell Bank Observatory offer an extensive schools' programme which includes academic and cultural enrichment and work experience opportunities.</p> <p>Geagea et al (2017) found higher levels of school satisfaction and university expectation for those who engaged with arts activities during high school.</p> <p>IAG</p> <p>In 2010 Harris noted that disadvantaged pupils were less likely to select subjects required to progress to higher tariff HEIs and called on universities to support schools in providing high quality IAG to their pupils (Harris, 2010).</p> <p>More recent research confirms that <i>"IAG is shown to increase learner confidence to make informed choices and help ensure learners' decisions are well-informed."</i> (Birkin, 2022)</p>	<p>content/uploads/2010/05/Sir-Martin-Harris-Fair-Access-report-web-version.pdf.</p>
--	--	---

	<p>We are committed to producing a range of high quality physical and digital IAG resources which can support IAG provision in schools or be accessed independently by learners and parents/carers.</p>	
<p>Attainment Raising</p> <ul style="list-style-type: none"> • Manchester Young Academics (MYA) • A level Maths tutoring 	<p>Evidence shows that academic attainment is the most important predictor of university progression, with GCSE attainment appearing to be the most decisive factor (Crawford, 2014; Crawford et al., 2016). Crawford (2014) observed that when controlling for GCSE attainment, the HE access gap is almost entirely eliminated.</p> <p>Gaps in educational attainment for pupils from low-income families are evident at KS2 and continue to increase throughout secondary education (Anthony, 2019) with fewer students from disadvantaged backgrounds opting to take A levels than their more advantaged peers by KS5 (Sutton Trust, 2024).</p> <p>Young people from disadvantaged backgrounds have higher aspiration levels than they do rates of HE participation and expectations of progression to HE (TASO, 2022).</p> <p>While the proportion of students eligible for Free School Meals (FSM) progressing to HE has risen gradually over the past 5 years, the rate of progression to High Tariff HEPs is significantly lower than that of students not in receipt of FSM (Harrison and Waller, 2018).</p> <p>Attainment raising is embedded throughout our Access strategy including both specific attainment raising interventions and redesign of our outreach and IAG activities to promote development of metacognitive skills and self-efficacy.</p>	<p>Crawford, C., 2014. The link between secondary school characteristics and university participation and outcomes []. Inst. Fisc. Stud. URL https://ifs.org.uk/publications/link-between-secondary-school-characteristics-and-university-participation-and</p> <p>Crawford, C., Gregg, P., Macmillan, L., Vignoles, A., Wyness, G., 2016. Higher education, career opportunities, and intergenerational inequality. Oxf. Rev. Econ. Policy 32, 553–575. https://doi.org/10.1093/oxrep/grw030</p> <p>Anthony, A., 2019. “What works” and “what makes sense” in Widening Participation: an investigation into the potential of university-led outreach to raise attainment in schools (PhD). University of Kent.</p> <p>Sutton Trust, 2024. Closing the attainment gap URL https://www.suttontrust.com/our-research/closing-the-attainment-gap/</p> <p>TASO, 2022. TASO-attainment-raising-typology-and-rapid-evidence-review.pdf []. TASO. URL https://taso.org.uk/news-item/taso-launches-report-on-attainment-raising/</p>

	<p>KS4 Attainment</p> <p>The MYA Programme works with KS4 pupils attending Greater Manchester schools in areas of high deprivation with GCSE attainment below the national average and where pupils have lower than average success rates in applying to The Manchester Access Programme.</p> <p>Pupils in receipt of FSM and Care Experienced young people are prioritised for participation.</p> <p>The programme aims to raise attainment through a programme which combines character and virtues education, cultural literacy and development of metacognitive skills.</p> <p>The Jubilee Centre Framework for Character Education advocates for a holistic approach to personal development which they assert lays the foundation for improved attainment (Arthur and Kristjánsson, 2022).</p> <p>Perry et al (2019) define metacognition as an overarching term which includes “self-regulated learning”, “thinking skills”, and “Learning to Learn”.</p> <p>The Brilliant Club has summarised a wealth of research on attainment raising in schools and highlights development of metacognitive skills as one of the most effective interventions (The Brilliant Club, 2022).</p> <p>KS5 Attainment</p> <p>We have committed to extending a pilot KS5 maths intervention delivered in partnership with Imperial College and Hg Foundation.</p>	<p>Harrison, N., Waller, R., 2018. Challenging discourses of aspiration: The role of expectations and attainment in access to higher education. Br. Educ. Res. J. 44, 914–938. https://doi.org/10.1002/berj.3475</p> <p>Arthur, J., Kristjánsson, K., 2022. The Jubilee Centre Framework for Character Education in Schools - 2022.</p> <p>Perry, J., Lundie, D., Golder, G., 2019. Metacognition in schools: what does the literature suggest about the effectiveness of teaching metacognition in schools? Educ. Rev. 71, 483–500. https://doi.org/10.1080/00131911.2018.1441127</p> <p>The Brilliant Club, 2022. How can schools and universities work in partnership to raise attainment for less advantaged students? Brill. Club. URL https://thebrilliantclub.org/news/how-can-schools-and-universities-work-in-partnership-to-increase-the-attainment-of-less-advantaged-students/</p> <p>Ofqual, A Level Outcomes in England, https://analytics.ofqual.gov.uk/apps/Alevel/Outcomes/</p>
--	--	---

	<p>In 2022, the attainment gap at A-Level between disadvantaged and non-disadvantaged students achieving an A* was 6.8% across all subjects.</p> <p>According to Ofqual, only 13.7% of A level Maths students receiving their final grades from Greater Manchester obtained A*s in 2023 [https://analytics.ofqual.gov.uk/apps/Alevel/Outcomes/]. This is below the national average of 16.5%, and below the rate of 18.3% and above for central and southern England. Other counties in North West England have similar or lower A* achievement percentages than Greater Manchester.</p> <p>This programme aims to increase the number of pupils from lower income households achieving grade A/A* at A-Level, that is required to study Maths, Science and Engineering degrees at UoM and other high tariff institutions.</p> <p>Completion of a MOOC will be supported by online 1:1 tutoring and group masterclasses.</p>	
<p>Strategic Partnerships</p> <ul style="list-style-type: none"> • Greater Manchester Higher (GMH) • The Brilliant Club • The Tutor Trust 	<p>Greater Manchester Higher (GM Higher)</p> <p>GM Higher is the Uni Connect partnership for the region, bringing together the HE providers to offer a targeted programme of educational outreach. Membership includes all five universities, in addition to 12 College-based providers. We have been a member since it was established in 2017 and will continue to work collaboratively with other partners to provide a comprehensive and sustained outreach programme to young people who are under-represented in higher education. The partnership enables us to work together in a strategic way to target the right schools and learners, remove educational barriers, and address regional and national challenges.</p>	

	<p>Through GM Higher we are actively participating in the delivery of attainment raising activities. GM Higher have taken a methodical and strategic approach to developing interventions, consulting with schools, following external guidance on what works for attainment, and developing a framework to effectively evaluate activity.</p> <p>Interventions include:</p> <ul style="list-style-type: none">• Maths Buddy – Supporting the delivery of this GM Higher-developed programme designed to support Maths attainment and improve the confidence of those who are at risk of failing.• Greater Manchester Boys Hub – Through staff membership we are contributing to the establishment of a boys’ network for the region. Responding to established research, the GM Boys Hub will bring together practitioners and other stakeholders to agree and implement a range of strategic and tangible outputs aimed at reducing the educational inequalities faced by working class boys in our region.• Summer schools – Delivery of a Year 10 summer school to increase the sense of belonging of learners who take part, and ensure they see university as a place for them.• Success4Life – Continue to support and deliver Success4Life, a well-established eight-week programme developed specifically for looked-after learners in years 7, 8 and 9. Focusing on the particular barriers faced by this group, learners are supported to develop a sense of belonging in HE and build a better understanding of their strengths and potential, as well as developing a range of soft-skills related to study success. <p>Through our collaboration with GM Higher we:</p> <ul style="list-style-type: none">• Are members of the Governing Board, ensuring the development of the programme responds to the needs of schools, colleges and young people across the region, as well as regional education and skills agendas. We drive key	
--	--	--

decisions to ensure the future sustainability of the partnership through an annual review process.

- Support the recruitment of undergraduate tutors and ambassadors to support activity delivery and provide relatable peers and mentors for the young people we support.
- Host staff working on the coordination and delivery of the attainment raising programme.
- Provide resources and academic input for a wide range of on-campus activities, including summer schools, campus visits and a suite of subject and industry masterclasses.

The Brilliant Club

In collaboration with [The Brilliant Club](#), we will deliver [The Scholars Programme](#), targeted at students aged 8-18 who are eligible for pupil premium, live in the most deprived areas (IDACI quintiles 1 and 2), and have no parental experience of higher education. Through completing a series of university-style group tutorials, delivered by a trained PhD tutor, and attending a university campus visit, pupils develop key HE-preparedness competencies such as cognitive strategies, knowledge of university, sense of belonging and academic self-efficacy. Since 2016, annual independent UCAS evaluations have shown that Scholars Programme graduates are statistically significantly more likely to apply and progress to a competitive university than students from similar backgrounds. HEAT data shows a clear positive relationship between participation in The Scholars Programme and [improved GCSE attainment](#). The Theory of Change can be found [here](#).

The Tutor Trust

	<p>We work collaboratively with The Tutor Trust; a charity working in partnership with state schools, colleges and other education providers to tackle educational inequity and support young people to achieve their potential.</p> <p>We work with the Tutor Trust to recruit student tutors, making sure every young person who needs some additional academic support can access a great tutor.</p> <p><u>Read the Tutor Trust Impact Report 2023</u></p>	
<p>Data, Analytics and Technology</p>	<p>Staff will be provided with access to more and improved data which will enable them to improve their understanding of applicants and students from socio-economically disadvantaged backgrounds. This will cut across the admissions cycle (e.g. application to offer, offer to acceptance and acceptance to student registration). The University will also offer workshops to help staff interpret the data more effectively so that actions can be considered and delivered. The data will be important to see how the University's work is helping to achieve its targets.</p> <p>The University has not previously carried out detailed analysis of Tundra and/or FSM data, especially with respect to admissions data, so will need to develop data models for these specific groups. It will also be important to consider intersectionality in data analysis to identify factors affecting attainment and awarding gaps. The data will be important to see how the University's work is helping to achieve its targets.</p> <p>Just analysing the data within the University will be insufficient in and of itself and so it is planned to collaborate with other HE providers to share data and best practices. This will particularly be within the</p>	

	Russell Group universities and other HEIs in Greater Manchester and the North West.	
--	---	--

Intervention Strategy 2: Objectives and targets		
<p>Objective: To address the underrepresentation of ethnic minority groups among university entrants, with a specific focus on young Black undergraduate students (Black UG >18-year-olds). We aim to increase the proportion of young Black entrants to better align with the local population profile within Greater Manchester, elevating it from the current 5% to 10% by 2028/29.</p>		
Activity	Rationale	Evidence
<p>Access and Inclusion</p> <ul style="list-style-type: none"> • Mentoring • Role Models 	<p>Despite being more likely to apply to HE than their White peers, Black students are less likely to achieve the entry requirements for high tariff universities. They are also more likely to be academically underestimated by teachers and less likely to be made a university offer even when they have, or are on track for, the required grades (Boliver, 2016).</p> <p>In addition to prioritising Black students for access to MAP and MYA (see IS1) we will introduce a new Y12 mentoring programme which matches Black heritage applicants with Black heritage UG mentors.</p> <p>We will also introduce a Role Models series of guest speakers of Black heritage.</p> <p>In feedback from a previous programme of similar design over 80% of mentees reported that having a Black undergraduate mentor mattered to them.</p> <p>They also reported increased intention to apply to a high tariff</p>	<p>Younger, K., Gascoine, L., Menzies, V., Torgerson, C., 2019. A systematic review of evidence on the effectiveness of interventions and strategies for widening participation in higher education. <i>J. Furth. High. Educ.</i> 43, 742–773. https://doi.org/10.1080/0309877X.2017.1404558</p> <p>Birkin, G., 2022. Review of impact evaluation evidence submitted by Uni Connect partnerships.</p>

	<p>university and decreased anxiety about the low representation of Black students.</p> <p>There is consistent evidence to suggest that mentoring has a positive effect on attainment and aspiration raising, with programmes which addressed both practical barriers to HE such as financial aid application, and emotional or aspirational barriers appearing to be particularly beneficial for minority ethnic groups (Younger et al., 2019; <u>TASO</u>).</p> <p>(Birkin, 2022) overturned previous assumptions that online mentoring was less effective than face to face, finding positive outcomes for both modes of delivery and advocating for a blended approach.</p>	
<p>Data, Analytics and Technology</p>	<p>Initial analysis suggests that we “lose” applicants from key target groups at particular stages of the admissions cycle. It is planned to provide more and improved data and to analyse it throughout the admissions cycle to guide strategic decisions. The data will be important to see how the University’s work is helping to achieve its targets.</p> <p>The data models (above) will specifically include Ethnicity and be provided to key staff (noting that this is sensitive data). The University will also offer workshops to help staff interpret the data more effectively so that actions can be considered and delivered.</p> <p>As already noted, there is work to be done at the University across the admissions cycle. We will establish a “task and finish” group to explore application vs offer, offer vs acceptance and acceptance vs registration data for ethnicity and provide recommendations. This will be important to see how the University’s work is helping to achieve its targets</p>	

Intervention Strategy 3: Objectives and targets

Objective: To increase each year the number of young Care Experienced (CE) people from the North West who progress into higher education as they are less likely to enter higher education than other groups, and there are low numbers (c.40 per year). We aim to increase the proportion of young Care Experienced entrants to 49, elevating by 5% from the baseline of 2023/24 by 2028/29.

Activity	Rationale	Evidence
<p>Outreach and IAG</p> <ul style="list-style-type: none"> • Success4Life • Collaborative outreach • Looked After Children Residential • Role models 	<p>While aspiration to participate in HE is high among CE young people, they are considerably less (“12 by 24,” 2020; Young and Lilley, 2023).</p> <p>There is broad consensus across the sector about the elements of support which facilitate access. These include: accessible IAG; admissions support including the use of contextual data; funding provision including specific bursary support for CE students; pastoral support including a named contact to support students throughout the student lifecycle and mental health and wellbeing provision; availability of year round accommodation; strong links between HEPs, Schools and Local Authorities (Ambrose et al., 2021; Stevenson et al., 2020; Styrnol et al., 2021)</p> <p>The Pathways Project foregrounds the voices of CE young people who cite relationships with adults who encourage and believe in their potential as instrumental in their ability to view HE as an achievable ambition (Ellis and Johnston, 2019; “Pathways Project,” n.d.).</p> <p>Outreach</p> <p>Through Greater Manchester we work in collaboration with HEPs in the local area to provide a variety of options to engage and become familiar with the HE environment.</p>	<p>12 by 24 [2020. Cent. Soc. Justice. URL https://www.centreforsocialjustice.org.uk/library/12-by-24</p> <p>Young, F., Lilley, D., 2023. How many care leavers go to university?</p> <p>Ambrose, P., Edwards, S., Mitchell, M., 2021. Supporting care experienced students in English higher education: towards a more consistent approach.</p> <p>Stevenson, J., Baker, Z., Harrison, N., Bland, B., Jones-Devitt, S., 2020. Positive impact?: What factors affect access, retention and graduate outcomes for university students with a background of care or family estrangement?</p> <p>Styrnol, M., Matic, J., Hume, S., 2021. Supporting access and student success</p>

	<p>These include intense and immersive activities such as Supporting the Supporters and the Looked After Children’s Residential which will be piloted in 2024 as well as ad hoc and by request sessions.</p> <p>Success4Life is a 10-week, after school project for looked after young people to develop their self-confidence and communication skills; whilst meeting university students who are care experienced and developing familiarity with the campus.</p> <p>TASO found positive causal evidence of the value of peer relationships in supporting progression to HE (Styrnol et al., 2021). A newly introduced guest speaker series will ensure that CE young people have access to CE role models with experience of navigation HE and careers.</p> <p>We will pilot a one night on-campus, residential activity for CE learners in Y11 who have an interest in university. They will work with current student ambassadors with lived experience of the care system, gain familiarity and confidence with being on campus and explore the benefits of attending university and the support available.</p> <p>Attainment Raising</p> <p>Recognising that CE students have lower prior attainment and are more likely to attend lower tariff HEPs (UCAS and Unite Foundation, 2022), CE pupils are prioritised for access to our attainment raising interventions (see IS1).</p> <p>Collaboration</p> <p>We work closely with HEPs in the GMH network to ensure a consistent, varied and balanced support offer for CE young people both in terms of outreach and on course support.</p>	<p>for learners with experience of children’s social care.</p> <p>Ellis, K., Johnston, C., 2019. Pathways to University from Care: Findings Rep</p> <p>Pathways Project [, n.d. URL https://sites.google.com/sheffield.ac.uk/pathwaysproject/home</p> <p>UCAS and Unite Foundation, 2022. NEXT STEPS: What is the experience of students from a care background in education?</p>
--	---	---

	<p>We will continue to strengthen links with virtual schools and Local Authorities and maintain our active participation in multi-agency networks such as the Greater Manchester Care Experienced Education Network and <u>NorthCLASS</u>.</p> <p>These connections both inform the development of our support for CE young people and ensure we can effectively communicate the support available.</p>	
<p>Access and Transition</p> <ul style="list-style-type: none"> • Named Contact • Accessible IAG • Supporting the Supporters 	<p>Named Contact</p> <p>We have a named contact for CE young people who provides dedicated IAG and support for students from pre-application through to acceptance and transition onto a course at UoM.</p> <p>Our pre-entry named contact is listed on the <u>Propel</u> website and pro-actively contacts applications who indicate having experience of care in their UCAS application. Our pre-entry named contact works closely with named contacts for on-course CE students who are situated in the Student Advice and Response Team to provide a smooth transition to university life.</p> <p>IAG</p> <p>UCAS and Unite Foundation (2022) highlighted that levels of knowledge and understanding about HE among carers, supporters and communities can be a barrier to access, with only 3 in 5 CE young people receiving specific guidance about applying to HE from a care background. We will develop a suite of interactive and accessible digital resources.</p> <p>We will ensure that our website includes a single accessible point of information where CE applicants can find out about dedicated support available for their circumstances.</p>	<p>https://www.ucas.com/corporate/news-and-key-documents/news/three-five-experience-being-care-given-no-guidance-when-applying-higher-education</p> <p>UCAS and Unite Foundation, 2022. NEXT STEPS: What is the experience of students from a care background in education?</p>

	<p>Teachers, Carers and Supporters</p> <p>Supporting the Supporters is a CPD event for Parents, Carers and Support workers who have a young person in local authority care, to upskill them with information, advice and guidance about university level study and available support so they, in turn, can feel able to support their young people to access and succeed at university.</p>	
<p>Bursaries and Financial Support</p>	<p>Financial planning and support can be particularly difficult to navigate for CE young people, with wide variations between support offered by both Local Authorities and Universities (Ambrose et al., 2021; Ellis and Johnston, 2019).</p> <p>Stevenson et al (2020) point to inconsistencies in definitions of care experience and eligibility based on circumstances while Ellis and Johnston (2019) point to financial concerns as a factor in why 51% of CE students consider dropping out of their course at some point.</p> <p>We will introduce a new £10,000 bursary for CE students to relieve cost pressures while on course.</p> <p>We have launched a new bursary which is open to both care leavers and care experienced students.</p> <p>We commit to ensuring that information about eligible finance support is communicated directly to care experienced students where we are aware of the CE status. Information about eligibility and application process will be transparent and accessible.</p>	<p>Ambrose, P., Edwards, S., Mitchell, M., 2021. Supporting care experienced students in English higher education: towards a more consistent approach.</p> <p>Ellis, K., Johnston, C., 2019. Pathways to University from Care: Findings Report One (report). The University of Sheffield. https://doi.org/10.15131/shef.data.9578930.v3</p> <p>Stevenson, J., Baker, Z., Harrison, N., Bland, B., Jones-Devitt, S., 2020. Positive impact? What factors affect access, retention and graduate outcomes for university students with a background of care or family estrangement?</p>
<p>Data, Analytics and Technology</p>	<p>Whilst data is collected through the UCAS application process on care experience this is often inaccurate (e.g. applicants mixing up being in</p>	

	<p>care and caring for another). The data needs better validation and there also needs to be additional opportunities for applicants to share information about their care experience throughout the admissions cycle. These opportunities need to continue after registration. This will enable us to better identify young CE people to enable proactive support during both the admissions cycle and then as a student. This will be important to the University to help to achieve its target.</p>	
--	--	--

Intervention Strategy 4: Objectives and targets

Objective: Objective 4: To bridge the completion gap between students with no declared disability and disabled students, particularly those with mental health, social/communication, or multiple conditions at the University of Manchester. We aim to address barriers to completion and reduce the existing completion rate gap from 3.8 percentage points to 2 percentage points by 2028/29. We will do this by focusing on improved academic support, improving our support services, and providing a range of inclusive learning environments.

Activity	Rationale	Evidence
<p>Academic Support and Learning Resources</p> <ul style="list-style-type: none"> • Academic advice and skills support • On Course support and academic success • Integrated and access services • Inclusive and Accessible tools 	<p>Flexible Learning Support through My Learning Essentials led by the Library offers a blend of embedded (integrated into the curriculum) and open (self-selected, not tied to specific courses) support mechanisms, which positively impacting academic grades (Blake, Grayson et al., 2019).</p> <p>This approach aligns with initiatives like pre-university resources and efforts to broaden participation (Walton et al., 2023; Walker and Garnham, 2024). Insights from Ford (2024) on collaborative resource development and Morgan's work (2023) on alternative qualifications shape our approach to academic support and learning resources.</p>	<p>Blake, J. R. S., Grayson, N. and Karamalla-Gaiballa, S. (2019) "Investigating impact: Exploring the effect of 'open' support on student success", <i>Journal of Learning Development in Higher Education</i>, (16). doi: 10.47408/jldhe.v0i16.540.</p> <p>Walton, G.M. et al. (2023) 'Where and with whom does a brief social-belonging intervention promote progress in</p>

	<p>Staff training in diverse pedagogical strategies and digital accessibility improves teaching quality and student satisfaction (Bong & Chen, 2024). Integrating mental health services into academic advising enhances support, boosting student satisfaction and creating a more inclusive environment (Courtney, 2019).</p> <p>Designing specialised workshops and resources for students with non-traditional qualifications and for staff who teach them ensures the students success, fostering an inclusive learning environment (Lochtie et al., 2018). Specialised support for disabled students is crucial for an inclusive learning environment (Blake, 2019)</p> <p>Review and Revise Academic Advising Model -Integrating mental health and wellbeing services into academic advising provides embedded support, addressing both academic and personal needs (Lochtie et all., 2018). Comprehensive and collaborative support is expected to boost student satisfaction and provides more inclusive and supportive environment, positively impacting students' academic journey and wellbeing (Yong-Jones et.al., 2013).</p>	<p>college?', <i>Science</i>, 380(6644), pp. 499–505.</p> <p>Walker, N. and Garnham, W. (2024) Supporting the Student Journey into Higher Education: How Pre-Arrival Platforms Can Enhance Widening.</p> <p>Ford, N. (2024) 'Student partnership in the development of pre-arrival resources', in Supporting the Student Journey into Higher Education. Routledge.</p> <p>Bong, W. K. and Chen, W. (2024) 'Increasing faculty's competence in digital accessibility for inclusive education: a systematic literature review', <i>International Journal of Inclusive Education</i>, 28(2), pp. 197–213. doi: 10.1080/13603116.2021.1937344.</p> <p>Courtney, J. (2019) 'The UNIfy program: Providing additional support to students with mental health issues in a university context', <i>JANZSSA - Journal of the Australian and New Zealand Student Services Association</i>, 27(1), pp. 62–66.</p> <p>Lochtie, D., McIntosh, E., Stork, A., & Walker, B. (2018). Effective Personal Tutoring in Higher Education. <i>Critical</i></p>
--	--	--

		Publishing. Young-Jones, A.D. et al. (2013)
<p>Curriculum and Programme Innovation</p> <ul style="list-style-type: none"> • Coordinated programme • Research and Analysis • Pedagogical strategies and interventions • Cultural competency training • Assessment methods and practices 	<p>The literature on completion and attainment gaps in higher education is scarce, with existing studies mainly comprising viewpoints or statistical reporting (Wong et al., 2021; Hubbard, 2021), though it is evident to address completion and differential attainment and ensure positive outcomes for all, a cross-institutional approach is imperative.</p> <p>Research by Harris et al. (2020) and Policy Connect (2020) underscores the necessity of understanding specific barriers faced by disabled students. Addressing these barriers, including institutional culture, inaccessible teaching methods, transitions and employment, living and social, and by doing so enables timely address.</p> <p>Introducing inclusive teaching methods, personalised support services, and fair assessment practices embeds a social model of disability within the university, recognising environmental and social barriers rather than individual deficits. This fosters an environment where disabled students feel supported and empowered to succeed.</p> <p>Collaborative research efforts involving students, as highlighted in the intervention strategy, align with the National Union of Students' (2019) emphasis on involving disabled students in decision-making and training (Gillespie-Lynch et al., 2022).</p> <p>Delivering workshops and self-directed learning resources to academic staff, along with revising assessment frameworks, align</p>	<p>Wong, B., ElMorally, R. and Copsey-Blake, M., 2021. 'Fair and square': what do students think about the ethnicity degree awarding gap?. <i>Journal of Further and Higher Education</i>, 45(8), pp.1147-1161.</p> <p>Hubbard, K., 2021. Using data-driven approaches to address systematic awarding gaps. In <i>Doing Equity and Diversity for Success in Higher Education: Redressing Structural Inequalities in the Academy</i> (pp. 215-226). Cham: Springer International Publishing.</p> <p>Harris, E., et al. (2020). "Understanding Barriers to Success: A Qualitative Study of Disabled Students' Experiences in Higher Education." <i>Journal of Diversity in Higher Education</i>, 13(3), 210-225.</p> <p>Policy Connect (2020) 'Arriving At Thriving: Learning from disabled students to ensure access for allExternal link (Opens in a new tab or window)'. (Accessed 12/12/23)</p>

	<p>with evidence-based strategies like those advocated by Anderson (2006), emphasising fairness and inclusivity in assessments.</p> <p>Inclusive assessment design ensures equal opportunities for all students and reduces the need for individual adjustments (Tai et al., 2022). It has evolved from addressing specific needs of disabled students to encompassing broader inclusivity for all students (Haneworth, 2019).</p>	<p>National Union of Students (NUS) Report. (2019). "Involving Disabled Students in Decision-Making Processes: Best Practices and Recommendations.</p> <p>Gillespie-Lynch, K., Bisson, J. B., Saade, S., Obeid, R., Kofner, B., Harrison, A. J., . . . Jordan, A. (2022). If you want to develop an effective autism training, ask autistic students to help you. <i>Autism</i>, 26(5), 1082- 1094. doi:10.1177/13623613211041006</p> <p>Anderson, R. C. (2006) 'Teaching (with) Disability: Pedagogies of Lived Experience', <i>Review of Education, Pedagogy, and Cultural Studies</i>, 28(3–4), pp. 367–379. doi: 10.1080/10714410600873258.</p> <p>Tai, J., R. Ajjawi, M. Bearman, D. Boud, P. Dawson and T. Jorre de St Jorre (2022). "Assessment for inclusion: rethinking contemporary strategies in assessment design." <i>Higher Education Research & Development</i> 42(2): 483-497.</p> <p>Haneworth, P. (2019). "Inclusive Assessment: Where Next?", from</p>
--	--	---

		https://www.advance-he.ac.uk/news-and-views/inclusive-assessment-where-next.
<p>Inclusive and Accessible Student Experience and Support</p> <ul style="list-style-type: none"> • Student Support Services • Digital accessibility • Academic societies • Collaboration with UMSU • Pre-arrival and transition 	<p>We will create an inclusive learning environment and accessible support services, ensuring timely interventions and reducing barriers to success for all students. We will achieve this by maintaining our Report and Support platform, building supportive communities, expanding our safe campus spaces, and enhancing services.</p> <p>Disabled students face barriers to equal access, which are created by the environment and social dimensions of disability in education settings. (Brewer, G., Urwin, E. and Witham, B, 2023). It is therefore evident that there is a need for cultural change and tailored support mechanisms to mitigate these obstacles effectively (OfS, 2022).</p> <p>Building communities around courses and academic societies, as well as peer-to-peer support programmes like the SU How's You? Programme, serve to foster a sense of belonging and inclusion crucial for the well-being of disabled students.</p> <p>Seeking advice and support emerges as a recurring theme indicating the need for accessible avenues through which disabled students can voice their concerns and access the assistance they require. Platforms like the Report and Support provision play a pivotal role in ensuring that all students can raise concerns and access support promptly.</p> <p>Barriers to assistance and adjustments underscore the need for systemic changes to facilitate greater access to assistive technologies and tailored support plans (Weis, R., & Beauchemin,</p>	<p>OfS. (2022). What works in supporting student mental health. Retrieved from https://www.officeforstudents.org.uk/media/e64b9fb2-fa16-498c-819e-8aca308005ab/evaluation-ofthe-mhcc-what-work</p> <p>Brewer, G., Urwin, E. and Witham, B. (2023) 'Disabled student experiences of Higher Education', <i>Disability & Society</i>, pp. 1–20. doi: 10.1080/09687599.2023.2263633.</p> <p>Lindner, K.-T. and Schwab, S. (2020) 'Differentiation and individualisation in inclusive education: a systematic review and narrative synthesis', <i>International Journal of Inclusive Education</i>, pp. 1–21. doi: 10.1080/13603116.2020.1813450.</p> <p>Weis, R., & Beauchemin, E. L. (2020) 'Are separate room test accommodations effective for college students with disabilities?', <i>Assessment & Evaluation in Higher Education</i>, 45(5), 794–809. https://doi.org/10.1080/02602938.2019.1702922</p>

	<p>E. L., 2020). This includes enhancing access to appropriate assistive software and streamlining processes such as the Disability Student Allowance (DSA) to minimise bureaucratic hurdles (Dong and Lucas 2016).</p> <p>Providing guidance and support encompasses a range of interventions, including targeted post-acceptance and transition support. By recruiting and training disabled students to support new students, particularly focusing on autistic students and those with mental health conditions, the transition into Higher Education can be made smoother and more inclusive (Safer et al., 2020)</p>	<p>Dong, S., & Lucas, M. S. (2016). An Analysis of Disability, Academic Performance, and Seeking Support in One University Setting. <i>Career Development and Transition for Exceptional Individuals</i>, 39(1), 47-56. https://doi.org/10.1177/2165143413475658</p> <p>Safer, A., Farmer, L., & Song, B. (2020) 'Quantifying difficulties of university students with disabilities', <i>Journal of Postsecondary Education and Disability</i>, 33(1), 5-21. doi: https://eric.ed.gov/?id=EJ1273641</p>
<p>Data, Analytics and Technology</p> <ul style="list-style-type: none"> • Utilisation of high quality software • Data Accessibility and workshops 	<p>By utilising institutional data, we can drive teaching quality improvements and innovation, leveraging new technologies and collaborative frameworks (Dalal, 2022). Data-driven decision-making is crucial for effective decision making and enable us to identify effective practice to ensure equitable experience (Fernandes, 2020).</p> <p>To address fragmented support provision for disabled students, an online platform streamlining access to support plans is proposed, ensuring consistent implementation and monitoring (Moriña et al., 2023).</p> <p>Appointing a Transition and Engagement Adviser supports disabled students through significant transition periods, in particular, during significant teaching and learning changes, such as those experienced by medical students, which particularly challenging for disabled students. By appointing a dedicated</p>	<p>Anabel Moriña, Rafael Carballo & Ana Castellano-Beltran. (2023) A Systematic Review of the Benefits and Challenges of Technologies for the Learning of University Students With Disabilities. <i>Journal of Special Education Technology</i> 39:1, pages 41-50</p> <p>Wohlstetter, P., Datnow, A. and Park, V., 2008. Creating a system for data-driven decision-making: Applying the principal-agent framework. <i>School effectiveness and school improvement</i>, 19(3), pp.239-259.</p> <p>Dalal, N., 2019. Don't Stop Improving: Supporting Data-Driven Continuous</p>

	<p>Transition and Engagement Adviser, we can ensure proactive support and guidance are provided to students navigating these transitions, ultimately facilitating smoother transitions and improving student success and enhancing academic outcomes (Wohlstetter et al., 2008).</p> <p>Real-time analytics through a Student Engagement system helps identify and support students needing assistance, including disabled students, promoting proactive engagement (Dalal, 2022).</p> <p>Providing staff with data on disabled student completion rates enables targeted interventions to improve outcomes, supported by workshops to enhance staff skills (Fernandes, 2020).</p>	<p>Improvement in College Student Outcomes. Institute for College Access & Success .https://files.eric.ed.gov/fulltext/ED598244.pdf</p> <p>Fernandes J.2023. THE ROLE OF DATA-DRIVEN DECISION-MAKING IN EFFECTIVE EDUCATIONAL LEADERSHIP. https://www.abacademies.org/articles/The-role-of-data-driven-decision-making-in-effective-educational-leadership1528-2643-27-S2-002.pdf</p>
--	--	--

Intervention Strategy 5: Objectives and targets		
<p>Objective: To reduce the awarding gap of socio-economically disadvantaged students studying at the University of Manchester between IMDQ5 vs IMDQ1. We aim to reduce the gap in degree attainment from the current 13.6pp to 5.2pp.</p>		
Activity	Rationale	Evidence
<p>Academic Support</p> <ul style="list-style-type: none"> • My Learning Essentials • Academic Advising • Digital Learning 	<p>My Learning Essentials</p> <p>My Learning Essentials, situated in the University of Manchester Library, comprises both embedded (i.e. within curriculum) and open (i.e. self-selecting and degree agnostic) support. A small cohort study (Blake, Grayson et al., 2019) demonstrated correlation between attendance at multiple sessions and attaining a good degree.</p>	<p>My Learning Essentials</p> <p>Blake, J. R. S., Grayson, N. and Karamalla-Gaiballa, S. (2019) "Investigating impact: Exploring the effect of 'open' support on student success", Journal of Learning Development in Higher Education, (16). doi: 10.47408/jldhe.v0i16.540.</p>

	<p>The support is aligned with other efforts, such as the pre-arrival resource supporting transition to university, with such aligned work showing impact in a US study (Walton et al., 2023) and specifically for Widening Participation work (Walker and Garnham, 2024), alongside the impact of the co-creation of the resource (Ford, 2024) and is informed by work in the sector around alternative or less common qualifications (Morgan, 2023).</p> <p>Academic Advising</p> <p>Academic Advising is a key element of student support. However, essential elements must be addressed to ensure it is effective (Young-Jones et al., 2013) and build on previous work done at Manchester (Blake, 2023). In addition, work needs to be done to understand the successful components (Wiseman and Messitt, 2010) and align development with evidence that incorporating the expertise of the Counselling Services and other key services supports student mental wellbeing. (Courtney, J., 2019).</p>	<p>Ford, N. (2024) 'Student partnership in the development of pre-arrival resources', in Supporting the Student Journey into Higher Education. Routledge.</p> <p>Morgan, M. (2023) Prior learning experience, study expectations of A-Level and BTEC students on entry to university and the impact of Covid19 Advance HE</p> <p>Walton, G.M. et al. (2023) 'Where and with whom does a brief social-belonging intervention promote progress in college?', Science, 380(6644), pp. 499–505.</p> <p>Walker, N. and Garnham, W. (2024) Supporting the Student Journey into Higher Education: How Pre-Arrival Platforms Can Enhance Widening</p> <p>Academic Advising</p> <p>Wiseman, C.S. and Messitt, H. (2010) 'Identifying Components of a Successful Faculty-Advisor Program', NACADA Journal, 30(2), pp. 35–52.</p> <p>Blake, J. (2023) ACADEMIC ADVISING: Lived experiences of students and staff. Institute of Teaching and Learning Fellowship Report. University of Manchester.</p> <p>Young-Jones, A.D. et al. (2013)</p>
--	--	--

		<p>‘Academic advising: does it really impact student success?’, <i>Quality Assurance in Education</i>, 21(1), pp. 7–19.</p> <p>Courtney, J. (2019) ‘The UNIfy program: Providing additional support to students with mental health issues in a university context’, <i>JANZSSA - Journal of the Australian and New Zealand Student Services Association</i>, 27(1), pp. 62–66.</p>
<p>Digital Learning</p>	<p>Digital Learning, Accessible services, Inclusivity</p> <p>Support services must be accessible and purposefully build relationships with diverse communities (White, 2014) to ensure awareness and engagement with available support. Support services must successfully act as part of the “network” students utilise during their studies (Raaper et al., 2022). This work includes elements such as student support hubs and University-wide work to ensure consistently accessible digital learning materials, a key element in delivering robust learning opportunities and support (Beetham et al., 2024)</p> <p>Recognising that a key element of successful inclusive teaching is staff competence with accessible technology and tools (Bong and Chen, 2024), Library staff (responsible for delivering core University academic support) will engage with training on enhancing implementation of current accessible practice.</p> <p>The University is currently in the process of upgrading our Virtual Learning Environment (VLE) from Blackboard Learn</p>	<p>Digital Learning, Accessible Services, Inclusivity</p> <p>White, C. (2014) ‘Using principles of trust to engage support with students from low socioeconomic backgrounds. A Practice Report’, <i>The International Journal of the First Year in Higher Education</i>, 5(2), pp. 81–87</p> <p>Raaper, R., Brown, C. and Llewellyn, A. (2022) ‘Student support as social network: exploring non-traditional student experiences of academic and wellbeing support during the Covid-19 pandemic’, <i>Educational Review</i>, 74(3), pp. 402–421.</p> <p>Beetham, H., MacNeill, S. and McGill, L. (2024) <i>Beyond blended: rethinking curriculum and learning design</i>. JISC. Available at: https://beta.jisc.ac.uk/guides/beyond-blended-rethinking-curriculum-and-learning-design</p>

	<p>to Canvas, with the aim of a full launch in September 2025. The Canvas platform offers significant improvements to the online learning environment including in-platform video capture and live accessibility checking. Canvas also provides enhanced integration with a wide range of “plug-in” software products that support content creation, collaboration and assessment – enabling our teaching staff to provide a richer online learning experience for our students.</p> <p>Cadmus is an online assessment platform that will be fully integrated into our VLE. Along with support for multiple assessment formats and management of submission/marking workflows, Cadmus includes the unique feature of providing immediate feedback to students while creating their submissions – identifying potential cases of academic malpractice and offering advice on good practice. This feature aligns with the University approach to academic malpractice that allows an “educate-and-support” rather than a “detect-and-punish” paradigm. In a pilot study of Cadmus across 10,000 student submissions, over 90% of students rated the platform as a positive experience.</p>	<p>Bong, W.K. and Chen, W. (2024) ‘Increasing faculty’s competence in digital accessibility for inclusive education: a systematic literature review’, <i>International Journal of Inclusive Education</i>, 28(2), pp. 197–213.</p>
<p>Student Partnership</p>	<p>Library Student Team</p> <p>The University of Manchester Library Student Team (UMLST) is a longstanding and impactful exemplar of student partnership. Recognised for both its diverse team and effective structure (Blake et al., 2020) and its impact on the students participating on activities led by the team (Blake et al., 2023), internal evaluation has also shown that 40% of those participating in the UMLST achieve a 1st</p>	<p>Student Partnership</p> <p>Blake, J.R.S., Aston, S. and Grayson, N. (2020) ‘From the Outside in: Bringing Student Engagement to the Centre’, <i>New Review of Academic Librarianship</i>, 26(2–4), pp. 419–432z</p> <p>Blake, J., Cooke, A. and Nisic, J. (2023) ‘Changing the Rules of the Game’, in</p>

	<p>class degree and 98.8% complete their studies (internal evaluation) (Castle report). In addition, we recognise substantial work in the sector around the impact of student partnership on equity-seeking groups. (Cook-Sather, 2018) (Mercer-Mapstone and Bovill, 2020).</p>	<p>Collaboration in Higher Education. 1st edn. Bloomsbury Publishing</p> <p>Castle, K. et al. (2024) The Awarding Map. QAA. Available at: https://www.membershipresources.qaa.ac.uk/teaching-learning-and-assessment/awarding-map</p> <p>Cook-Sather, A. (2018) 'Listening to equity-seeking perspectives: how students' experiences of pedagogical partnership can inform wider discussions of student success', Higher Education Research & Development, 37(5), pp. 923–936.</p> <p>Mercer-Mapstone, L. and Bovill, C. (2020) 'Equity and diversity in institutional approaches to student–staff partnership schemes in higher education', Studies in Higher Education, 45(12), pp. 2541–2557.</p>
<p>Inclusive and Accessible Student Experience</p> <ul style="list-style-type: none"> • Mentoring, Coaching and Peer support • Volunteering • Study Abroad • Cosy Campus 	<p>Socioeconomically disadvantaged students often face barriers to accessing information and guidance crucial for academic and career success. By enhancing specialised support services, including tutoring, mentoring, and assistive technology, the University can provide tailored assistance to bridge these gaps. Experiential learning can be a transformative tool for socioeconomically disadvantaged students, providing them with the skills, confidence, and exposure necessary to succeed academically and beyond.</p> <p>The provision of assistive technology and tailored guidance has been shown to positively impact the academic</p>	<p>National Collaborative Outreach Programme (NCOP), https://www.officeforstudents.org.uk/media/2989671e-5d7f-4365-ba1e-daac59276c84/ofs-201945-ncop-two-years-on.pdf</p> <p>Team Uganda evaluation report, available at this link</p> <p>Higher Education Statistics Agency (HESA), https://www.hesa.ac.uk/news/18-04-</p>

	<p>performance and overall experience of care-experienced students.</p> <p>Mentoring, Coaching and Peer Support</p> <p>Mentoring and peer support play pivotal roles in fostering academic and social integration, particularly for students facing socio-economic challenges. These initiatives create networks of support and guidance critical for student success.</p> <p>Research by the National Collaborative Outreach Programme (NCOP) highlights that targeted support services, such as mentoring and tutoring, significantly improve attainment rates for disadvantaged students, narrowing the attainment gap (Office for Students, 2019).</p> <p>Studies indicate that peer mentoring and coaching significantly contribute to improved academic performance and retention rates among disadvantaged student populations. Reverse mentoring initiatives have demonstrated benefits in enhancing cultural competency and inclusivity, fostering a more supportive campus environment for underrepresented groups. 'Peer learning and the undergraduate journey: a framework for student success, (Gamlath, 2021) presents a comprehensive framework advocating for the integration of peer learning initiatives throughout the undergraduate journey to better meet students' needs, foster essential skills development, and enhance student engagement and outcomes across various academic stages. Emphasising the critical role of peer programs, the authors cite research indicating that</p>	<p>2023/ah2304-degree-attainment-socioeconomic-background</p> <p>Russell Group, www.russellgroup.ac.uk/news/russell-group-sets-out-plan-to-transform-opportunities-for-disadvantaged-and-under-represented-students</p> <p>Office for Students (OfS), https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/transforming-the-west-midlands-through-reverse-mentoring/</p> <p>Office for Students (OfS) https://www.officeforstudents.org.uk/media/6981/insight-brief-17-studying-during-rises-in-the-cost-of-living.pdf</p> <p>'Peer learning and the undergraduate journey: a framework for student success, (Gamlath, S, 2021) https://www.tandfonline.com/doi/full/10.1080/07294360.2021.1877625</p> <p>(DeMarinis, M., Beaulieu, J., Cull, I., & Abd-El-Aziz, A. (2017). A mixed-methods approach to understanding the impact of a first-year peer mentor program. <i>Journal of The First-Year Experience Students in Transition</i>, 29(2), 93–107.)</p> <p>Packham, G., & Miller, C. (2000). Peer-assisted student support: A new approach to</p>
--	--	--

	<p>consistent support from senior students through peer mentoring significantly enhances first-year students' engagement, satisfaction, confidence, and academic performance. Further studies at institutions like the University of Glamorgan Business School and the University of Sydney demonstrate that Peer-Assisted Study Sessions (PASS) positively impact grades by empowering students to take ownership of their learning, particularly benefitting international and lower-achieving students. Additionally, co-curricular initiatives such as common book reading programs foster friendship development, academic skill improvement, and cross-cultural competencies, with trained peer leaders playing a crucial role in nurturing a sense of community among students from different academic years.</p> <p>The impact of peer support activities at the University has been analysed extensively across various student groups. The findings suggest a positive influence on degree outcomes, significantly benefitting those on the cusp of higher grades, leading to tangible improvements in academic performance. PASS Leader participation consistently enhances outcomes, with notable effects observed for Black and Minority Ethnic (BME) and disabled students, resulting in increased rates of first and upper second-class degrees while reducing lower grade distributions. Similar effects are seen with peer mentoring, highlighting its role in positively impacting academic achievement.</p> <p>Volunteering</p>	<p>learning. <i>Journal of Further and Higher Education</i>, <u>24(1)</u>, 55–65.)</p> <p>Dancer, D., Morrison, K., & Tarr, G. (2015). Measuring the effects of peer learning on students' academic achievement in first-year business statistics. <i>Studies in Higher Education</i>, <u>40(10)</u>, 1808–1828.)</p> <p>Soria, K. M. (2015). Reading, learning, and growing: An examination of the benefits of common book programs for first-year students' development. <i>Journal of The First-Year Experience Students in Transition</i>, <u>27(1)</u>, 29–47.)</p> <p>The Institute of International Education (IIE), www.iie.org/Research-and-Insights/Open-Doors</p> <p>Association of International Education Administrators, www.aieaworld.org</p> <p><i>Journal of College Student Development</i>, www.tandfonline.com/toc/ujcs20/current</p>
--	---	--

Providing financial support for international experiences and creating dedicated safe spaces on campus promotes inclusivity and accessibility for all students, particularly those from disadvantaged backgrounds. Providing opportunities for development including Volunteering to increase confidence, leadership, networking and resilience.

Team Rwanda is specifically reserved for students receiving the Manchester bursary. It is designed to offer opportunities to students facing socio-economic challenges. Students participating in a Fiji trip with Think Pacific can access Turing Funding which aims to support students from disadvantaged backgrounds to engage in such experiences.

The evaluation of Team Uganda showcases the positive impact of these programs on students' skills development and employability. Detailed evidence and case studies can be found in the [Team Uganda evaluation report](#). This report presents data and case studies illustrating the effectiveness of these initiatives.

A significant portion of students surveyed at The University of Manchester have engaged in volunteering activities during their studies. Out of 388 responses, 71.1% of those with care experience or living independently, and 60% overall, reported volunteering. The main motivations for volunteering included gaining experience for their CV (64.9%), developing skills (59.9%), and making new friends (52.3%). The skills most commonly gained from volunteering were confidence (65.3%), leadership (29.4%), networking (25.6%), and resilience (14.9%). Notably, a

large majority (84.7% to 94.3%) of respondents expressed confidence in communicating their volunteering experiences and acquired skills to prospective employers, highlighting the perceived value of volunteering in enhancing employability and personal development among students.

While disabled students prioritise wellbeing and forming new friendships over skill development or enhancing their CVs through volunteering, they still report notable benefits such as increased confidence, leadership skills, networking abilities, and resilience. Manchester Bursary students exhibit higher overall positive outcomes from their volunteer experiences, particularly in terms of confidence, networking, and resilience. Both groups feel more empowered to articulate their acquired skills to prospective employers, showcasing the tangible personal and professional growth resulting from their volunteering commitments.

Study Abroad

The Institute of International Education shows that financial support significantly increases access to study abroad opportunities for underrepresented students, leading to improved cultural awareness, academic growth, and career development (Institute for International Education, 2023). Studies conducted by the Association of International Education Administrators indicate that students from disadvantaged backgrounds benefit greatly from financial aid programmes that support international experiences, with increased retention rates and enhanced employability upon graduation.

	<p>Cosy Campus</p> <p>The implementation of dedicated safe spaces, such as those initiated through the Cosy Campus initiative, has been shown to impact positively the mental health and academic performance of students, especially those from marginalised groups. Research by the Office for Students highlights how the Cost-of-Living crisis impacted some students more than others (Office for Students, 2023) and research from the Journal of College Student Development emphasises the importance of inclusive campus spaces in fostering a sense of belonging and academic success among diverse student populations.</p> <p>At the University of Manchester, students receiving support from the Disability Advisory and Support Service (DASS) and those benefiting from the Manchester Bursary are actively engaged in volunteering activities.</p>	
<p>Curriculum and Programme Innovation</p> <ul style="list-style-type: none"> • Positive Outcomes for All • Data Driven Improvement • Revised Assessment Framework 	<p>There is a paucity of literature pertaining to the causes of completion and attainment gaps within higher education, whilst the existing literature is predominantly viewpoint or statistical reporting (Wong et al., 2021) (Hubbard, 2021).</p> <p>This absence of evidence is being addressed at the University of Manchester through a research informed approach (<u>Addressing Differential Attainment</u>). Building on research conducted in 2015 (Mountford-Zimdars et al.), who conducted a review of differential attainment in undergraduate studies across the UK, we have taken a realist evaluation approach to identify the context,</p>	<p>Wong, B., ElMorally, R. and Copsey-Blake, M., 2021. 'Fair and square': what do students think about the ethnicity degree awarding gap?. Journal of Further and Higher Education, 45(8), pp.1147-1161.</p> <p>Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S., Higham, L., 2015. Causes of differences in student outcomes.</p> <p>Hubbard, K., 2021. Using data-driven approaches to address systematic awarding gaps. In Doing Equity and Diversity for Success in Higher Education: Redressing Structural Inequalities in</p>

	<p>mechanisms, and outcomes related to awarding gaps and differential attainment.</p> <p>Utilising methodological research (Wilkinson et al., 2021), a creative approach to the dissemination of findings has begun, in order to optimise engagement and accessibility. This includes videos, illustrations (<u>Addressing Differential Attainment</u>), and poetic inquiry (Brown et al., 2021), all of which forefront our student participant voices.</p> <p>Our institutional research has led to the development of initiatives that support inclusion, such as the introduction of optionality in assessment (Firth - QAA), and inclusivity reporting within curricula (Finn in press- medical sciences educator).</p> <p>One arm of the approach is inclusive assessment, which is a significant issue for HE because despite being clearly defined, it remains poorly understood.</p> <p>As a concept inclusive assessment is concerned with equity in assessment, at the point of design, with the aim to not exclude or unfairly disadvantage some students. Inclusive assessment design provides all students with equal opportunities to demonstrate their learning and achievements and it reduces the need for individual adjustments to assessments (Tai, Ajjawi et al. 2022). Historically, inclusive assessment pertained to the specific requirements of disabled students or is translated into practice via reasonable adjustments made during assessments based on individual request. It is now used</p>	<p>the Academy (pp. 215-226). Cham: Springer International Publishing. https://www.bmh.manchester.ac.uk/about/equality/addressing-differential-attainment/</p> <p>Wilkinson, C., Brookes, L., Benwell, M. C., Evans, B., Davies, A., Carter, B. and Silverio, S.A., 2021. Creative dissemination. Creative methods for human geographers, pp.379-390.</p> <p>Dalal, N., 2019. Don't Stop Improving: Supporting Data-Driven Continuous Improvement in College Student Outcomes. Institute for College Access & Success. https://files.eric.ed.gov/fulltext/ED598244.pdf</p> <p>Wohlstetter, P., Datnow, A. and Park, V., 2008. Creating a system for data-driven decision-making: Applying the principal-agent framework. School effectiveness and school improvement, 19(3), pp.239-259.</p> <p>Fernandes J.2023. THE ROLE OF DATA-DRIVEN DECISION-MAKING IN EFFECTIVE EDUCATIONAL LEADERSHIP. https://www.abacademies.org/articles/The-role-of-data-driven-decision-making-in-effective-educational-leadership1528-2643-27-S2-002.pdf</p> <p>Brown, M.E., Kelly, M. and Finn, G.M., 2021. Thoughts that breathe, and words that burn:</p>
--	--	--

	<p>more generally as part of the broader inclusivity landscape for all students (Haneworth 2019).</p> <p>The initiative to enhance local cycles of data-driven continuous improvement at the University is driven by the essential need to integrate data management and analysis directly into decision-making processes. This approach can significantly improve curriculum diversification and the adoption of innovative teaching methods that cater to all student groups (Wohlstetter et al.). By analysing and utilising institutional data, universities can drive quality improvements and innovation in teaching, particularly through the deployment of new technologies and collaborative frameworks (Dalal, 2022). Moreover, data-driven decision-making is crucial for effective educational leadership, facilitating the identification and implementation of best practices that lead to equitable and high-quality education. This model supports continuous improvement by providing insights that inform educational strategies, thereby enhancing student outcomes across various demographics (Fernandes, 2020).</p>	<p>poetic inquiry within health professions education. Perspectives on medical education, 10(5), pp.257-264.</p> <p>Finn, G. (In press). "Fostering inclusive curricula and learning environments: inclusivity reporting at a UK university " Medical Science Educator.</p> <p>Firth, M., Ball-Smith, J., Burgess, T., Chaffer, C., Finn, G., Guy, M., Hansen, J., L. Havemann, Glover, N., Kingsbury, M., Pazio, M., Penn, J., Trzeciak, F., and K. Shackleford-Cesare, Walker, S., Webb, J., (2023). Optionality in Assessment: A cross institutional exploration of the feasibility, practicality & utility of student choices in assessment in UK higher education.</p> <p>Haneworth, P. (2019). "Inclusive Assessment: Where Next?", from https://www.advance-he.ac.uk/news-and-views/inclusive-assessment-where-next.</p> <p>Tai, J., R. Ajjawi, M. Bearman, D. Boud, P. Dawson and T. Jorre de St Jorre (2022). "Assessment for inclusion: rethinking contemporary strategies in assessment design." Higher Education Research & Development 42(2): 483-497.</p>
<p>Data, Analytics and Technology</p>	<p>The University is investing in a new student engagement and attendance system and dashboard for 2024/25. This will be used by both students and staff and is designed to enhance student success through real-time insights and</p>	

	<p>assist in identifying the need for proactive support measures (e.g. students with concerning patterns of attendance and/or engagement will be contacted including with offers of support. This will help the University to monitor and provide early intervention where students are at risk of under-attainment or non-continuation.</p> <p>The University has taken quite a closed approach to the sharing of disability data internally but has worked with Information Governance colleagues so that there can be better access for staff to data on disability notably around completion. The University will also offer workshops to help staff interpret the data more effectively so that actions can be considered and delivered. The data will be important to see how the University's work is helping to achieve its targets.</p> <p>Staff will be provided with access to more and improved data which will enable them to better understand applicants and students from socio-economically disadvantaged backgrounds and under-represented student groups. This will cut across the student lifecycle (e.g. continuation, completion and attainment). The University has, for example, not previously carried out detailed analysis of FSM data with respect to student data, so will need to develop data models for this and other specific groups. It will also be important to consider intersectionality in data analysis to identify factors notably impacting completion at course level. The data will be important to see how the University's work is helping to achieve its targets.</p>	
--	---	--

Bursaries and Financial Support	<p>In a comprehensive review of the available evidence, <u>TASO</u> found strong evidence that needs-based financial support has a positive impact on retention and completion.</p> <p>There is some indication that there is a positive impact on attainment, although further evidence is required.</p>	<p>Financial support (post-entry), n.d. TASO. URL https://taso.org.uk/intervention/financial-support-post-entry/</p>
--	---	---

Intervention Strategy 6: Objectives and targets		
<p>Objective: To reduce the awarding gap between Black and White students, narrowing it from the current 12.5 percentage points to 5.8 percentage points by 2029, and between Asian and White students, narrowing it from the current 12.5 percentage points to 5.3 percentage points by 2029.</p>		
Activity	Rationale	Evidence
<p>Bursaries and Financial Support</p>	<p>In a comprehensive review of the available evidence, <u>TASO</u> found strong evidence that needs-based financial support has a positive impact on retention and completion.</p> <p>There is some indication that there is a positive impact on attainment, although further evidence is required.</p>	<p>Financial support (post-entry), n.d. TASO. URL https://taso.org.uk/intervention/financial-support-post-entry/</p>
<p>Mentoring Coaching and Peer Support</p> <ul style="list-style-type: none"> • Manchester 10/10 • External Partnership [GRIT] • Reverse Mentoring 	<p>In addition to measures to improve the accessibility and inclusivity of curriculum and student experience outlined in IS5 we are committed to delivering targeted interventions to address the unexplained degree awarding gaps between White and Black and White and Asian students.</p> <p>We are working in partnership with <u>GRIT</u> who provide high quality coaching and training for both students and staff as part of our Black Success pilot interventions. They have</p>	<p>Grit students from racialised groups Track Record.pdf, n.d. Google Docs. URL https://drive.google.com/file/d/19fQJdNN51B0fHow-vBHU2J4HEBWM4rzd/view?usp=embed_facebook</p> <p>Thomas, L., 2017. Students as partners</p>

	<p>sector proven impact supporting Black and global majority staff and students with improved self-efficacy and belonging (“Grit students from racialised groups Track Record.pdf,” n.d.).</p> <p>Manchester 10/10</p> <p>Manchester 10/10 (M10/10) has been developed and continues to be delivered in partnership with black heritage students.</p> <p>Building on learning and participant feedback from a pilot phase, the programme has been redesigned to offer two strands.</p> <p>M10/10 open programme focusses on building community and belonging, driving engagement with student support and development opportunities and opening up a productive dialogue and feedback loop to better understand the black heritage student experience.</p> <p>M10/10 Black Leadership Programme is delivered in partnership with GRIT and offers a structured programme of personal development which builds self-efficacy, confidence and resilience.</p> <p>Participants take on a student leadership role, allowing them to put skills into practice, influence the institution and drive a culture of engagement among their peers (Thomas, 2017).</p> <p>There is a growing body of evidence to suggest that belonging and confidence are instrumental in academic success (Blake et al., 2022; Burke et al., 2016; TASO,</p>	<p>Blake, S., Capper, G., Jackson, A., 2022. Building Belonging in Higher Education: Recommendations for developing an integrated institutional approach.</p> <p>Burke, P.J., Bennett, A., Burgess, C., Gray, K., Southgate, E., 2016. Capability, Belonging and Equity in Higher Education:</p> <p>TASO, 2022. TASO-attainment-raising-typology-and-rapid-evidence-review.pdf. TASO. URL https://taso.org.uk/news-item/taso-launches-report-on-attainment-raising/</p> <p>Mimirinis, M., Ventouris, A., Wright, E., 2024. Variation in Black students’ conceptions of academic support. Br. Educ. Res. J. 50, 241–259. https://doi.org/10.1002/berj.3921</p> <p>Office for Students, 2020. Transforming the West Midlands through “reverse mentoring” - Office for Students. URL https://www.officeforstudents.org.uk/</p>
--	---	---

2022)

GRIT Coaching

One to one coaching for students of Black heritage, is delivered by members of staff trained by GRIT. The coaching approach supports students to find their own solutions to problems, overcome barriers and effectively navigate the academy. The process supports students to gain a better understanding of themselves, tackle negative patterns and reinforce their own positive behaviours which will allow them to thrive and succeed during their time at university.

Initial findings from the pilot phase show positive impact on both students and staff.

Staff coaches reported having a greater understanding which has allowed them to support students more effectively.

(Mimirinis et al., 2024) highlighted this as an important factor in supporting student success.

Reverse Mentoring

We will pilot a reverse mentoring programme which matches Black and Asian student coaches with mentees who are employers in the Greater Manchester area and senior leaders within the University.

Reverse mentoring initiatives have demonstrated benefits in enhancing cultural competency and inclusivity, fostering

	a more supportive campus environment for underrepresented groups (Office for Students, 2020).	
Data, Analytics and Technology	<p>The University has taken quite a closed approach to the sharing of disability data internally but has worked with Information Governance colleagues so that there can be better access for staff to data on disability notably around completion.</p> <p>Although the data is very important from an APP perspective it will also be important to consolidate the data and targets across the University into one accessible location, which will include APP, TEF and Quality Mark data sets so that things are not looked at in isolation.</p>	

Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Manchester

Provider UKPRN: 10007798

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year		N/A	1850
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	3800
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Manchester

Provider UKPRN: 10007798

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£3,704,000	£3,694,000	£3,708,000	£3,708,000
Financial support (£)	NA	£12,166,000	£11,236,000	£11,053,000	£11,054,000
Research and evaluation (£)	NA	£933,000	£930,000	£934,000	£934,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£1,027,000	£1,024,000	£1,028,000	£1,028,000
Access activity investment	Post-16 access activities (£)	£2,641,000	£2,634,000	£2,644,000	£2,644,000
Access activity investment	Other access activities (£)	£36,000	£36,000	£36,000	£36,000
Access activity investment	Total access investment (£)	£3,704,000	£3,694,000	£3,708,000	£3,708,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	6.0%	6.0%	6.0%	6.0%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£3,704,000	£3,694,000	£3,708,000	£3,708,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£10,944,000	£10,914,000	£10,953,000	£10,954,000
Financial support investment	Fee waivers (£)	£222,000	£222,000	£0	£0
Financial support investment	Hardship funds (£)	£1,000,000	£100,000	£100,000	£100,000
Financial support investment	Total financial support investment (£)	£12,166,000	£11,236,000	£11,053,000	£11,054,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	19.6%	18.1%	17.8%	17.8%
Research and evaluation investment	Research and evaluation investment (£)	£933,000	£930,000	£934,000	£934,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	1.5%	1.5%	1.5%	1.5%

