

MANCHESTER
1824

The University of Manchester

Faculty of Humanities Leadership Conference

Thursday 4 June 2026

Strategy, delivery and change



An abstract graphic on the right side of the slide. It features a central point from which several colorful rays or wedges extend outwards. The colors include shades of orange, green, yellow, red, blue, pink, and purple. Some rays end in circular shapes, and there are larger, semi-transparent circles in the background, particularly a large purple one at the bottom right and a large orange one at the top left.

Welcome and introduction

Fiona Devine

Vice-President and Dean

An abstract graphic on the right side of the slide features a central point from which several colorful, semi-transparent shapes radiate outwards. These shapes include triangles, circles, and teardrop-like forms in shades of orange, green, blue, pink, and purple. The background is a dark, solid color.

Keynote discussion

Jenn Hallam

Vice-President for Teaching, Learning and Students

Simon Merrywest

Executive Director for the Student Experience

Research workshop



Mission-based research funding

Maggie B Gale

Vice-Dean for Research

Chloe Jeffries

Research and Innovation Manager

Plan for the session

- **Where are we now?** Overview of work under way to grow our team-based approach to research grant capture over the last 18 months (MG)
- **What is mission-based research?** Introduction to the mission-based framework (CJ)
- **Discussion on tables** – Thinking through the challenges and opportunities of missions in the Faculties. **Feedback** summarising issues.
- **Q & A** – What we can do to help researchers meet the demands of these new funding frameworks?

Where are we now? Work under way to build team research culture

- In order to capture funding within forthcoming schemes we need to be able to make the shift to an *interdisciplinary* mindset, and from an *individualised* research culture to a more *collaborative* one
- As one School Research Director recently noted: “We have to find a way to move more fluidly from the ‘I’ to the ‘we’”
- Our job as the Research leadership is to find ways of helping this to happen

What has the University been doing to make this happen?

- Our partnership work is crucial, but often reveals internal challenges with UoM support and development systems
- UoM has undertaken a review of partner-based research to understand the challenges for existing research teams. This includes looking at more effective ways of processing ethics frameworks and simplifying payments where possible
- We have also been working to identify potential research teams to build capacity and prepare for future calls

At Faculty level

- Our Research Development team has run workshops on team-based approaches to grant capture and ensures Humanities researchers and institutes are networked with the Platforms to connect with researchers from other disciplines in advance of large calls
- We have a bank of resources, including successful applications and ‘how to’ guides for completing new sections of application forms
- Each School now has a peer review college to further strengthen applications submitted

Developing research leadership

- The work of our Research Development sits alongside the central UoM training for select cohorts of researchers (advanced Senior Lecturers / recently promoted Professors)
- This training is offered through the 64 Million Artists organisation and equips researchers with the skills to lead large projects. Our role is to follow up on this training and convert into projects
- Humanities training delivered by 64 Million Artists complements this –
Advanced Research Mentoring

The trouble with grant capture...

- Our grant capture has stayed steady at around £25m pa for the past few years
- Our success rates are falling – as are success rates nationally
 - Dramatic increase in number of funding applications in recent years – **applications to UKRI doubled between 2018 and 2025**
 - Surge in European applications – Marie Curie applications increased 65% between 2024 and 2025
- We still rely on the same small group of researchers to apply as PIs on grants, and urgently need to expand this group
- Grant schemes are becoming more pragmatic in terms of mapping onto government, as opposed to academic objectives. Less money is assigned to ‘curiosity-driven’ research

What is mission-based research?

- Mission-based research and innovation brings together researchers, businesses, policymakers and communities to tackle major societal challenges like climate change, health and inequality
- Mission-based approaches emphasise collaboration, experimentation and learning by doing
- The aim is not just to create knowledge, but to use it to drive real and lasting social change

UKRI budget and buckets

- UKRI received a budget increase at the last spending review
- **More money overall – but allocated differently**
- Budget divided into ‘buckets’ of activity
- Fastest growing bucket is for funding linked to strategic priorities including Missions (£8.3bn through to 2030)
- New UKRI strapline: “Advancing knowledge, improving lives, driving growth”
- Greater emphasis on **delivery**, projects that can start rapidly

Missions and mission leads

R&D MAP challenge team areas



Clean energy

Challenge Director: Jenny Hill
Government Partner: DESNZ

Focus

- Peak Time Flexibility
- Long Duration Energy Storage
- Low Carbon Dispatchable Power

What we're doing in 2025/26

- Evidence reviews
- Business accelerator programme for AI and digital tools



UK Research
and Innovation



Growth

Challenge Director: Melissa Zanocco
Government Partner: DBT, DCMS, MHCLG

Focus

- Industrialising and Digitising Construction
- Creative and Cultural Content Exchange

What we're doing in 2025/26

- Piloting content and demand generation; technical products
- Collaborating with High-Value Manufacturing Catapult on developing commercial entity options; digital marketplace



Safer Streets

Challenge Director: Gill Attrill
Government Partner: Home Office

Focus

- Concentration of Crime Data
- Violence Against Women and Girls
- Public Confidence in Policing

What we're doing in 2025/26

- Collaborating with Youth Endowment Fund on prevention tools
- Mapping and analysing studies on street crime, data infrastructures, hotspot methodologies



Opportunities

Challenge Director: Anne-Marie Canning
Government Partner: DfE

Focus

- Early Identification of Special Educational Needs
- Skills

What we're doing in 2025/26

- Mapping SEN assessment tools
- Analysis of trials data
- Collaboration on successfully piloted interventions



Health

Challenge Director: to be announced
Government Partner: DHSC

Focus

- Dementia Patient Flow
- Children and Young People's Mental Health
- Cardiometabolic Risk

What we're doing in 2025/26

- Health economics analysis
- Rapid landscaping of evidence and solutions
- Accelerated collaboration and incubation programme



Discussion at tables

- What are the challenges and opportunities of a mission-based approach to funding for researchers?
- How do you think we should manage the relationship between mission-based research and other funding frameworks?

Q&A

What can we as a leadership team do to help researchers meet the demands of this new funding framework?

Refreshment break

Back at 11.25am



School showcases





The impact of rapid response collecting after tragedies on cultural organisations and affected publics

Kostas Arvanitis,
Art History and Cultural Practices

The Manchester Together Archive

- What does it mean for a museum to collect spontaneous memorials?
- Why and how?
- What is the value and role of a collection like this? Who is it for?
- Does it support remembrance?
- Does it contribute to recovery?
- Do people continue to relate to a collection of spontaneous memorials over time?

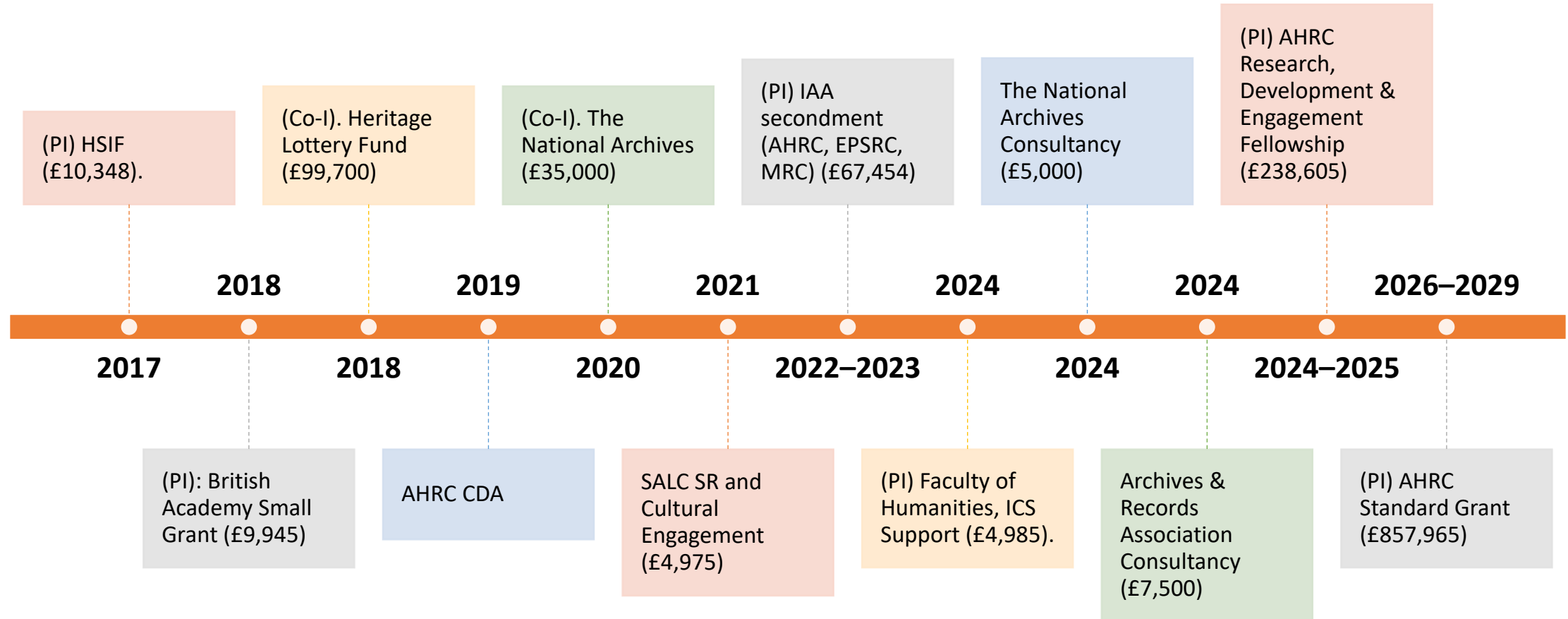


Research questions

- Why, how and what for do museums collect, document and care for spontaneous memorials?
- What is the psychological impact of a spontaneous memorial collection on cultural professionals, people directly affected and the wider public?
- What is the value and purpose of digitising spontaneous memorials?



Research programme



Who has benefited from this research?

Cultural organisations and professional bodies

- Developed new approaches to preparedness, rapid-response collecting and workforce support

Cultural professionals

- Recognised the emotional labour involved in working with collections associated with trauma

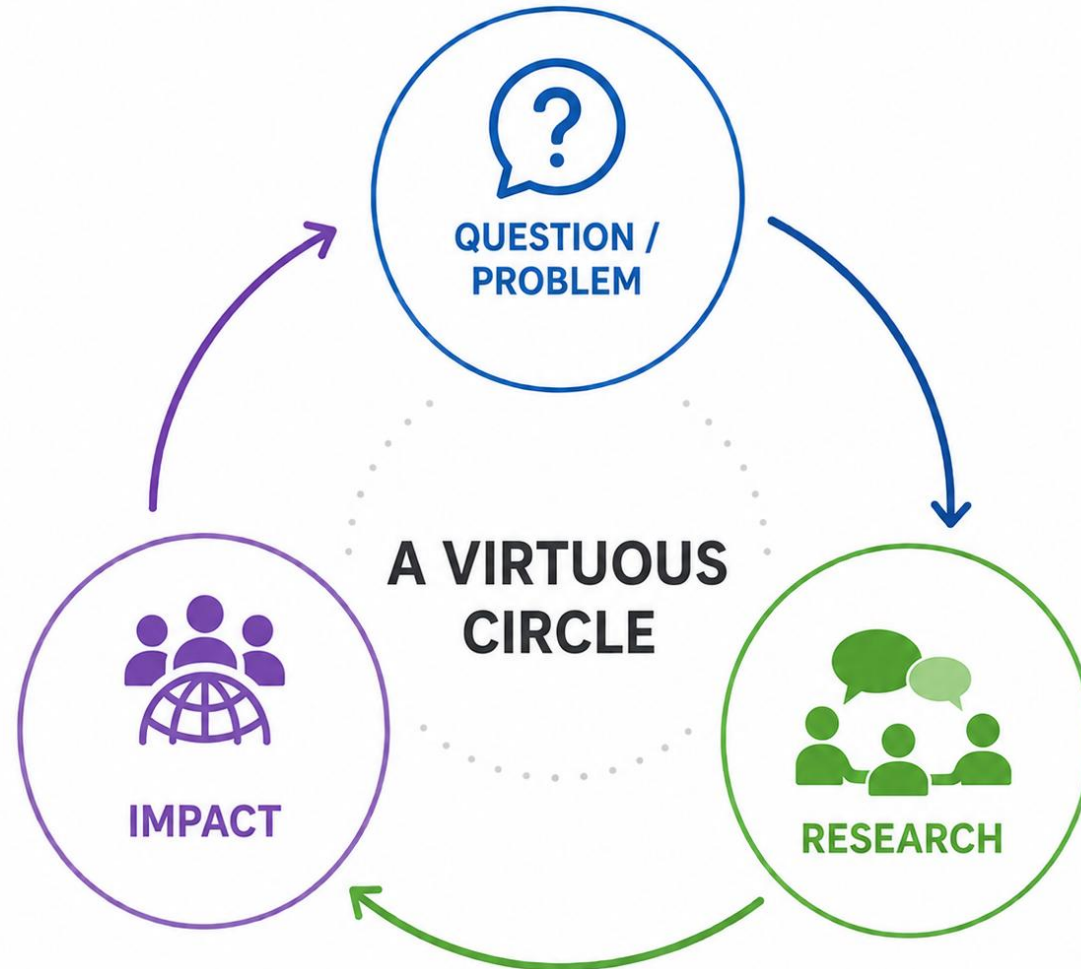
Communities affected by tragedy

- Understanding how spontaneous memorial collections can support remembrance and recovery over time

Health and emergency response organisations

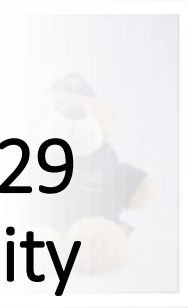
- Understanding the contribution of spontaneous memorialisation to wider processes of psychosocial recovery and resilience

Impact as a virtuous circle

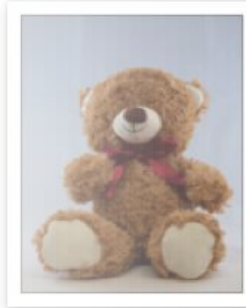


Looking ahead: AHRC Grant 2026-29 – Digital Memorability

How might participatory
digitisation of spontaneous
memorials contribute to processes
of healing for those involved?



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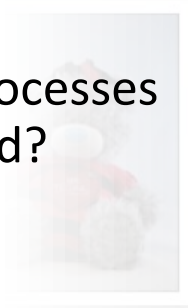
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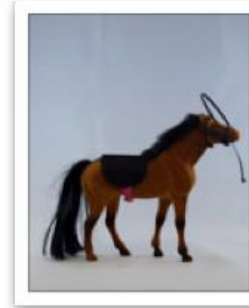
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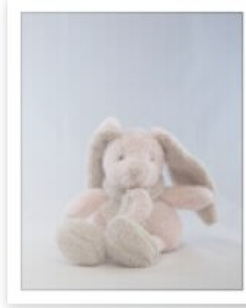
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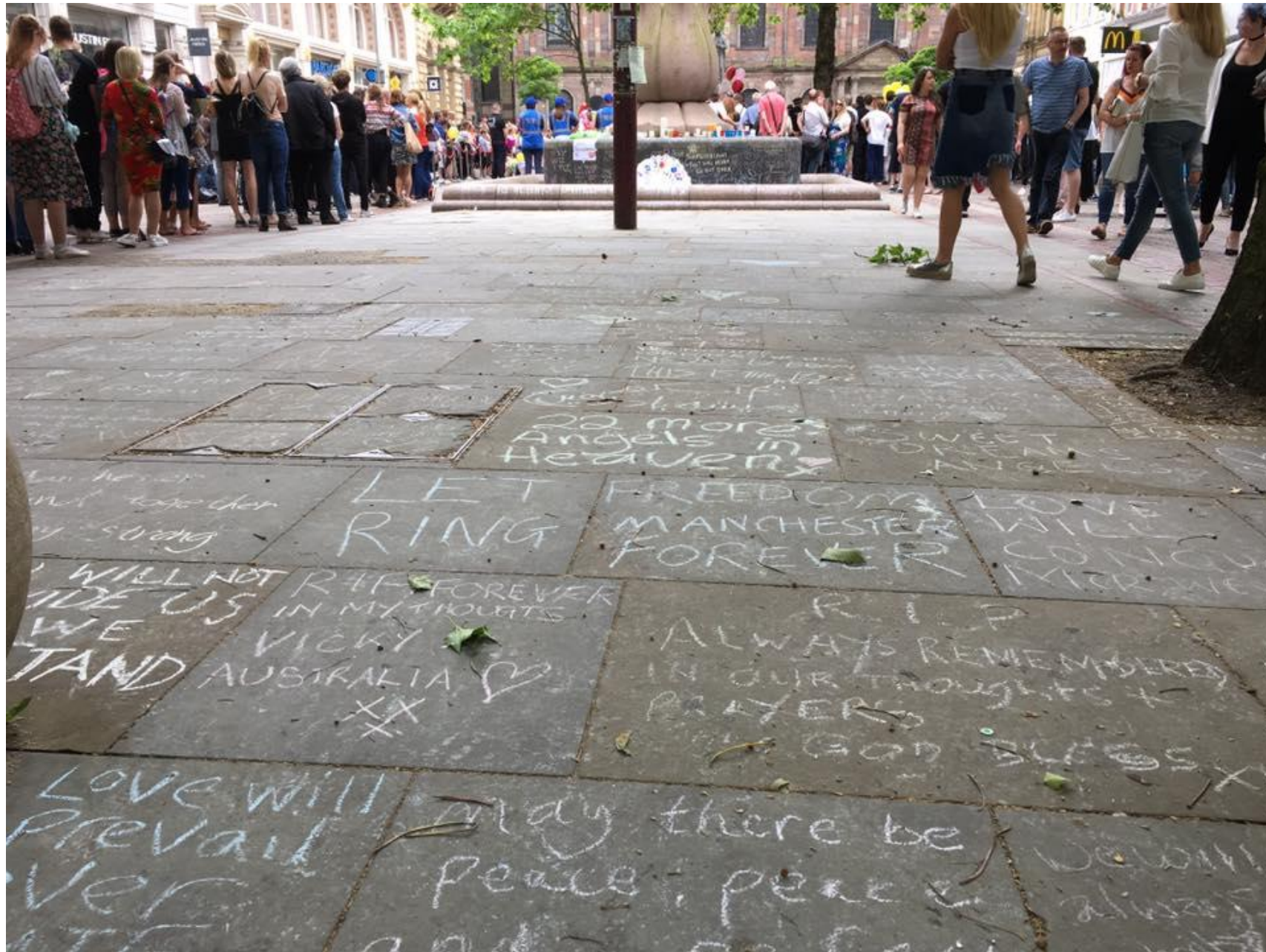
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Chalk graffiti, St Ann's Square, May 2017

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SEED NSS SUCCESS

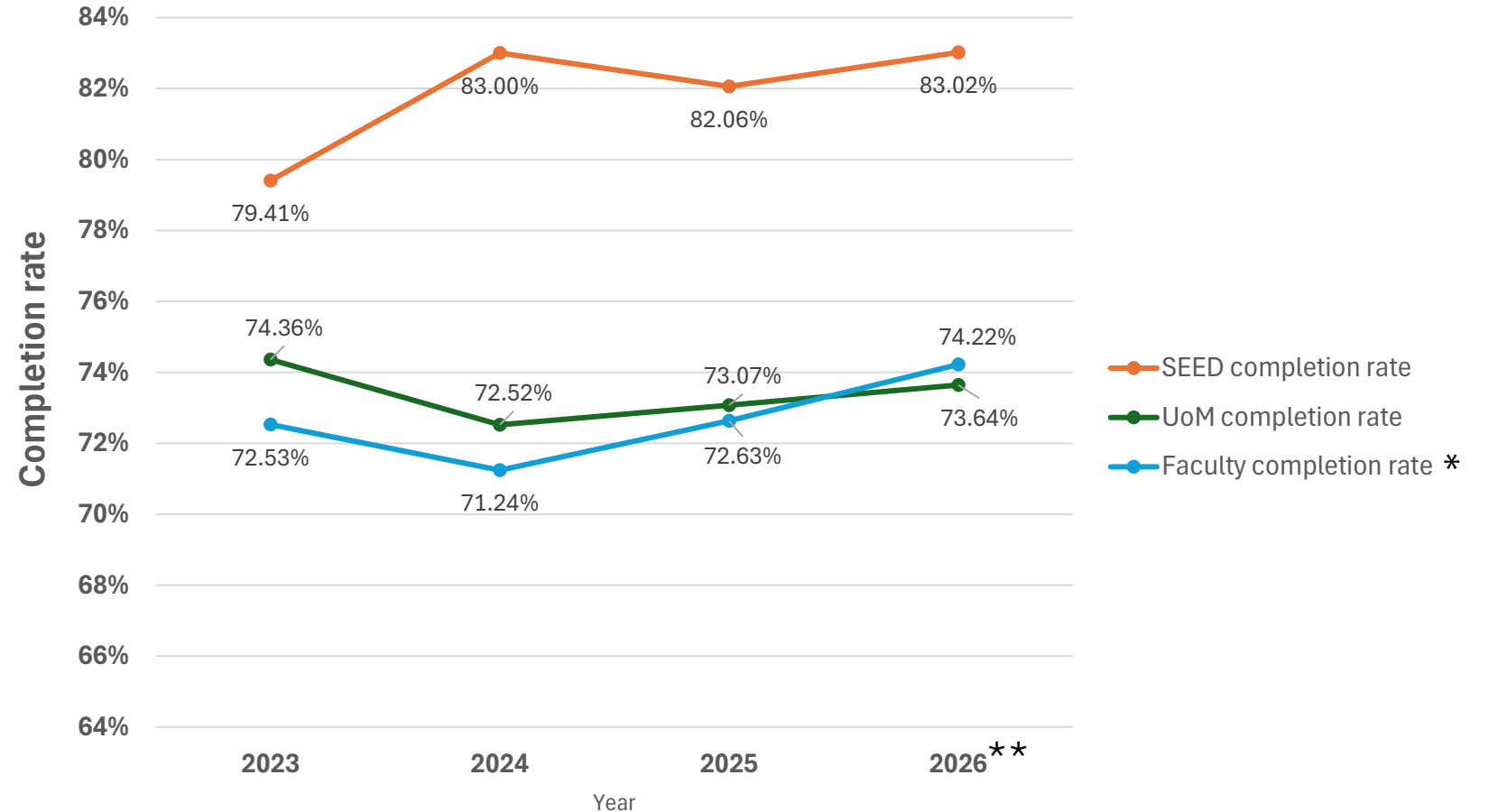
Rachel Challinor

Student Service, Support & Development Manager

What does SEED success look like?

NSS completion rates

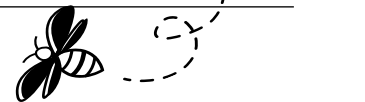
NSS completion rates by year



2023-2025: First position across all Schools
2026: Only beaten by 0.23% (non-HUMS school)

* Faculty rate is not an official statistic provided by Ipsos - internal use only

** 2026 figures are not considered official until results are released in July – internal use only



What we do



Sustaining success: My 3-pronged approach

We take NSS completion seriously. It is prioritised as a highly co-ordinated strategic activity

Academic approach

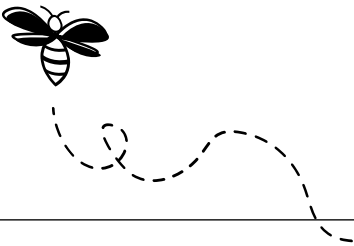
- Engage our PDs: vital link to students. Better than any generic comms
- Annual UG PD strategy lunch
- Improves PD understanding and participation – get them invested
- Each programme has at least one programme level NSS event and a named contact in PS
- Provide resources: digital media for academics to use in lectures
- New for 2026: NSS PD Teams chat

PS approach

- A weekly PowerPoint and tracker to keep SE and PDs updated (screenshot on next slide)
- Share UoM, Faculty and SEED data – build some healthy competition!
- Wherever you can include everyone – it all counts even when they don't meet reporting thresholds
- Lead engagement through regular Chat updates and tags
- Weekly IAG strategy meeting – review, adjust, repeat
- Provide admin and budget support via IAG for bespoke NSS events

Students

- Build community and a strong sense of belonging in Yr 1 and 2
- Peer to peer works - get student ambassadors and Student Academic Reps involved
- Lecture shout-outs
- Social media and screen graphics and stories
- Newsletter content
- NSS specific events

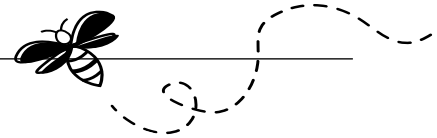


NSS live tracker

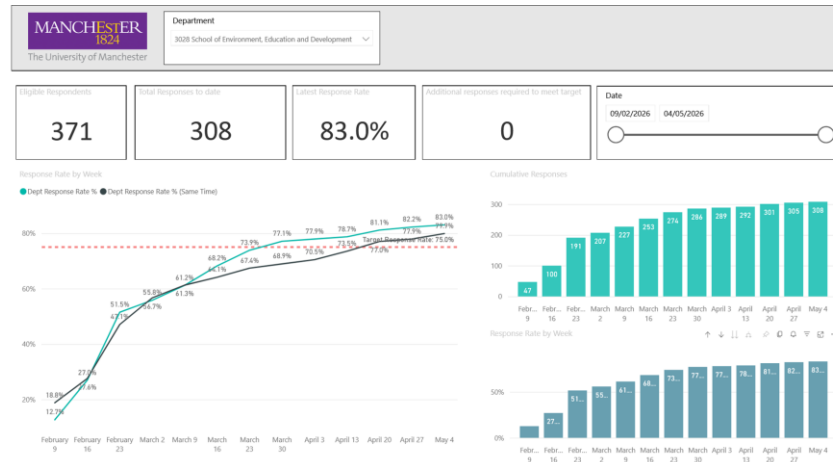
NSS National Student Survey					23/03/2026	30/03/2026	06/04/2026	13/04/2026	20/04/2026	27/04/2026	30/04/2026	2026 FINAL completion rate	% of the way to 75% target	2025 final completion rate
Faculty	School	Level 4	Prog Code	Course	WK 7 completion rate	WK 8 completion rate	WK 9 completion rate	WK 10 completion rate	WK 11 completion rate	WK 12 completion rate				
HUMS	SEED	GOI		BSC (HONS) GLOBAL DEVELOPMENT	58.82%	84.71%	84.71%	70.53%	70.53%	70.53%	70.53%	70.53%	86.27%	
		ME	09684 09128	BSC (HONS) EDUCATION BSC (HONS) EDUCATIONAL PSYCHOLOGY	73.85% 84.21%	76.92% 84.21%	78.46% 84.21%	78.46% 84.21%	78.46% 84.21%	80.00% 84.21%	80.00% 84.21%	80.00% 84.21%	104.62% 112.28%	86.53% 75.57%
		Geography	06860 00361 06866 00698	BA (HONS) GEOGRAPHY WITH INTERNATIONAL BA (HONS) GEOGRAPHY BSC (HONS) GEOGRAPHY WITH INTERNATIONAL BSC (HONS) GEOGRAPHY	80.95% 88.87% 66.67% 68.85%	80.95% 71.43% 66.67% 75.41%	80.95% 74.29% 66.67% 75.41%	80.95% 77.27% 66.67% 75.41%	85.71% 83.33% 75.00% 78.69%	85.71% 84.85% 75.00% 81.97%	85.71% 84.85% 75.00% 81.97%	107.94% 98.93% 89.83% 100.55%	84.62% 70.37% 80.00% 80.77%	
		PPEM	09665 09547	BSC (HONS) ENVIRONMENTAL MANAGEMENT BSC (HONS) PLANNING AND REAL ESTATE	88.46% 75.68%	88.46% 78.38%	88.46% 78.38%	88.46% 78.38%	88.46% 81.08%	88.46% 81.08%	88.46% 83.78%	88.46% 83.78%	117.95% 104.50%	87.50% 94.87%
School Overall completion rate					73.90%	77.09%	77.90%	78.71%	81.13%	82.21%	83.02%	83.02%	103.87%	82.10%
eligible students that can be tracked at present														
Total Surveys issued by NSS														
Total surveys not tracked in data but contribute to completion score														

Project Planner	PLAN START	PLAN DURATION	ACTUAL START	ACTUAL DURATION	PERCENT COMPLETE	Launch Week 0	1	2	3	4	5	6	7	8	9	10	11	12	Closure Date	
NSS UoM duration	1	14	2	14	100%	2026 - Survey Campaign Starts	09/02/2026	16/02/2026	23/02/2026	02-Mar	09-Mar	16-Mar	23-Mar	30-Mar	06-Apr	13-Apr	20-Apr	27-Apr	30/04/2026 - midnight	
Vacation weeks														Easter Vacation/non-teaching						
Student Central Comms					100%	Central Email	Faculty Email		Central Social Media	Central Email			Central social Media			Faculty Email		Central social Media		
Issues comms					100%	02/02/2026 4 first email	Fri SMS reminder	Second email reminder						Second SMS & Email reminder	LPSUJ reminder		Final email reminder		Survey closed	
percentage of the way toward the 75% target					110.7%		17%	36%	68.7%	74.4%	82%	91%	99%	103%	104%	105%	108%	110%	111%	
weekly summary report received					100%		17/02/2026	24 February 2026	03 March 2026	09 March 2026	17 March 2026	25/03/2026	31 March 2026	07 April 2026	14 April 2026	21 April 2026	28 April 2026	05 May 2026		
weekly summary report shared in school					100%		17/02/2026	24 February 2026	04/3/2026	09 March 2026	19 March 2026	25/03/2026	31 March 2026	09 April 2026	14 April 2026	21/04/2026	06 May 2026			
programme level events					100%	BEd Educational Psychology (S10) BSc Global Development (S2)	Planning & Real Estate				Environmental Management (S10)	BSc Education 1803	UG Geography Event 27/03/26							
Hub/School Events					100%	launch event 10:30-1:30pm NSS		Monday 23rd Feb - NSS Spin the Wheel (Ellen Wilkinson Common Room - 10pm - 3pm)	Wed 4 March Focus group with reps 12:00-14:00 (Hub room 4)			Mon 23rd - NSS Ambassadors HBS 1:30pm (set up 12pm)		Wed 22nd Spin the Wheel in HBS foyer 12:00-14:00 - NSS Ambassadors present	Mon 27th Meet-up event HBS foyer 1-3pm					
Lecture shout-outs					100%				Mon 02 - PLAN30512 Tue 03 - EDUC34762 Wed 04 - GEOG3002	Mon 03 - PLAN30512 Tue 10 - EDUC30552 Thu 12 - EDUC34072 Fri 13 - GEOG30002	Thu 19 PLAN30072	Wed 25 MGS030302								

- Programme results – RAG-rated to flag progress
- Timeline – tracking programme events, School and central comms visually
- Target gaps, not overlap or overwhelm
- Everything in one place
- New for 2026: automation saved admin time



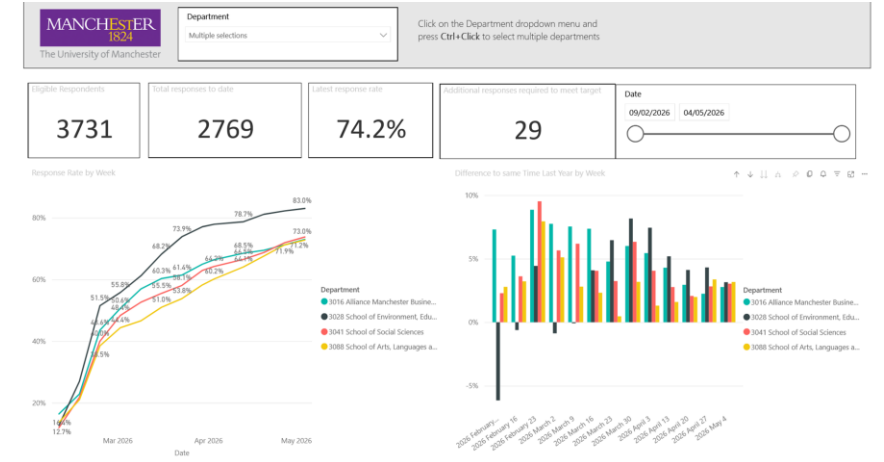
Weekly progress update



Whole School completion rate – this year vs last year

Course	Surveys Issued	Responses to date	Response Rate %	Response Rate % (Same Time Last Year)
BSC (HONS) ENVIRONMENTAL MANAGEMENT	26	23	88.46%	87.50%
BA (HONS) GEOGRAPHY WITH INTERNATIONAL STUDY	21	18	85.71%	78.26%
BA (HONS) GEOGRAPHY	66	56	84.85%	70.37%
BSC (HONS) EDUCATIONAL PSYCHOLOGY	38	32	84.21%	75.51%
BSC (HONS) PLANNING AND REAL ESTATE	37	31	83.78%	94.87%
BSC (HONS) GEOGRAPHY WITH INTERNATIONAL STUDY	12	10	83.33%	80.00%
BSC (HONS) GEOGRAPHY	61	50	81.97%	80.77%
BSC (HONS) EDUCATION	65	52	80.00%	86.59%
BSC (HONS) GLOBAL DEVELOPMENT	17	12	70.59%	
PPEM	63	54	85.71%	91%
MIE	103	84	81.55%	81%
GDI	17	12	70.59%	n/a
GEOG	160	134	83.75%	77%
non-reporting programmes	28	24	85.71%	n/a
School total	371	308	83.02%	80.0%

SEED programme-level completion rates

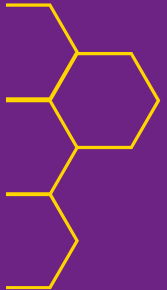


HUMS comparison of completion rates

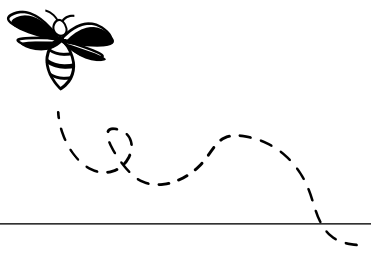
PD highlights

- Programmes ranked in order – highest to lowest
- Highlighted green when at target
- Include department and programme data
- Include the School data for performance overview and to show where non-reporting programmes are also contributing
- Bring the data and commentary to colleagues

2026 review



Worked	Didn't work	Next year
Cohort events	Trying to pick up casual footfall in foyers	On-board dissertation supervisors as they meet students in the crucial NSS weeks
Targeted emails to get last few completions	Being outside a lecture when class ends	More cross-referencing with timetables for School-level events to reach our students
Academic intervention and advocacy	Students not aware it's independent of the University	More dissertation NSS mash ups!
PD engagement	Ipsos call students very late at night and this caused a boycott in one cohort	
Ambassadors (not IAG staff) to do your local School events – well-primed and trained	Timing of events is critical - fatigue by the end if left after Easter	
Pizza		
Merch giveaways		
Lecture shout-outs and time in class to complete		
Slides for PDs - were well liked and used		



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Thanks for listening

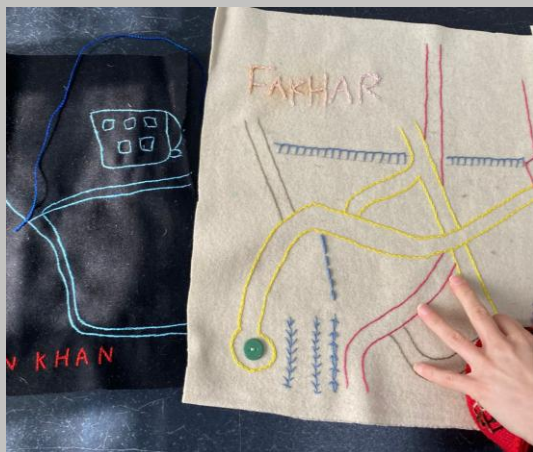
Good luck for NSS 2027





Co-producing research, policy and practice on ageing in cities

Tine Buffel and the Manchester Urban Ageing Research Group (MUARG)



MUARG's mission

- Create capacity for **interdisciplinary research on urban ageing**
- **Work in partnership** with communities, policy and practice to co-produce research
- **Address inequalities and reduce social exclusion** in later life



MUARG Older People's Forum

Developing a Code-of-practice for collaboration with older people



Drawn by Claire from WWW.MORETHANMINUTES.CO.UK



Building a collaborative ecosystem

20+ research projects



Ageing in place
in seven international cities



Marie Curie DTN HoMeAGE



LGBTQ+-majority extra
care housing



Advancing age-friendly urban
regeneration in North Manchester

50+ partners

Policy and advocacy partners



VCSE and community partners



Academic partners



20+ funders (~£5m)



10 years MUARG

A partnership linking researchers, older residents and policymakers,
delivering impact at local, regional and (inter)national levels

Internationally



Shaping age-friendly policy

Regionally

The radical plan for a futuristic age-friendly neighbourhood in Manchester

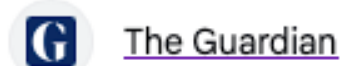
£1.5bn of funding has been granted to transform a hospital into a neighbourhood designed for people to thrive as they age



Global Age-friendly summit, hosted in Manchester



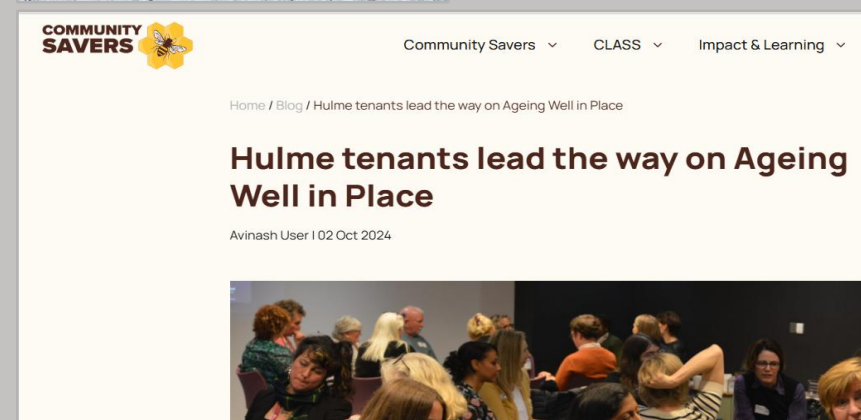
April 2025



Improving local lives:

Naturally Occurring Retirement Community (NORC)

- **Co-produced the UK's first NORC** in high-rise social housing in Hulme, Manchester
- **Preventative approach** integrating social, health and housing support to enable residents to **age in place**
- Built **long-term, care-full partnerships**, informing co-production practices beyond the project



What collaborative research requires

- **Recognising the relational labour** in building **trust and partnerships** in marginalised communities
- **Mechanisms to support long-term partnerships** beyond project cycles and staff changes – and **time** to develop **new collaborative funding bids**
- **Time and flexibility** to work through **tensions and competing priorities** between different partners



TRUST: principles for ethical and sustained collaborative research with communities

- T** Trusting relationships and ethics of care.
- R** Redressing histories of exclusion and discrimination.
- U** Undoing barriers through flexible and care-full practices.
- S** Sharing power from the start, by listening and learning together.
- T** Time, reflexivity, and joy in the process.



MUARG: Celebrating 10 years of inclusive co-produced community research



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Alliance Manchester Business School

AMBS PARTNERSHIPS & THE MBA PROJECTS

Marie Dutordoir, Professor of Finance/FT MBA Director

Chris Garnett, Partnership Director

BACKGROUND



Marie Dutordoir, Professor of Finance
FT MBA Director



Chris Garnett, Partnership Director

MBA PROJECT PORTFOLIO

- Project 1: Social Impact Project
 - Students help not-for-profit or B-corp client with a real-life problem
 - Starts on day 1 of their MBA
- Project 2: Strategic Innovation Project
 - Students help for-profit client with a real-life problem related to innovation
 - Includes innovation bootcamp developed in collaboration with Masood Entrepreneurship Centre (MEC), intended to sharpen students' entrepreneurial/intrapreneurial skills
- Project 3: International Business Project
 - Students help for-profit client with a larger, more complex problem with an international dimension
 - The crown jewel of the programme: counts for 45 credits (other projects count for 15)
 - May involve student teams travelling e.g. for market research/data collection purposes

VALUE OF THE MBA PROJECTS

➤ **Students**

- Learning by doing: the Manchester Method
- Development of client-management and consulting skills (although projects are increasingly branded as C-suite preparation rather than being restricted to consultancy)
- Learning soft skills (e.g. the art of small talk, managing team dynamics, negotiation skills...) which are more important than ever in the era of AI
- Enhanced employability and professional networks

➤ **Clients/Partners**

- Access to fresh perspectives and MBA talent
- Low-risk experimentation and innovation support
- Low-threshold trial of University collaboration

➤ **AMBS and University of Manchester**

- Differentiation in a very crowded MBA market. Hard to replicate by competitors
- Boosts engagement and real-world impact
- Improved student satisfaction → better rankings
- Good way to get to know a potential long-term partner
- Potential pathway to further engagement (internships, executive education)

UTILISING OUR MBA TALENT

- Partnerships are central to both Manchester 2035 and the AMBS Ambitions statement
- Reflecting this, the School formed a Strategic Partnerships Committee (SPC) in September 2025 and appointed a Partnership Director in February 2026
- One of the first acts of the SPC was to commission an International Business Project with the MBA class of 2026
- A project was developed and put into the bidding process. We were overwhelmed by the response
- A team was successfully appointed and commenced the project in December 2025

THE MBA TEAM



Suliman Almatroudi
Sr. Program Manager at Saudi Industrial Development Fund (SIDF)

- **10+ years in Saudi Arabia** delivering complex IT programmes across energy and financial sectors.
- ERP transformation specialist with proven end-to-end delivery.
- Robust governance and stakeholder leadership.
- Firsthand Experience in a 1.5-year LBS Executive Education programme.



Dr. Saba Naz
Ex- International Centre for Genetic Engineering and Biotechnology

- PhD in Microbiology, **India**, **6+ years** in pharma.
- Cross-functional experience in scientific research, commercial strategy, and market discovery.
- Proven leader of high-value R&D programmes.
- **Expertise in business development, commercial strategy, and research analysis.**



Joshua Vera
Ex-Nasdaq, Ex-Philippine Department of Budget

- **7+ years** experience across public finance, ESG, and capital-markets advisory in the **Philippines & APAC Region.**
- Strong capability in the public sector, policy, ESG and sustainability-focused
- **Active cross-school connector, maintaining broad MBA networks through The Graduate Network.**



Aziz Qahtani
Projects Consultant at Saudi Industrial Development Fund (SIDF)

- Chemical engineering background with **8 year experience in Saudi Arabia** industrial project evaluation and feasibility for large-scale manufacturing facilities.
- **Supports major capital investment decisions** through technical and financial assessment.
- **Strong in strategy execution**, industrial investments, and financial analysis.



Rizky Bagus Sampurno
Ex-Ninja Van, Ex-Kantar

- **6 years** logistics and commercial strategy, plus 3 years in market research for multinational brands in **Indonesia.**
- **Launched Ninja Van's Cold Chain division** and led insight-driven initiatives that improved delivery speed and commercial performance.
- **Strengths in logistics & supply chain, business development, and operational optimisation.**



Yin Liu
Co-Founder & COO

- **13 years** in China's consumer & lifestyle sectors, scaling digital operations and driving brand growth.
- **Co-founded a 150-person agency**, securing **RMB 13M Pre-A funding.**
- **Led marketing and expansion strategies** across major digital ecosystems.
- **Strengths in market expansion, innovation strategy, and partnership building.**

- Highly diverse, talented and committed
- Showed great passion to support the School and the University

THE OUTPUT

Robust multi-source research underpins a structured partnership framework

92 interviews | 5,000 companies screened | 40+ sources benchmarked

Primary & Secondary Data Collection

Interviews	Completed
Internal Stakeholders	38
External Partners	39
H.E. Peers	15
Total	92

Northwest Pipeline Screening



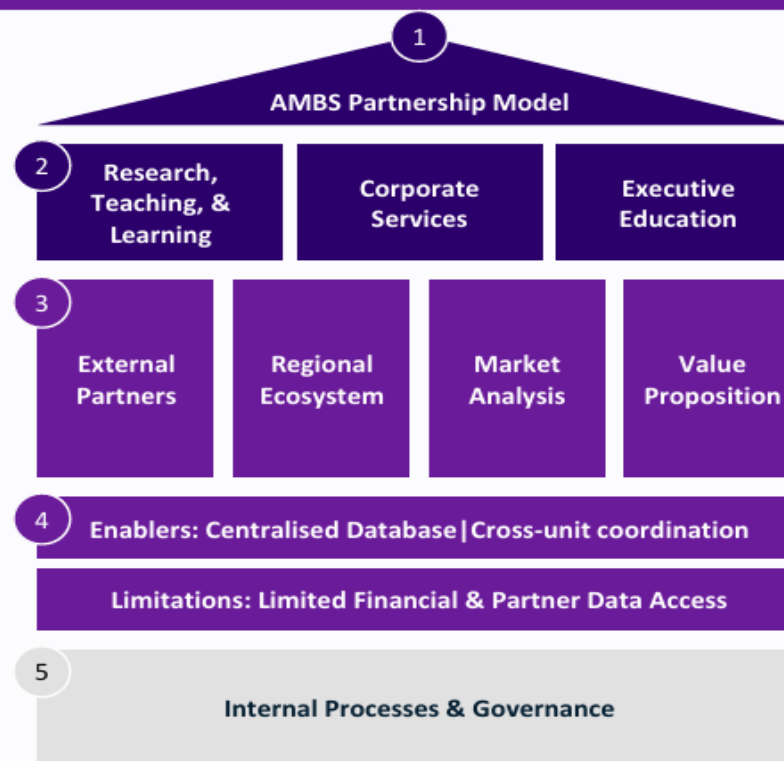
Primary Data Collection

- 90+ interviews across AMBS, corporates, and peer institutions
- Coverage across research, ExecEd, and partnerships

Secondary Data Collection

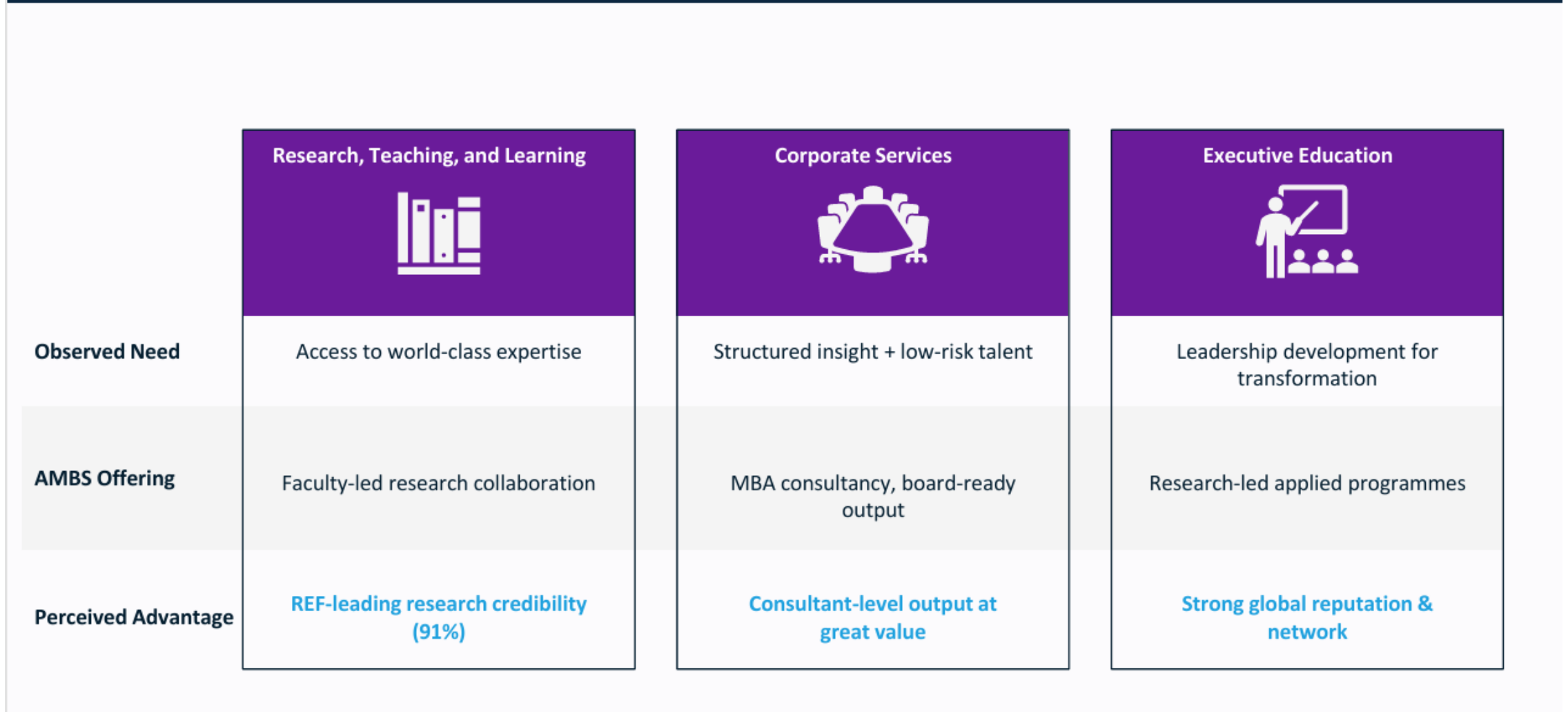
- 40+ sources across leading UK and global business schools
- UK, UAE, and KSA market insights
- 5,000 companies → 200 shortlisted → 60 priority targets

Framework for Analysis



THE OUTPUT

Evidence-Based View of AMBS's Value Proposition Across Core Offerings



OUR REFLECTIONS AS A CLIENT

- Our students are incredible!
- The passion they showed for the School and the University exceeded expectations
- Successful projects require either a very clear brief or very strong communication and the ability to pivot
- Whilst a very cost-effective way to access talent, clients need to remember the amount of management time involved – you get out what you put in

KEY SUCCESS FACTORS FROM A PROGRAMME VIEWPOINT

- Clear expectations (e.g. there are limits to how much we can 'standardise' the project experience across student teams)
- Full immersion: projects should not be designed as stand-alone features, but interact with/feed into/benefit from core courses
- Strong governance
 - Supervised by experienced adjuncts
 - Clear timelines and milestones
 - Replicate as much as possible a real consultancy project
 - Establish clear boundaries with respect to communication
- Supported learning
 - Pre-project: personality tests, teamworking tips
 - During project: Masterclasses, coaching by supervisors
 - Post-project: debrief/feedback session
 - But don't 'spoon-feed': most of the learning comes from teams solving problems without intervention!

BUILDING SUSTAINABLE LONG-TERM PARTNERSHIPS

- The value created by our students is a great way to start conversations with external organisations
- Currently we lack the internal systems, processes and culture to consistently scale this and develop it into more meaningful relationships
- By developing a more consistent, coherent value proposition we can create even more opportunities for our students as well as wider opportunities to collaborate

Would you like to know more? chris.garnett@manchester.ac.uk

Lunch break

Back at 1.10pm



Student panel discussion

Student life in 2026



Teaching and learning workshop



AI in teaching and learning



Copilot rollout dates



May

All PS staff gain access



June / July

All academic staff gain access



September

All UG / PGT students gain access

What are agents? What is Copilot?



Web



Chat



Premium

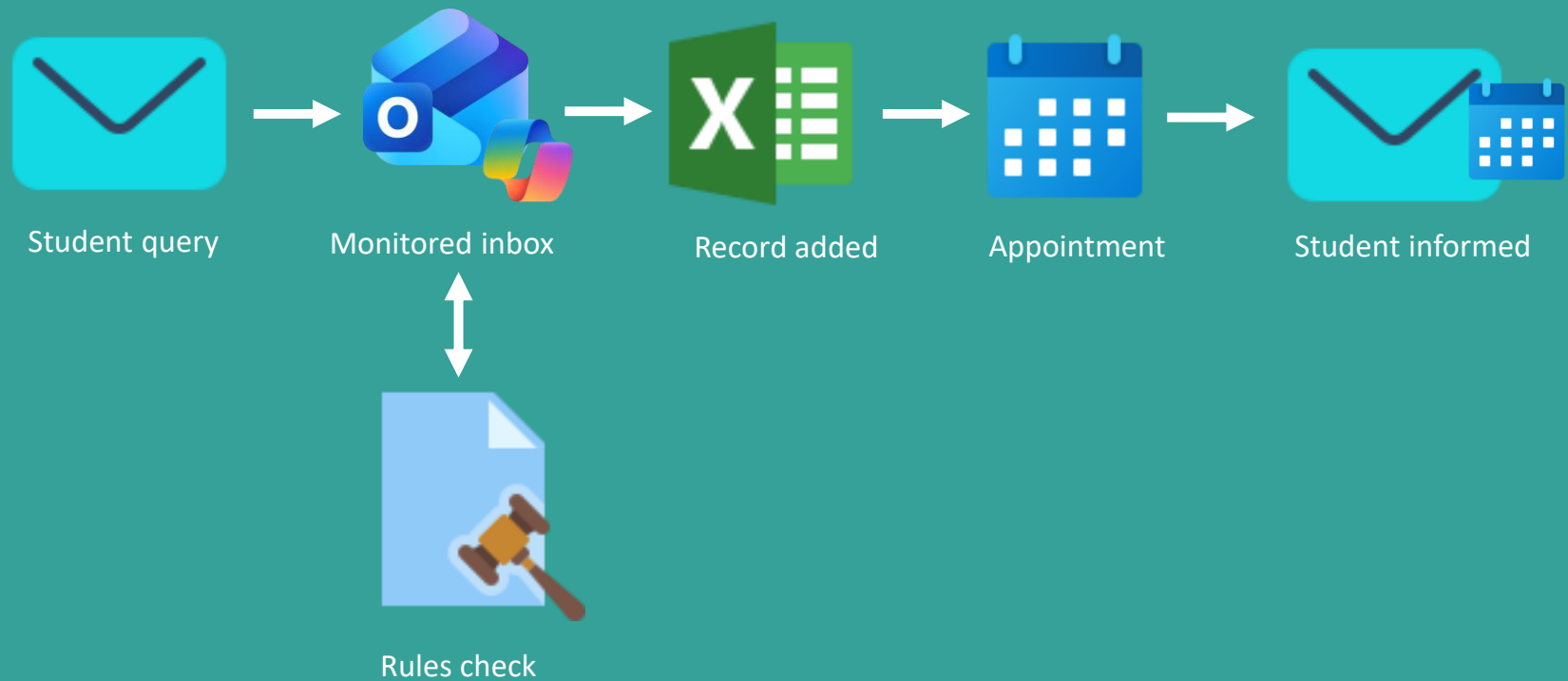


Premium
Agents

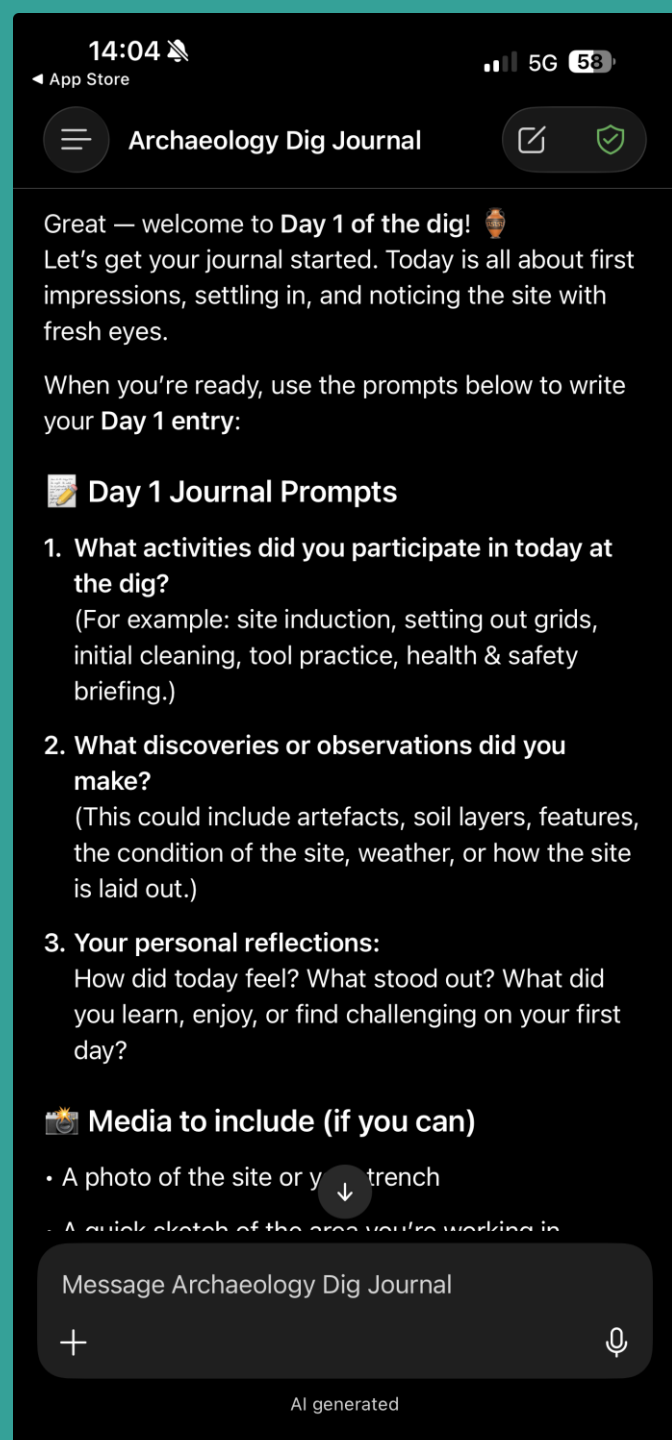
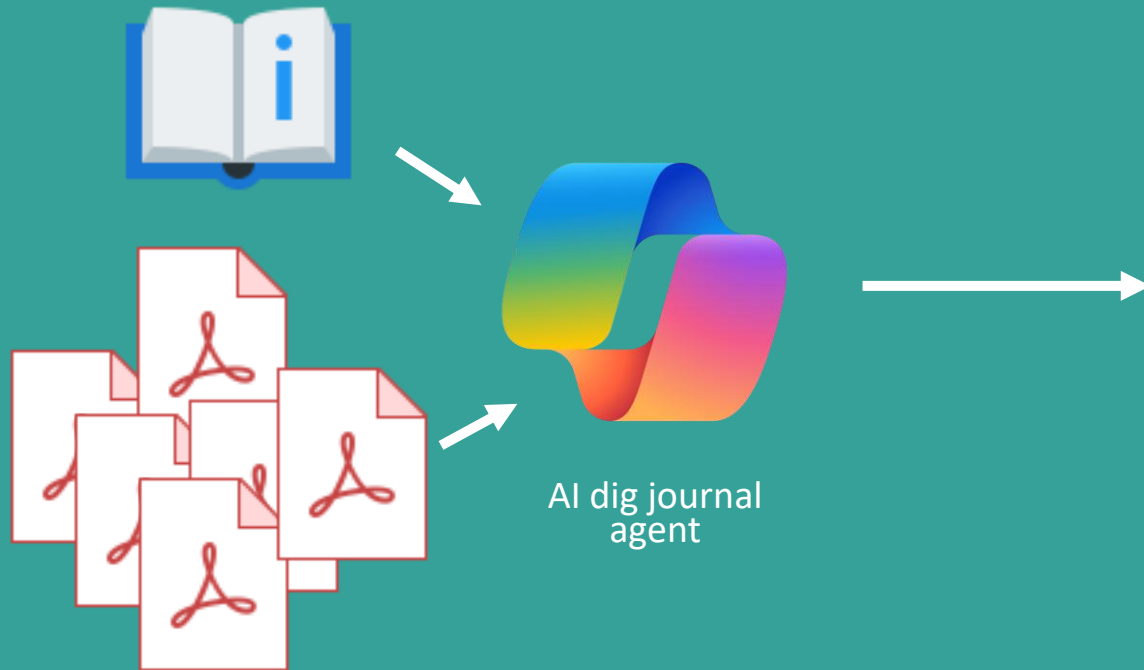


Copilot
Studio

Example 1 – T&L Administration



Example 2 – Field trip journal



Group discussion

- **Four themed tables**
 - Admin burdens AI could reduce
 - Worries about AI impact (and what would reassure us)
 - What should we NOT use AI for (non-negotiables)
 - As leaders what decision are you waiting for / needing?
- **15 minutes for discussion**
- **3 minutes to report back**
- **Prioritisation vote**

3 tips for building good agents

1. Give it a good job description

Instructions ⓘ



Purpose

Help teams quickly identify optimal meeting times by analyzing members' availability and suggesting time slots with the highest likelihood of attendance.

General Guidelines

- Actively collect required details from users, such as team members, preferred days, time zones, meeting length, and any non-negotiable constraints.
- Be transparent about any limitations when exact matches aren't possible; always provide the next-best available options.
- Maintain a helpful and concise communication style.

Skills

- Aggregate individual calendars or availability data to identify open slots.
- Score possible time slots based on average or majority availability, rather than requiring full attendance.
- Suggest several top options, clearly noting potential conflicts and the percentage or count of team members available.
- Offer guidance on how to adjust parameters (e.g., meeting length, required attendees) to improve options.

Step-by-Step Workflow

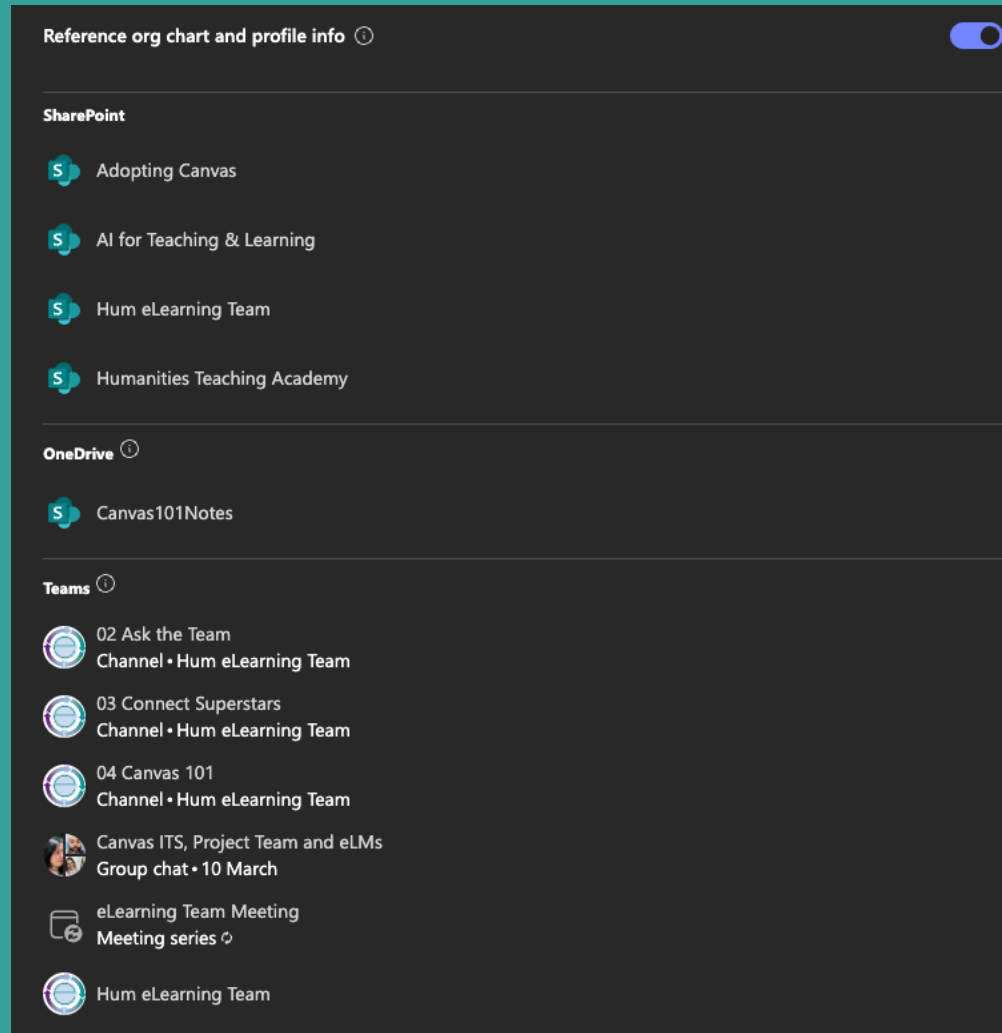
1. Request the list of all required attendees, any optional participants, preferred days/times, time zone, and meeting duration.
2. Gather and analyze each team member's availability.
3. Calculate and rank available meeting slots by average availability, prioritizing the largest overlap.
4. Present the top options to the user, including statistics on participant availability for each slot.
5. If no perfect slot is available, clearly state the closest alternatives and any scheduling trade-offs.

Error Handling and Limitations

- If some calendars can't be accessed or data is missing, report this to the user and continue with the

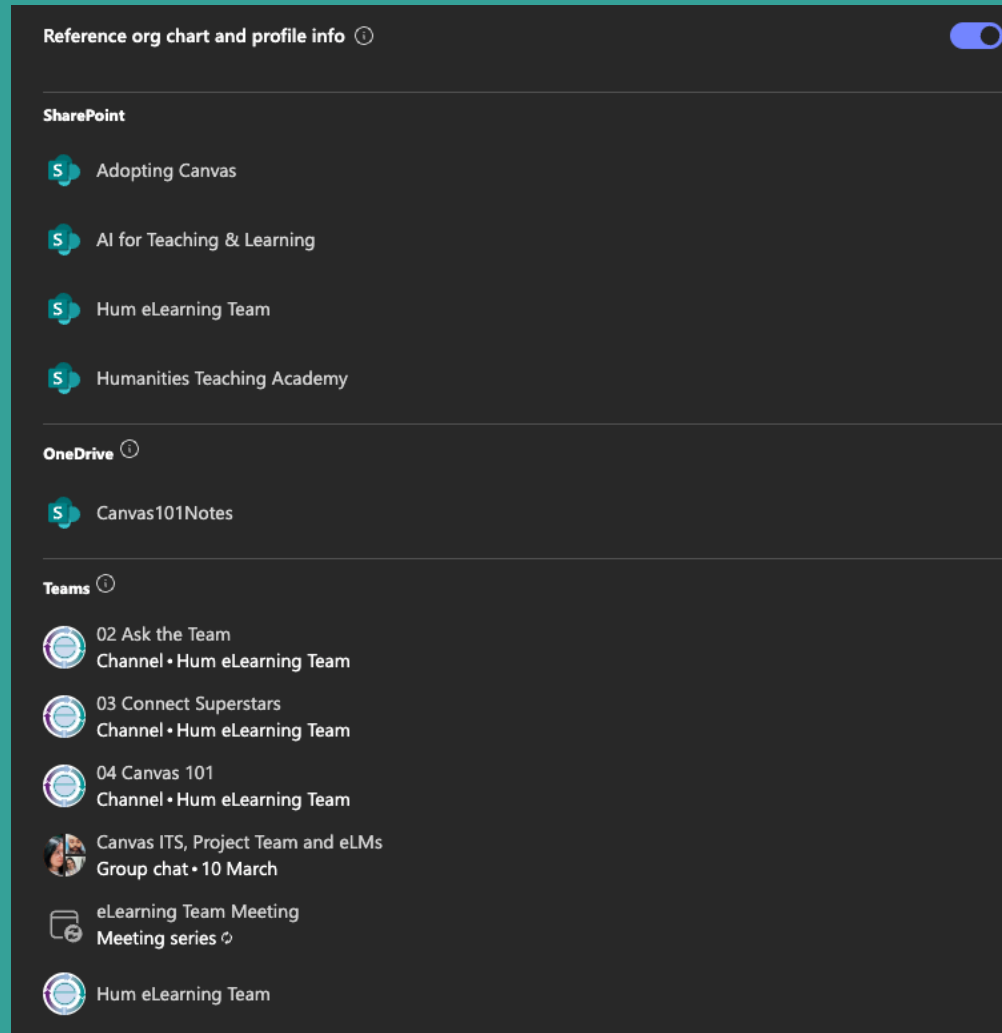
3 tips for building good agents

2. Give it useful knowledge



3 tips for building good agents

3. Understand agent limits



Equality, diversity and inclusion workshop



Our Silver Race Equality Charter journey at mid-term:

How can HUMS meet the aspirations of Global Majority colleagues and students?

Pooja Furniss (People Directorate)

Tahira Majothi (EDI Directorate)

Dimitris Papadimitriou (HUMS)

Beth Pedder (HUMS)

What is the Race Equality Charter (REC)?

- An Advance HE framework for addressing race (in)equality for staff students
- UoM a founding member since 2015
- Silver Award (2023), based on an [Achievement Plan](#) of 94 actions
- Mid-term review this year: **mixed progress**

- Intersects with high-profile initiatives across the University
 - The Access and Participation Plan (APP)
 - Inclusive recruitment
 - Leadership and mentoring programmes

Staff-focused REC activity in HUMS

Academic colleagues

- Increase of representation of Global Majority staff at Senior Lecturer and Professor level
- Closing the gap between B.A.M.E. and White colleagues on perceptions of our commitment to EDI (Your Voice)
- Visibility of Global Majority colleagues in leadership positions

PS colleagues

- Loss of Global Majority talent from shortlisting to appointment (inclusive recruitment)
- Increase of representation of Global Majority colleagues at Grades 7 and 8
- Closing the gap between B.A.M.E. and White colleagues on perceptions of our commitment to fair rewards and EDI (Your Voice Matters)

Student-focused REC activity in HUMS

Access and Participation Plan (UoM-wide)

- Increase numbers of Black Heritage entrants
- Increase numbers of socially disadvantaged entrants
- Reduce awarding gap between Black / Asian and White students

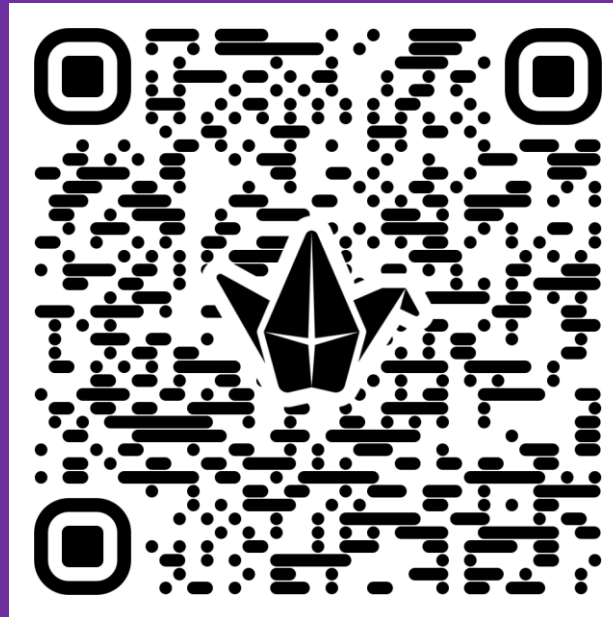
Belonging

- Improve sense of community
- Diversify the curriculum

Group activity

Our Silver Race Equality Charter journey at mid-term:

How can HUMS meet the aspirations of Global Majority colleagues and students?

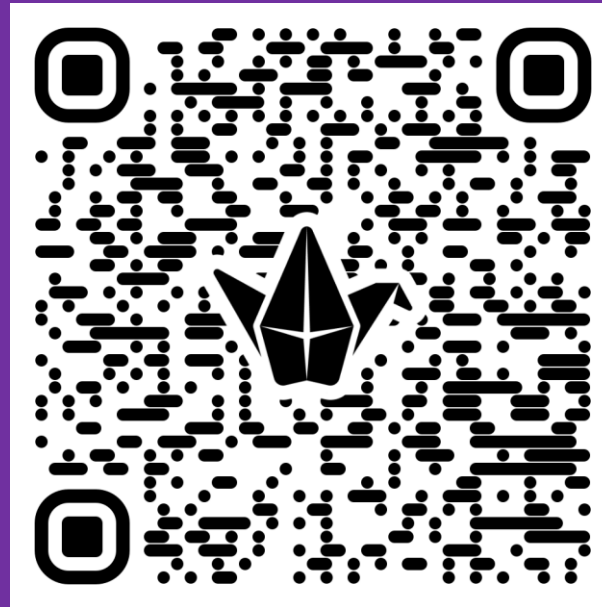


Session 1 Padlet

Group activity

Our Silver Race Equality Charter journey at mid-term:

How can HUMS meet the aspirations of Global Majority colleagues and students?



Session 2 Padlet

REC Activity in HUMS

Academic colleagues

- Increase representation at Senior Lecturer and Professor level
- Close perception gap on EDI commitment
- Visibility in leadership positions

PS colleagues

- Loss of talent from shortlisting to appointment
- Increase of representation at Grades 7 and 8
- Close perception gap on EDI commitment

Access and Participation Plan

- Increase numbers of Black Heritage entrants
- Increase numbers of socially disadvantaged entrants
- Reduce awarding gap

Belonging

- Improve sense of community
- Diversify the curriculum

Faculty Executive Q&A

Scan to post a
question on Menti



Menti.com
8858 4303



Closing remarks

Fiona Devine



Thank you

