



Annual Report on
Widening Participation
to the Office for
Fair Access (OFFA) 2008





Introduction

I am pleased to present our second annual report on The University of Manchester's progress in widening participation. This document provides a summary of our work undertaken during the 2007-08 academic year and is used to report our achievements against milestones to the Office for Fair Access (OFFA) and communicate progress to a range of wider audiences.

Equity of access to higher education, irrespective of background, is one of the values enshrined in our strategic plan, *Towards Manchester 2015*. As part of this strategy a substantial programme of investment in scholarships, bursaries and outreach work has been made at the University within the overall goal of becoming the UK's most accessible research intensive institution.

We have developed a sophisticated and extensive programme of work designed to expand opportunity for progression into higher education generally. This work is particularly important within our local communities of Greater Manchester and the North West region, where progression rates into higher education still fall significantly below the national average. At the same time we are steadfast in our commitment to ensuring that The University of Manchester is itself able to identify, attract and support outstanding students from all educational backgrounds onto our degree programmes. In this context, and without compromising the essential idea of a university as a meritocracy, we aim to attract the very best students we can from all sections of society, and offer them a world class higher education.

We were delighted that our first report was so highly commended by OFFA and Ministers in 2006-07 and welcome the platform to set out, in such a public document, our progress and commitment to enhancing higher education opportunities. This year's report builds on our progress and further demonstrates the way that widening participation has become embedded in processes and practices across the University.

We hope this report will be similarly well received and be of value to a wide range of additional audiences and stakeholders such as teachers, students, staff, parents, governors, alumni and associated educational bodies.

Professor Aneez Esmail
Associate Vice-President for Equality and Diversity

Context

At The University of Manchester we place our priority to expand higher education opportunities within the context of the profound and interconnected role universities play in the development of knowledge, the economy and wider society – be it regionally, nationally or internationally.

Expanding access to higher education (HE) is more important to our economic success and social well-being than ever. Universities like Manchester have enormous responsibilities to enhance and develop the knowledge, skills and technological capabilities of the global professional workforce. Through Lord Leitch's review, *Skills in the UK*, we know that half of all new jobs in the UK will require graduate level capabilities and this is nowhere more evident than within the flourishing city-region of Manchester. With participation levels in higher education below the Organisation for Economic Co-operation and Development (OECD) average and significantly less than found in Australia, Finland, New Zealand, Norway, Sweden and the United States, it is clear that the UK can ill-afford to squander the talent of large sections of its population, particularly those who have traditionally been under-represented in further and higher education.

Beyond this economic imperative there is the equally-important issue of social justice and how we afford equality of access to the greater levels of health, wealth and happiness enjoyed by graduates. Educational inequities manifest themselves early: at 22 months there is a 13 per cent gap in educational attainment between the top and bottom socio-economic groups in society and by the age of 7 children of low socio-economic status, who were well above average on developmental scores at 22 months, have been overtaken by children of high economic status who were well below average¹. When it comes to preparation for entry to leading higher education institutions, only 0.2 per cent of pupils on free school meals – just 176 children – achieved three A Grades at Advanced Level out of total of 25,948 learners². And while the overall gap between higher and lower socio-economic

group participation has narrowed slightly since 2002, higher education participation rates among higher socio-economic classes (NS-SEC 1,2,3) are more than twice that of the lower socio-economic classes (NS-SEC 4, 5, 6, 7)³.

As an institution that has placed equity of access to higher education as a founding value, we view such dramatic inequalities based on locality, schooling and other socio-economic factors as inherently unjust. We therefore take seriously our role in reaching out to younger learners and their key influencers, particularly in local primary and secondary schools, to raise awareness and capacity for progression into higher education through a coordinated programme of outreach work promoting progression not only to Manchester, but to higher education more generally. This 'pre-16' programme consists of mentoring, campus visits, student ambassador activity, summer schools and curriculum enrichment and enhancement.

Our 'post-16' programme of activity concerns itself with identifying the most talented students for progression to The University of Manchester, irrespective of background. In this work, upholding the principle of entry on the basis of merit is the single most important thing we can do for our students and the UK: our overriding purpose is to attract the very best learners from around the UK and the rest of the world, and offer them a world class education. This is, though, a complex challenge because we know that some of the brightest young people in the UK – and potentially some of the best graduates – come from disadvantaged backgrounds, where they have not enjoyed equality of opportunity to good primary and secondary education. We also know that many



prospective students are deterred from seeking access to a university because of cultural reasons, including a fear of student debt, or because of the cost of remaining out of the full-time workforce during their student years. Our post-16 strategy therefore seeks to address these factors. We continue to expand our special access scheme – the Manchester Access Programme – so that more outstanding learners in the local region are able to develop their skills in progressing onto some of our most demanding degree programmes. We continue to provide the largest investment in the UK in financial support for talented students who might otherwise be denied a higher education for reasons of financial disadvantage. And we recognise that our admissions policies must be fair in identifying applicants who merit a university place, but whose intellectual potential has been partly obscured by previous educational disadvantage.

Finally, our own institutional motto, *Cognitio Sapientia Humanitas* (Knowledge, Wisdom, Humanity), recognises a more profound context within which we understand our goal to expand educational opportunity. Universities of course play an enhanced role in modern societies, both for the macro-economy and in the individual economic life-chances of the students it educates. Our goals to widen access to higher education are however, driven by our deeper and enduring commitment, enshrined in our motto, to add lasting value to a widening range of human lives; creating rational, thoughtful, tolerant and engaged human beings *capable of using their knowledge wisely and humanely*.

¹ A Failed Generation: Educational Inequality Under Labour

² Hansard PQ 185780; 18 February 2008

³ Full-time Young Participation by Socio-economic Class (FYPSEC): 2008 Update

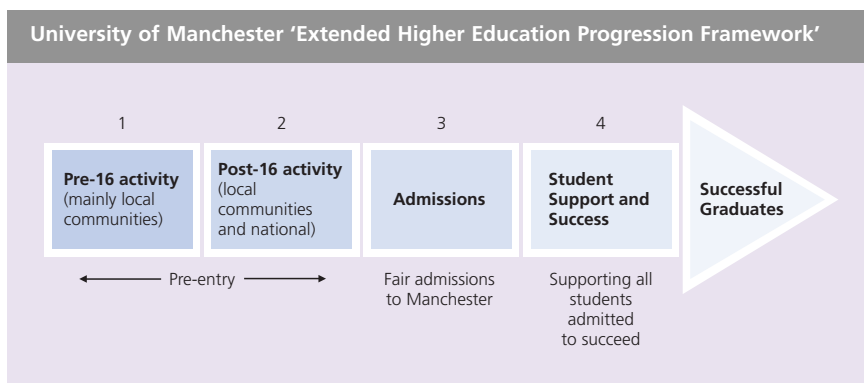


Report Structure

Recognising that widening access must be addressed at different stages of the student lifecycle, this report will be structured through the concept of an 'Extended Higher Education Progression Framework' into four key sections that develop and reflect The University of Manchester's high-level strategic goals for widening participation:⁴

1. Pre-entry activity: pre-16
2. Pre-entry activity: post-16
3. Admissions
4. Student Support and Success

This builds on the recent work of the Higher Education Funding Council for England (HEFCE) and Aimhigher in developing a national 'Higher Education Progression Framework'⁵, but extends this by recognising that widening access continues within and beyond higher education entry.



⁴ The University of Manchester has developed a multi-faceted approach to widening participation around four distinct strategic goals in our Towards Manchester 2015 plan: i) Developing outreach activities encouraging widening participation ii) pursuing exemplary fair recruitment and admissions policies and procedures iii) developing generous, merit-based and needs-focused bursary and scholarship programmes iv) supporting students from non-traditional backgrounds.

⁵ Available at www.actiononaccess.org/download.php?f=1148



CASE STUDY

Bev Oldham
Crab Lane Primary School,
Manchester
Higher Futures 4 U

Higher Futures 4 U is an amazing project and I am very excited to be taking part again this year. The workshops really get the children thinking about education and how it shapes and affects lives.

When I thought that the kids couldn't get much more from the project, we had an amazing visit to The University of Manchester. Seeing the University, experiencing the lecture rooms, library, accommodation and student union made the idea of extending education all the more accessible to children who really didn't see it as an option for them.

The vibe of the University and the way in which the project was run really captured an interest in education. I saw a big difference in attitude with children in the class and a willingness to try to succeed for a purpose. I truly believe that the visit and the project left a lasting impression on the children of Crab Lane and this helped a low achieving class receive the best results the school had seen in 11 years in both Literacy and Science. The children left Crab Lane with high aspirations in education thanks to The University of Manchester's involvement with the project.

1 Pre-entry activity: PRE-16

Our outreach activities with pre-16 groups are developed with the aim of promoting greater participation in HE more generally and our programme of work is considered to be one of the most extensive in the UK. We aim to enrich the culture and enhance the quality of life in the community and our programme includes:

Pre-16	
Primary	Secondary
<p>Higher Futures 4 U working across the ten boroughs of Greater Manchester to raise optimism, aspirations and confidence amongst primary school pupils to progress to HE.</p> <p>Childrens University of Manchester online learning opportunities for pupils that make connections between the world class research at The University of Manchester and the KS2 curriculum.</p> <p>Higher Education Awareness Days (HEADs) consist of an academic lesson, a tour of the University and a primary school focused HE activity.</p>	<p>Higher Education Awareness Days (HEADs) individual programmes aimed at raising awareness and understanding of the opportunities available in HE.</p> <p>Mentoring Plus one-to-one mentoring and structured activities for pupils from local high schools and provides information and support in relation to a range of healthcare professions and careers.</p> <p>Gateway to Humanities a structured programme offering a range of activities to raise awareness of the wide range of Humanities disciplines.</p> <p>Subject specific curriculum enrichment and masterclasses</p> <p>Aimhiger Workshops trained student ambassadors deliver HE focused student life sessions in local schools to increase the knowledge and understanding of HE.</p> <p>Tailored work with specific groups eg Black and Minority Ethnic Groups (BME), Children in Care</p>

In addition, student ambassadors are placed in local primary or secondary schools as classroom assistants to carry out special projects, work with small groups within the class or with particular pupils on a one-to-one basis.

To enable to share information, identify gaps in provision and track learner participation over time the University has been recording all of its work with schools, colleges and learners since 2005 into a comprehensive Widening Participation Database. For example, across Greater Manchester in 2007/08:

- 95 primary schools benefited from widening participation programmes.
- 129 secondary schools benefited from widening participation programmes.
- Over 5,000 pupils have been engaged in structured learning programmes through The Manchester Museum and Whitworth Art Gallery.



Furthermore, to ensure outreach work is targeted appropriately at learners experiencing the most significant social and educational disadvantages, the University has developed and published its own 'Manchester Prioritisation Model'⁶ for working with local schools and colleges across Greater Manchester based on statistical weightings of key socio-economic (Free School Meals/Education Maintenance Allowance) and geo-demographic (Low Participation Neighbourhood) variables relating to under-representation in HE.

Schools and colleges across Greater Manchester are placed into one of four different priority bands and those with high levels of socio-economic deprivation and low participation rates in HE are accorded greater priority in the University's outreach engagements. This is a tool the University is using for the Area Level Targeting recommended by the HEFCE⁷ and has provided the University with an objective basis for targeting engagement with schools and colleges since 2004.

Using our Manchester Prioritisation Model we have been able to demonstrate that some two-thirds of our work with secondary schools (including 11-18 institutions) were delivered to schools and colleges in our top 2 priority bands.

Local Authority District	Count of different primary schools engaged	Total number of engagements*	Count of different secondary/11-18 schools engaged	Total number of engagements*
Bolton	1	2	13	28
Bury	1	1	11	19
Manchester	62	168	23	192
Oldham	4	5	15	36
Rochdale	7	12	8	22
Salford	6	14	13	51
Stockport	5	12	12	36
Tameside	7	8	14	57
Trafford	4	4	8	26
Wigan	1	4	12	29
TOTAL	98	230	129	496

* The term engagement has been used to quantify our wide range of widening participation activity with schools - from presentations and visits by University staff to more intensive activity such as mentoring and residential summer schools.

Later in the report we will demonstrate the connection of our work to raise aspirations and awareness of higher education generally to the raised levels of HE participation across the Greater Manchester region.



CASE STUDY

Valerie Hadfield Offerton School Gateway to Humanities

Offerton School has been delighted to have been part of the Gateway to Humanities programme in 2007-2008. As all schools, we strive to ensure that all our students realise their potential and have strategies in place to raise the aspirations of students from under-represented groups to progress to HE. Nevertheless we were keen to be part of the programme as we saw involvement as an additional, exciting and very focused way of providing our targeted students with opportunities to experience at first hand some aspects of university life, to develop life skills, to be aware of the benefits of HE and to consider and regard it as an appropriate option for them.

Our students in Years 7, 8, 9 and 10 have been able to benefit from a rolling programme of interventions. The students who participated in Year 10 say that selection to the programme has had a positive effect on them and that they have gained in self-confidence and are generally more confident about their ability. They feel better informed about their career options, want to go to university and feel they have, through the activities, acquired important life skills such as good teamwork skills.

Colleagues who have been involved in visits have been very enthusiastic about the activities in which the students have been engaged and welcomed the opportunity to see our students outside the classroom.

⁶ M. Crow, & J. Skyrme, presented at Widening Participation: The Next Steps Conference, 2006

⁷ HEFCE, Higher education outreach: targeting disadvantaged learners, www.hefce.ac.uk/pubs/hefce/2007/07_12/07_12.doc



CASE STUDY

Edward Pitchford Manchester Access Programme (MAP) 2005-2007

Ed joined the Manchester Access Programme whilst studying for his A-Levels in Law, Politics and Geography on a recommendation from his teacher. Ed is from the Salford area of Greater Manchester and has no parental heritage of higher education. He originally planned to leave home and get away from Manchester altogether but after visiting the campus and discovering how MAP could benefit him he decided to apply to Manchester.

Academically, both Ed and his teachers saw how MAP improved his college work and helped him to become a better A-Level Student. As part of the scheme, Ed undertook an academic assignment, which he says "gave me good practice when it came to completing essays and exams. It also really prepared me for higher education as when it comes to giving presentations I now quite enjoy them as I've had some practice and I'm no longer shocked by them".

After successfully completing MAP, Ed received an offer to study Politics, Philosophy and Economics (PPE) in the Faculty of Humanities. He has just finished his second year of study at the University.

⁸ We are only able to obtain data for those students progressing to other Russell Group Universities if they also applied to the University of Manchester.

** number of students applying / successfully getting a place at UoM from the 2007 cohort will increase next year. Some of these students did not apply for 2008 entry and some of the students who were unsuccessful in obtaining their entry requirements in 2008 will be reapplying for 2009 entry.

2 Pre-entry activity: POST-16

The University of Manchester is committed to identifying and attracting outstanding students based on their educational potential and merit, nationally and internationally, irrespective of background. In 2007/08 more than 200,000 engagements with post-16 students were achieved through The University of Manchester's UK school and college liaison activities. For example:

- Attendance at over 100 HE Events, Fairs and Conventions across the UK.
- More than 80 school and college presentations involving at least 8,000 students.
- Over 70 visits organised for adult returners to education.

In addition, we have a number of programmes and initiatives to encourage, support and facilitate progression of young people, from groups under-represented in HE, into the University. For example:

2.1 Manchester Access Programme

The Manchester Access Programme (MAP) was developed as part of our first agreement with the Office for Fair Access to support students, from groups under-represented in HE, into The University of Manchester or another research-intensive university. The two-year programme consists of a series of structured activities and aims to address some of the social and educational barriers that may be experienced by particular students. The programme recognises that even when they have similar qualifications, students from lower socio-economic groups are less likely to apply to institutions and courses with the most demanding entry

qualifications. The programme has also acted as a test-bed for the development of fair admissions and the use of contextual information in the admissions process. Additionally the programme:

- provides opportunities for the development of academic study skills;
- demonstrates further holistic evidence to admissions tutors through a Portfolio of Evidence from the programme;
- offers structured 1-1 advice and guidance regarding choice of degree programme and institutions.

In addition, MAP students complete an academic assignment with support from University academic staff, the successful completion of which is equated to 40 UCAS points towards entry onto a degree course at The University of Manchester.

The Manchester Access Programme has expanded from 120 students registering for the pilot (2006 cohort) to over 200 students in the current cohort and has extended from 18 schools/colleges in 5 Greater Manchester authorities to more than 40 institutions across all 10 authorities. The University is committed to continue the expansion of MAP and next year up to 300 new places will be available on the programme.

	2006 Cohort	2007 Cohort**
Students completing MAP	103	139
MAP students applying to The University of Manchester	95	108
MAP students receiving at least one offer from The University of Manchester	89	92
MAP students accepted onto a course at The University of Manchester	60 (79 put Manchester as firm choice)	64 (88 put Manchester as firm choice)
MAP student progressing onto courses at other Russell Group Universities ⁸	5	6



2.2 Social Enterprise partnerships

The University of Manchester has been keen to enhance its work with high potential youth from disadvantaged backgrounds by working with social enterprise organisations and charitable trusts who share similar values to the University in relation to widening educational participation. Two such examples are:

Sutton-Goldman Academic Enrichment Programme (AEP)

So far, a total of 185 students have benefitted from a University of Manchester and Sutton Trust/Goldman Sachs Academic Enrichment Programme - a widening access programme targeted at high-achieving Year 12 students from non-professional backgrounds across the North West of England.

Pathways to Law: Sutton Trust & College of Law

In 2007, 44 students benefited from the first year of the new 'Pathways to Law' programme funded by The Sutton Trust and The College of Law's £1.5 million national initiative to promote access to the legal profession. It is hoped that this will increase to more than 100 students next year.

Summary of Acceptances from Home Students to 'Year 0' Foundation Year Programmes

	UCAS accepted entrants in 2007	UCAS accepted entrants in 2008
Medicine & Dentistry	25	30
Life Sciences	46	43
Engineering & Physical Sciences	154	200
All programmes	225	273

With our established programmes in Life Sciences we track student success in subsequent degree performance and have found that Foundation Year students achieve at the same broad level as those progressing through direct entry.

2.3 Foundation Year programmes

The University has been keen to develop and expand programmes – both in partnership with local FE institutions and in-house – to attract home students from diverse educational backgrounds or with non-standard qualifications onto our degree courses. These take the form of 'Year 0' Foundation Year programmes in Life Sciences, Engineering and Physical Sciences and Medical and Human Sciences⁹ as outlined below.



CASE STUDY

Toni Sedgwick Pathways to Law

Toni Sedgwick is a Pathways to Law student and has just started her second year on the Programme. She is currently doing A-levels in Maths, Law and Psychology at Loreto College in Manchester.

Toni said, 'I have always been interested in Law, so when my teacher at college told me about the Pathways to Law programme I thought it sounded like a great opportunity. As the only student from my college I have made lots of new friends through the scheme and doing group presentations has also increased my confidence.'

All students on the Programme are guaranteed a 3 day legal work placement and Toni completed her placement at Evershed's Solicitors in Manchester. She has also participated in the National Pathways to Law conference which brings together Pathways students from each of the host universities for a 2 day event based around a research task and a competition, held at Warwick University.

Toni feels that 'Being on the Pathways to Law programme has made me even more enthusiastic about studying Law at university and eventually becoming a Solicitor.'

⁹ More information on our Foundation Year programmes is accessible from www.manchester.ac.uk/undergraduate/courses



CASE STUDY

Carol Loughrey Adult Learner

Carol Loughrey initially wanted to return to education to pursue a career in teaching and completed an Access to Further Learning Course at Trafford College. After attending one of the University's Access Open Days and speaking to the History Admissions Tutor she decided to apply to do History and Sociology at Manchester. She is now entering her 3rd year of study.

Carol said, "When I started at the university everyone was really friendly and helpful and I found that I adapted well to the learning environment. I have really enjoyed my course so far and with five children I have become an expert in time management! I can choose which modules I take - and luckily lectures and seminars have fitted in well with school pick up times."

As an undergraduate student, Carol has also assisted with many recruitment and widening participation activities, including the Access Careers Initiative and the Access Open day. Carol feels that 'As a student helper I have been able to share my experiences with prospective students and presenting to large groups of people has allowed me to develop skills that will help me as a teacher.'

¹⁰ For entry in 2008 the University received some 55,944 applications as at 30 June UCAS census date

¹¹ Note that whereas HESA data is based on entrants to the University, our UCAS data can tell us about those applicants who accepted an offer – it is expected that some 'accepted applicants' do not enrol at the University and therefore do not become 'entrants'

3 Admissions

The University of Manchester is committed to ensuring that the process of student recruitment, selection and admission is transparent, fair and able to identify outstanding students from all educational backgrounds. We are the largest single-site university in Britain, have the largest undergraduate portfolio of degree programmes and receive more undergraduate applications than any other UK University¹⁰. All of our selection criteria and processes are published in relevant recruitment literature (eg prospectus, brochures) and on relevant websites (eg the University website and the Entry Profiles on the UCAS website). Applicants are treated equally on the basis of qualifications, experience, abilities and potential in relation to the chosen programme of study.

In order to monitor patterns of admissions to The University of Manchester of students from different social and educational backgrounds we annually analyse our HESA Performance

Indicator (PI) data. These give information about the participation of groups that are under-represented in HE, and are produced separately for young and mature students.

Office for Fair Access Objective and Milestone

Objective

To maintain our current strong position in relation to performance against the three available "access indicators": the number of students from lower socio-economic groups, low participation neighbourhoods and state schools and colleges.

Milestone

Statistical analysis of the University's performance in relation to access indicators will be undertaken and comparisons made with peer research-intensive institutions.

University of Manchester Percentage of Young Entrants to Full-time First Degree Courses*

Year	From lower socio-economic groups NS-SEC 4-7	Low participation Neighbourhoods POLAR2	From state schools/colleges
2003/04	21.0 (23.2)	n/a	79.6 (80.9)
2004/05	21.2 (22.3)	n/a	77.9 (79.8)
2005/06	20.7 (23.0)	7.3 (6.1)	77.7 (80.2)
2006/07	21.3 (23.0)	7.0 (6.6)	77.2 (80.6)

*Benchmark figures are shown in brackets

The University of Manchester continues to perform favourably in relation to the PIs and we have consistently met, or are close to, each of our 'benchmark' figures. Over past years we have seen:

- the proportion of entrants from low participation neighbourhoods are above our institutional benchmark;
- a consistent proportion of entrants from lower socio-economic groups;

- a slight downward trend in entrants from state schools and colleges.

HESA data relating to the academic year 2007/08 will not be available until 2009. So, for internal management purposes the University regularly undertakes analysis of UCAS data to provide a preliminary overview of our progress in relation to the 3 widening access indicators¹¹.



University of Manchester UCAS acceptance data for home-domiciled students under 21 yrs of age

Academic Year	Number who are young	From lower socio-economic groups			From Low Participation Neighbourhoods POLAR2			From state schools and colleges		
		Percent with known data	Number from NS-SEC 4-7	Percent from NS-SEC 4-7	Percent with known data	Number from LPNs	Percent from LPNs	Percent with known data	Number from state schools or colleges	Percent from state schools or colleges
2003/04	5,906	90.3%	1,087	20.4%	n/a	n/a	n/a	94.4%	4,379	78.6%
2004/05	5,870	88.0%	1,035	20.0%	n/a	n/a	n/a	94.1%	4,275	77.4%
2005/06	5,931	70.1%	958	23.0%	n/a	n/a	n/a	93.5%	4,298	77.5%
2006/07	5,715	81.3%	1,025	22.1%	84.9%	293	6.0%	85.0%	3,706	76.3%
2007/08	6,286	77.5%	1,037	21.3%	83.3%	425	8.1%	97.1%	4,778	78.3%

Analysis of our UCAS data suggests that in 2007/08 there has been:

- an increase in the proportion of acceptances from low participation neighbourhoods;
- an increase in the proportion of acceptances from state schools and colleges;

- a small decline in the proportion of acceptances from lower socio-economic groups;

Furthermore, comparison of The University of Manchester with the Russell Group¹² (comprising institutions with similar PI benchmarks) shows that we perform at least as well and usually better than the Group average.



CASE STUDY

Dr David Allison
Admissions Tutor, School of Pharmacy

In the School of Pharmacy my main role as the Admissions Tutor is in overseeing a fair and transparent admissions process – in assessing every UCAS application, selecting candidates for interview and making offers to applicants.

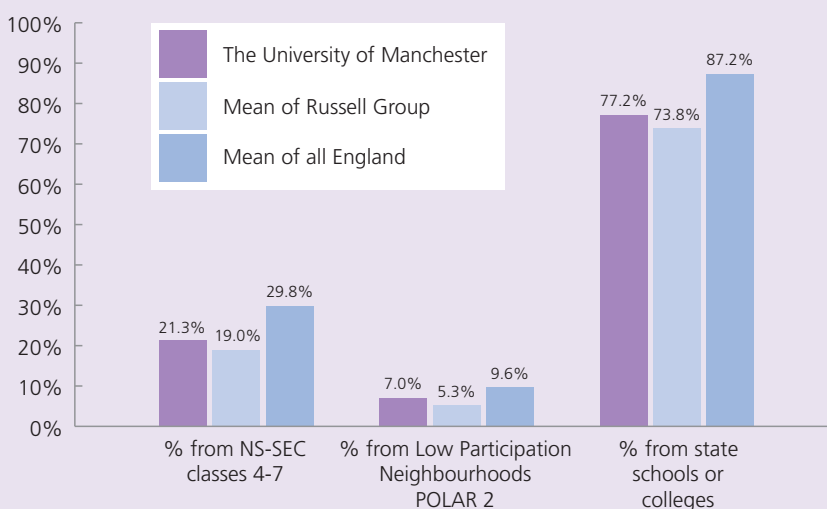
Competition for a place on our MPharm course is fierce, with approximately 2000 applications per year for 180 places. Applicants are selected for interview on the basis of their predicted A-level (or other) scores and commitment to pharmacy, paying particular attention to their personal statement, reference and journey through education. Following interview, offers reflect an applicants potential, their ability to communicate, knowledge and interest of Pharmacy.

Widening access to Pharmacy, and HE, is an important and extremely worthwhile aspect of admissions. For example, our successful Pharmacy in Primary Schools (PIPS) programme has been running for 2 years and seeks to raise aspiration and awareness of HE and Pharmacy as a viable and attainable career option by working with pupils in Year 6.

Also, the Faculty flagship mentoring programme supports progression of students from under-represented groups into competitive courses including Pharmacy. In addition, the School of Pharmacy has recently launched a Foundation Year programme (for 2009 entry) that will prioritise applicants who show tremendous talent but whose intellectual potential has been partly obscured by previous socio-economic or educational disadvantage.

¹² The Russell Group is an association of 20 major research-intensive universities of the United Kingdom. See www.russellgroup.ac.uk/home.html

Comparison of The University of Manchester with UK HE sector mean and the mean of Russell Group of Universities for young full-time degree entrants



Source: Higher Education Statistics Agency (HESA), Performance Indicators 2006/07

Performance indicator data for 2006/07 shows that, in terms of absolute numbers, The University of Manchester receives the second largest number (900) young full-time students from lower socio-economic groups of the Russell group Institutions. In addition, the data

shows the enormous regional role we play in providing opportunities for students from under-represented backgrounds – a greater number of students from lower socio-economic groups are progressing into Manchester than many of our neighbouring institutions.



CASE STUDY

Dr Louise Walker
School of Mathematics
Making Maths at Manchester

Making Maths at Manchester (MM@M) is a two day residential course run by the School of Mathematics in early July. It is aimed at academically strong Year 12 students who are studying Mathematics at A-level. Students attend from all over the UK.

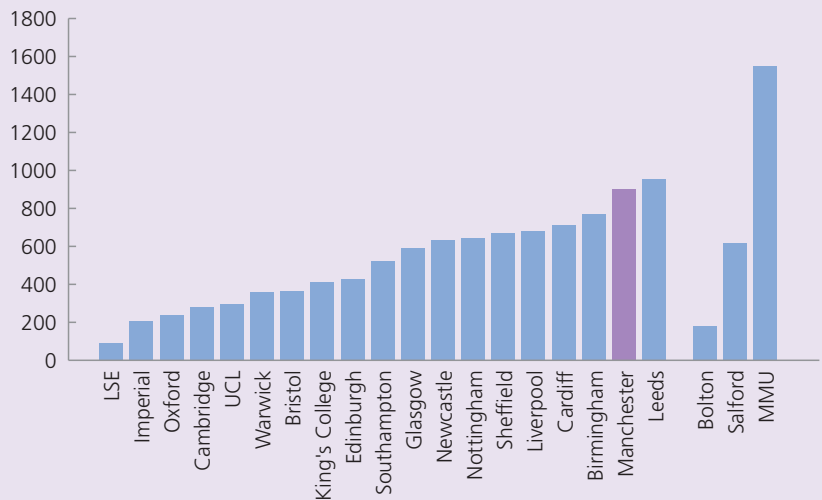
Louise Walker, course leader said, "It gives students a chance to work on interesting and challenging maths problems, meet like-minded people and experience a slice of university life. Maths is a core curriculum subject - and it's also needed for advanced physics and in most branches of engineering. The main activity is an investigation of maths, which for most participants will be completely new and of a different style to A-level mathematics. The students work in small groups on open ended problems covering a range of mathematical topics. The aim is to discover patterns, formulas and proofs."

Towards the end of the course each group presents their findings to a small audience. These presentations are 'judged' by a team of academics and postgraduates and the event ends with a prize giving for the best groups.

As well as the academic side of the course, students have plenty of opportunity to socialise with other students and experience some of Manchester's rich mathematical heritage. There's an evening trip to the Museum of Science and Industry and Jodrell Bank Observatory as well as a challenging Maths Quiz and Mathematics lectures.

3 Admissions

Comparison of The University of Manchester with the Russell Group of Universities and local HEIs for number of young full-time degree entrants from lower socio-economic groups



Source: Higher Education Statistics Agency (HESA), Performance Indicators 2006/07

Additionally some 17.1% of our mature undergraduate entrants, with no previous HE experience, were from low participation neighbourhoods exceeding the University's benchmark of 13.0% by a statistically significantly amount.

3.1 Staff Development in recruitment, admissions and widening participation

Throughout the 2007/08 academic year further developments were made to enhance the professionalism, communication and training around widening participation and the principles of fair admissions. We review regularly our approach to recruitment and admissions and we have a number of bespoke training and professional development activities to support and share good practice. These activities are also publicised and made available on The University of Manchester staff intranet site where extensive guidance and documentation is also provided.

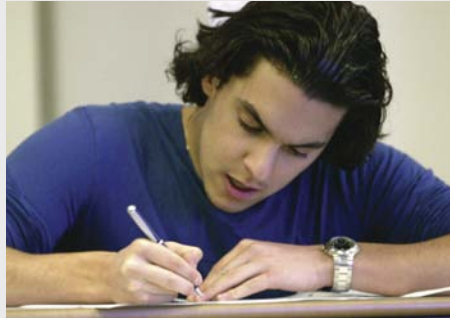
Office for Fair Access Objective and Milestone

Objective

To increase the number of admissions and outreach staff engaged in training, professional development and activities in relation to widening access.

Milestone

At the end of each academic year we will demonstrate improvement in the number and/or range of training opportunities taken up.



3.2 Fair Admissions Policies

Between September 2007 and March 2008 a major University strategic review of 'Teaching, Learning and the Student Experience' was undertaken – and as part of this review a Task Force was asked to make proposals on the means by which the University can recruit students of outstanding achievements and potential from all educational backgrounds. The University agreed that, in an increasingly diverse applicant pool, it cannot be assumed that the ability and potential of all applicants is expressed accurately by their educational attainment. A key recommendation of the Task Force, also included as one of the preliminary recommendations presented in the Interim Report to the University Senate on 6 February 2008, was:

“The University should explore options for assessing the educational potential of applicants from educationally disadvantaged backgrounds, and use its best endeavours to develop meritocratic admissions procedures based on sound, defensible principles designed to facilitate widening participation. Such procedures will necessitate moving towards a transparent system involving a range of entry grades facilitating the use of differential offers to our applicant pool.”

In light of this, a new Task Force has been established to determine the need for changes in student admissions criteria and/or processes and consideration of implementing differential offers for all courses from 2011.

3.3 Entry Qualifications

In response to the recent expansion in the number of qualifications and the provision of new types of qualification, The University of Manchester in collaboration with our local HEFCE funded Lifelong Learning Network (the Greater Manchester Strategic Alliance) is developing an online database that will contain an admissions-focused summary of every UK national qualification and the majority of EU qualifications. The proposal underwent extensive

internal, regional and national consultation. It was presented at the annual meeting of Higher Education Liaison Officers Association (HELOA) and has been presented and discussed by the entry profiles working group of Supporting Professionalism in Admissions (SPA) and UCAS. The easy access to accurate information on all qualifications will further bolster The University of Manchester's commitment to assure parity and uniformity in offers made to applicants.



CASE STUDY

Charlie Taylor

Turton Media Arts College High School, Extended Project Qualification

The Extended Project Qualification (EPQ) is an innovative new qualification that allows advanced level students to research, design and develop a project of their choosing. The inquiry-based approach encapsulated in the learning outcomes of the qualification closely reflect the problem-based approach to teaching and learning first pioneered at The University of Manchester.

The University were able to support Turton High School, one of the few centres involved in the national pilot of the qualification. Students taking the EPQ were given access to world-class resources in the John Rylands University Library and support from the University's Student Ambassadors. On completing their projects the students were invited to the University to present their work to staff and academics. The presentations were also filmed by a professional company for the DCSF and this video is now used to promote the qualification across the country.

Charlie Taylor, teacher at Turton, said "We have been helped in the introduction of this exciting new qualification by an extremely fruitful partnership with The University of Manchester. Since so much of the EPQ is dependent upon research, to be able to have access to one of the best collections of texts in the country was a major boost. We have found it reassuring that a major University should take the time and effort to welcome a brand new qualification and this has helped us promote the EPQ not just to our students and their parents but also to a much wider audience of HE, employers and other schools."



CASE STUDY

Hasiena Rahman
Dentistry

Awarded Manchester Advantage Scholarship

The Manchester Advantage Scholarship is an award of £5,000 a year, which is automatically available to UK students who achieve three A grades at A-level and are from a low income household. Hasiena is one of over 500 students who have now received the Manchester Advantage Scholarship.

Hasiena took up a place to study Dentistry in 2007 after achieving three As at A-level. Her parents didn't go to university but she knew that she really wanted to study at The University of Manchester. Hasiena also took part in the Manchester Access Programme, which she said helped her both academically and socially. Now as a student Hasiena works as a student ambassador in order to contribute to the University and "help other students in a similar situation and from a similar background".

The scholarship has enabled Hasiena to fund herself on her course and lower the cost of studying, whilst alleviating the worry about money. Hasiena said "The scholarship has helped me with funding my tuition fees and funding for books. It has allowed me not to worry about finance as much, allowing me to concentrate on my studies".

4 Student support and success

4.1 Financial Support

The University of Manchester has taken seriously the potential impact that the introduction of variable tuition fees may have on students from under-represented groups and has therefore set a milestone relating to the provision of financial information for prospective students.

Office for Fair Access Objective and Milestone

Objective

To produce a specialist publication, develop web-pages and offer a team of support staff to outline the financial assistance and costs for prospective students for entry to The University of Manchester.

Milestone

Work will be completed and published for prospective students each March in the preceding year of entry.

In 2007/08 the University invested in the region of £5.7 million for the provision of bursaries and scholarships for home undergraduate students from traditionally under-represented sections of society – with approximately 3,500 students receiving one of our awards. The average value of an award was £1,628pa.

We actively promote scholarship and bursary uptake by students by:

- employing a dedicated Scholarship & Bursary Officer who is responsible for working with recruitment and admissions staff in highlighting awareness of awards;
- highlighting our awards in our Undergraduate Prospectus, a specialist 'Guide to Student Finance' brochure and on our website, where we have developed a user-friendly 'Scholarship calculator'¹³;

Our generous package of scholarships and bursaries included:

- **Manchester Guarantee Bursary** - £1,000pa for students with residual household income of up to £27,120 (and includes the minimum standard bursary of £300 for UK students who are receiving maximum state support).
- **Manchester Advantage Scholarship** - £5,000pa for UK students from low income households who attain three A grades at A-level or equivalent. A total of 503 students have now received this award.

- highlighting to students, and all relevant staff, the importance of students 'consenting to share' their SLC data;
- a designated student finance stand at our Open Days which is used to publicise our scholarship and bursary schemes;
- arranging emails and text-messaging (via HEBSS¹⁴) to variable fee paying students providing details of the eligibility criteria for our awards;
- allowing students to qualify for scholarships/bursaries until the end of the academic year.

- **Manchester Achievement Scholarship** - £2,000pa for up to 200 outstanding students progressing successfully through our 2 year post-16 Manchester Access Programme or local mature students progressing via Access to HE programmes.

¹³ See www.manchester.ac.uk/undergraduate/funding/home/scholarshipcalculator

¹⁴ Higher Education Bursary and Scholarship Scheme (HEBBS) run by the Student Loans Company



Additionally, the University also has:

- **Your Manchester Fund** - generous financial support from the University's alumni and friends has enabled the establishment of a number of scholarship programmes including the Alumni Welcome Scholarships. These Welcome Scholarships are awarded to high achieving students from backgrounds which are under-represented in higher education, especially those from the Greater Manchester area. In 2007/08, 65 students benefitted from this award. A further 10 Welcome Scholarships were supported by the North American Foundation for The University of Manchester (NAFUM).
- **Accommodation Awards** - trustees of Hulme Hall and Ashburne Hall provide full accommodation to local students who would otherwise be prevented from experiencing this residential side to university life.



- **International Equity and Merit Scholarships for Developing Countries** - so far a total of 17 scholarships, covering full fees and living costs, have been awarded to Ugandan undergraduate and postgraduate students studying on courses that are likely to be of greatest benefit to their home country. These scholarships are generously supported by the Your Manchester Fund and by individual donations.

4.2 Supporting students from non-traditional backgrounds

Students from lower socio-economic groups are among the University's highest achievers when taking account of prior attainment. However, we recognise that many students require additional financial, academic and social support and an extensive range of services are in place to support student success.

Retention rates within the University are well above the national average and just 4.1% of our young entrants and 10.8% of our mature entrants who started in 2005/06 left higher education. Thus, of 5,515 young entrants just 155 transferred to another HE institution together with 225 leaving HE altogether.

Non-continuation following year of entry: Full-time first degree entrants in 2005/06

Non-continuation following year of entry: Full-time first degree entrants in 2005/06		
	% young entrants no longer in HE	% mature entrants no longer in HE
UK	7.1	14.3
Manchester	4.1	10.8

Source: Higher Education Statistics Agency (HESA), Performance Indicators 2005/06



CASE STUDY

Benson Ainebyone BEng Petroleum Engineering International Equity and Merit Scholarship

Benson is from Western Uganda where he studied for A-levels at a government funded boarding school in Mbarara (about 300 km from Kampala). His parents didn't go to school and he is the eldest of six children.

Benson found out about the University and the International Equity and Merit Scholarship, which covers fully both his fees and living costs, through an advert in the local newspaper and decided to apply. Benson said "This scholarship has made a very big difference to me and has given me an opportunity to go to a top university - I wouldn't have been able to afford to come and study in England otherwise."

Benson chose to study Petroleum Engineering at Manchester following the recent discovery of oil in Uganda - it is not possible to study petroleum engineering at university in Uganda. Once he has completed his degree he intends to return to Uganda and hopes to get a job in the oil industry and use the knowledge and skills he has gained to help and improve the life of fellow Ugandans.



CASE STUDY

Rupy Kaur

Graduated this year from the University with a 2:1 in Psychology

Rupy has Cerebral Palsy which means that physical activity (including walking and writing) is very difficult. Rupy first contacted the University's Disability Support Office (DSO) before she had started her course - she wanted to move away from home and experience life in University accommodation on campus.

The DSO were able to support Rupy by identifying and helping coordinate the most appropriate accommodation and support for her needs – for example by working with Social Services and as a partner in the Access Summit Consortium. Rupy feels that “because the DSO is part of the University they have credibility – especially when liaising with external services”. The DSO were also able to help Rupy by working with the University's academic staff to assist them in meeting her needs - and in making any special arrangements in relation to her academic work.

Rupy said “the DSO is always willing to help with any queries and difficulties – they also help and encourage you to develop your independence”. While a student Rupy was actively involved in the Students' Union and set up a society for students with disabilities – ABLED - to organise campaigns, social events and offer advice to other students with disabilities.

4 Student support and success

Office for Fair Access Objective and Milestone

Objective

To appoint a Student Support and Retention Officer with specific responsibility for developing strategies for identifying and working with groups most at risk of non-completion.

Milestone

An appointment to this post will be made before September 2006.

The University has a Student Retention Officer with the aim of developing positive impact on retention practices through the development of innovative and practical strategies. The Retention Officer undertakes research in order to gain a better understanding of which students are most likely to drop out of the University and works proactively with staff in Faculties and Schools to identify and share good practice to improve retention.

Students at The University of Manchester can expect to receive an education of high quality with high standards of teaching, resources and support services. The following are some key examples of activity and support that aims to ensure that all students are able to complete their studies successfully:

- The Office of Student Support and Services (OSSS) provides a range of services to meet the diverse needs of the student community. It is also responsible for advising on and dealing with student-related policies and procedures (eg, appeals, complaints, and discipline) and for keeping them under review. Examples of support include:
 - a dedicated Student Services Centre that is a single point of contact for students on student administrative issues including registration and fees, documentation, loans and grants and exams, right through to graduation;
 - the Academic Advisory Service that offers consultation and information for students on any matter relating to academic work, including course changes and academic appeals in situations where students may prefer to seek advice independent from their School or Faculty;
- the Counselling Service which provides free individual and confidential counselling for anyone needing help with personal problems affecting their work or general well-being. It also provides support through a group work programme which offers dedicated student sessions on a range of topics such as Managing Anxiety, Confidence and Self-Esteem and Managing Exam Stress;
- the Disability Support Office which provides confidential advice and support to students with additional needs arising from a disability, a medical condition or specific learning difficulties. More than 2,000 students currently studying at the University have disclosed a disability to the DSO;
- access to specialist advisors for international students who provide support and signposting in a variety of areas, including immigration issues, work permits, finance and funding, and academic and personal problems.
- The University provides personal non-academic support to all students either through a personal tutor, professional student support officers or a combination of these. The University's philosophy is to further professionalise the provision of non-academic support and Schools are encouraged to have a dedicated student support officer or member of staff with specific responsibility for student welfare. Staff and Educational Development Association (SEDA) accredited training in student support is offered.



- The Accommodation Office and Manchester Student Homes offer support in finding accommodation, either in Halls of Residence or in the private letting sector. All first year full-time undergraduates are guaranteed a place in a University Hall of Residence, within which they have access to a dedicated, residential pastoral support team and well developed community and social networks.
- The Learning Development Office supports peer-support processes across the University. These comprise Peer Mentoring, which is primarily non-academic and is aimed at easing the transition to university life and Peer Assisted Study Schemes in which senior students facilitate groups of first year students to discuss academic problems on units that have been identified as being of particular difficulty.

- The Careers & Employability Division offers an extensive range of support on careers and employability for graduates and also assists in finding part-time job opportunities and work experience for current students.

Further information about the University's student support services can be accessed from www.manchester.ac.uk/undergraduate/academiclife/supportservices/

Information about the peer support programmes can be accessed from www.campus.manchester.ac.uk/tlao/studentsaspartners/peersupport



CASE STUDY

Jenny Wragge Student Experience Officer Support for Care Leavers

As a University, we are aware of the particular challenges facing Care Leavers when it comes to applying to University. For the first time in 2007, students applying to University via UCAS were able to indicate that they had been in care. We have taken advantage of this to introduce a protocol for providing support to Care Leaver applicants both through the applications process and also whilst on their course.

Jenny, Student Experience Officer at the University feels "very strongly about encouraging applications from care-experienced students, and offering support to them so that they can benefit from the opportunities on offer at Manchester, or any other university. It is very important to me that we listen to the views of students themselves about the facilities and environment we provide, and I am looking forward to hearing more from this group in the years to come."

In designing our protocol we worked closely with Barnardos, who manage Manchester City Council's Leaving Care Service, talking to professionals, carers and young people themselves to find out about their needs and expectations. During 2007/08 we wrote to approximately 200 Care Leaver applicants to the University offering them the opportunity of a 'New Student Advisory Meeting' with a named individual in our Academic Advisory Service. We aim to offer support that other young people might expect to receive via their family networks- for example, information about bursaries and loans, accommodation options – and to put them in touch with the relevant parts of the University. Now that we have the means of knowing which of our students come from a care background, the next step will be to work with them to find out exactly what kind of support would be useful to them.



CASE STUDY

Ruth Collinge Parrs Wood High School Young Persons' Forum

Ruth joined the University's Young Persons' Forum, a new initiative in 2007, after finding out about it through a schools debating tournament she was involved with at the University.

The aim of the Forum is to engage and involve local young people in the development of activities and materials – particularly in relation to widening participation and recruitment activities – at the University. Even though they may not have formal experience young people can offer energy and enthusiasm, creative thinking, a fresh perspective and they are uniquely qualified to say what works for young people!

The Forum is made up of students from across the local area, from Year 10 to Year 13 – and gives them an opportunity to develop their confidence, team work and communication skills. Ruth was the youngest member of the Forum this year, but that didn't stop her getting involved and being an invaluable member of the group.

Ruth has really enjoyed her time on the Forum, and feels it has been of great benefit to her. She said "I've definitely learned a lot about university life in general. I have found it extremely interesting looking at different aspects of university life and it made me think seriously about which university I'd like to go to and what the reality of going to university will mean."

The Young Persons' Forum will be expanding during 2008/09 and Ruth will continue to take part. As an experienced member she is now looking forward to supporting and mentoring the new members of the Forum.

4 Student support and success

4.3 University students engaged in outreach activity

The University of Manchester is committed to making an active contribution to the development of a secure, humane, prosperous and sustainable future for its local communities in Greater Manchester – enshrined in another of our strategic goals: a more effective community service (Goal 9). We have set out to develop a range of

opportunities to enrich the social, cultural and economic development of the region and countries in which the University works and this begins in our local community where we encourage students and staff to see service to the community as part of their responsibility as members of the University.

Office for Fair Access Objective & Milestone

Objective

To actively promote student engagement and leadership in the community through involvement of undergraduate and postgraduate ambassadors in widening participation activities.

Milestone

Each year coordinated campaigns will be launched to promote student engagement.

To fulfil these goals we support extensive programmes designed to engage university undergraduate and postgraduate students to work as ambassadors for higher education in our local communities.

Launched in September 2005, the Manchester Leadership Programme (MLP) is a pioneering initiative for students at The University of Manchester which encourages them to engage with the local community while boosting their personal and professional development. It combines a credit-rated Leadership in Action unit with 60 hours voluntary work. The programme aims to:

- inspire students to embrace leadership that supports social, economic and environmentally sustainable development;
- equip students with a portfolio of transferable skills designed to boost their employability;
- provide students with opportunities to develop themselves and help the community through volunteering;
- enable local communities, business and not-for-profit organisations to enrich students' learning;
- enable the University to contribute to the development of Manchester and the region.

In the pilot year 80 undergraduate students undertook the MLP. In 2006/07, this grew to over 330 students, and last academic year, almost 450 students enrolled on the programme. For 2008/09 it is planned to recruit 600 undergraduate students to the MLP and to also pilot the scheme with around 35 postgraduate students.

In addition, each year a coordinated campaign is run to promote student engagement in widening participation outreach initiatives. Students are making a contribution to WP outreach activities, on and off campus, in roles as diverse as mentors, ambassadors, demonstrators, facilitators and tutors. Some roles are linked to particular academic subjects; other positions involve providing more general guidance and advice on higher education. All Manchester students are targeted through a recruitment campaign at the beginning of the academic year. Information is also put on the University website. A total of 348 students were recruited, trained and CRB checked for these initiatives in 2007/08.



- There are also a number of schemes using postgraduate and PhD students including:
 - a partnership with the Ogden Trust to place engineering and science PhD students into local schools;
 - training science PhD students to facilitate and support laboratory practical sessions run by The Manchester Museum;
 - funding postgraduate students and post-doctoral researchers in Humanities disciplines to develop workshops and teaching materials for widening participation activities;
 - we are the lead institution and regional coordinator for the North West 'Researchers in Residence' Programme which places PhD and post doctoral researchers in secondary schools across the region.
- Many of the first cohort of Manchester Access Programme (MAP) students, who started at the University in September 2007, have themselves now become involved in widening participation outreach as student ambassadors and volunteers.
- Volunteer undergraduate students following healthcare-related courses are recruited and trained as mentors in the largest subject-specific mentoring programme in the UK – Mentoring Plus.
- Ensuring that current undergraduate and prospective students have an active voice in the development of our outreach and recruitment work. For example, a Young Persons' Forum (YPF) of 13 local school students, Year 10 to 13 which meets once a month on campus. The aim of the Forum is to involve and seek the opinion of local young people in the development of our widening participation and recruitment initiatives and publicity materials. It also gives local students the opportunity to develop their confidence and team work and communication skills.



CASE STUDY

Garth Philippe

Year 3, Law LL.B
(English Law and French Law)

Manchester Leadership Programme

I decided to become involved in the Manchester Leadership Programme in order to further develop my career-related skills and to see parts of Manchester that most students at the University don't see.

I took part in a number of different volunteering opportunities in order to gain a wider range of skills. In working as a Student Legal Advisor at the University's Legal Advice Centre, I interviewed clients from across Greater Manchester who had no means of affording legal services. I worked closely with a team supported by a lawyer from a local firm. I enjoyed researching cases and claims and advising our clients. This was a great opportunity to gain experience in clinical education and using my skills to help people.

I was also involved in a range of widening participation activities, including Law-specific taster days for pupils at secondary school. I also volunteered on an event promoting university more generally, giving a group of Year 8 pupils a tour of the campus and working with them on a research project in the University library. I enjoy motivating young people and sharing my passion for Law. Helping and supporting the University's widening participation activities has increased my confidence in communicating and public speaking.



CASE STUDY

Nicholas Merriman and Maria Balshaw
 Directors of the Manchester Museum and Whitworth Art Gallery

The Manchester Museum and Whitworth Art Gallery are part of the University's special Cultural Assets. We fill a significant and innovative niche in the Higher Education and wider cultural sectors – and provide a place of exchange, of inspiration and enjoyment, where the university and wider society meet, to the enrichment of both.

We are committed to raising awareness of HE opportunities across the region and actively support the University's widening participation aims. We are a 'gateway' to further and higher education through delivery of an exciting range of curriculum enrichment activity and by providing access to collections, specialist knowledge and research resources. We have dedicated widening participation staff, based within the Museum and Gallery, to promote access to our resources and develop outreach programmes and curriculum activity for schools and learners from disadvantaged neighbourhoods.

Our work in community engagement and in widening participation in education – and the attractiveness of our displays and programmes to a large and broad audience - makes us key cultural attractions of the North West.

¹⁵ Government Office for the North West (www.gos.gov.uk/gonw/OurRegion?a=42496)

¹⁶ Bolton, Bury, Oldham, Rochdale, Stockport, Tameside, Trafford, Wigan.

¹⁷ Raising the bar, closing the gap: A vision and operational strategy for the Greater Manchester Challenge.

¹⁸ <http://fos.dcsf.gov.uk/default.html>

¹⁹ For example, Department for Education and Skills (DfES), 2003. Widening Participation in Higher Education

²⁰ POLAR2 is based on the HE participation rates of people who were aged 18 between 2000 and 2004 and entered a HE course aged 18 or 19, between academic years 2000-01 and 2005-06 www.hefce.ac.uk/widen/polar/polar2

5 Impact of our pre-entry work across our region

Office for Fair Access Objective and Milestone

Objective

Work in partnership with local primary, secondary and further education providers and in collaboration with other universities to ensure there is year-on-year improvement in the number of young people in the local region who can enjoy the benefits of higher learning.

Milestone

In April of each year regional progression performance to HE will be analysed and the University's contribution in achieving any change assessed.

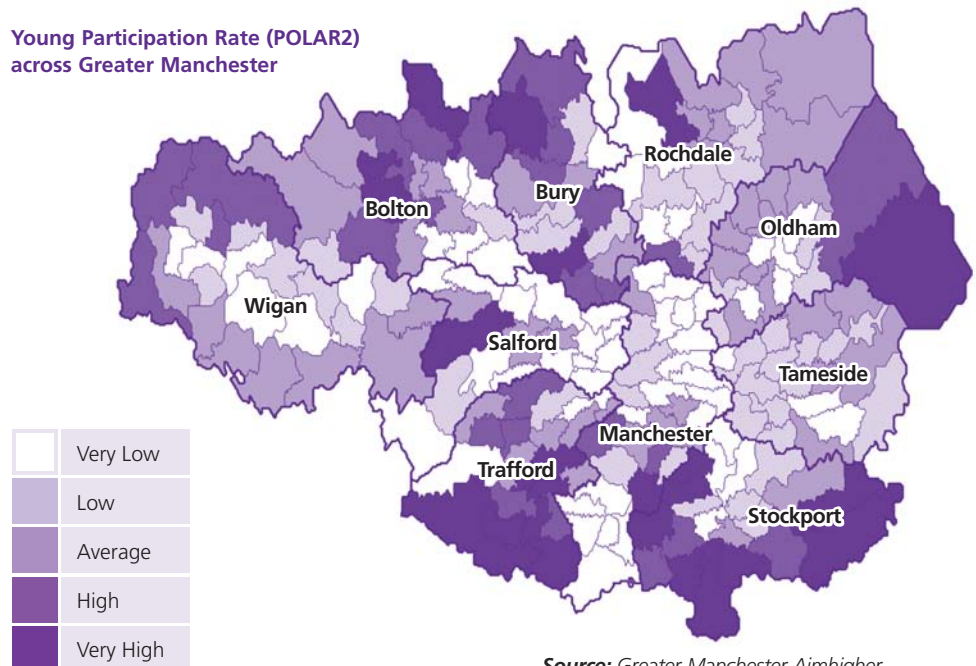
The North West is a region of contrasts covering the five areas of Greater Manchester, Merseyside, Cheshire, Cumbria and Lancashire and with a population of 6.7 million; 60 per cent of people live in the two core conurbations of Greater Manchester and Merseyside¹⁵. The Greater Manchester Sub-Region contains two major cities, Manchester and Salford, and eight metropolitan authorities¹⁶. With the largest regional economy outside London more than 132,000 new jobs will be created in Greater Manchester over the next 15 years and economic growth will be above the UK average¹⁷. However the region has some of the most deprived communities in the country and over 430,000 people are either unemployed or economically inactive. Nearly a fifth of the working age population have no qualifications.

The important need for educational improvement across Greater Manchester has recently been recognised through the launch in

May 2008 of the Greater Manchester Challenge¹⁸. Even though recent years have seen an improvement in the standards of pupil attainment in Greater Manchester, when compared to schools with similar Free School Meal levels e.g. London, Greater Manchester schools do not perform as well. 425,950 children and young people attend the 1,288 schools and 23 colleges in Greater Manchester and this three-year programme, with an investment of around £50 million, aims to raise the educational outcomes of all children and young people in the region, and to narrow the gap in achievement between learners from disadvantaged backgrounds and their peers.

Levels of deprivation are closely linked to educational attainment and subsequent participation in HE¹⁹. POLAR2²⁰ (Participation Of Local Areas) for Greater Manchester shows that there are large differences in young participation in higher education both within and between the boroughs.

Young Participation Rate (POLAR2) across Greater Manchester



Source: Greater Manchester Aimhigher



Since 2001 there has been an upward trend in the number of HE participants from Greater Manchester. However, this progress has more recently stalled, and between 2005/06 and 2006/07 there has been a small reduction in numbers of students entering university – equivalent to 5.4% decrease. This fall was greater than the national drop in HE participation from 42% to 40%²¹.

Full-time* first year students aged 18-20, studying at first degree or foundation degree level at UK Universities

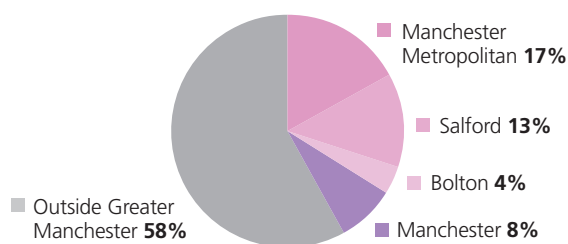
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Bolton	1,310	1,235	1,300	1,360	1,340	1,295
Bury	900	935	920	950	1,000	940
Manchester	1,380	1,425	1,440	1,615	1,725	1,595
Oldham	900	920	875	915	1,005	990
Rochdale	910	930	895	900	965	950
Salford	620	620	670	655	730	720
Stockport	1,385	1,450	1,390	1,465	1,595	1,480
Tameside	705	735	765	780	870	770
Trafford	1,165	1,270	1,300	1,320	1,410	1,330
Wigan	1,040	1,065	1,100	1,105	1,210	1,145
Greater Manchester	10,310	10,590	10,650	11,050	11,845	11,210

Source: Greater Manchester Aimhigher using HESA Student Record Data

* Full-time includes Sandwich students
 HESA data does not include those studying for HE qualifications at FE Colleges
 The effect of any demographic change, ie change in the size of the cohort, is not certain

When examining where Greater Manchester residents choose to study 58% take up places at HE institutions outside of the local region. Of those that remain within the locality there is a good uptake of places across the range of HE institutions, with 8% studying at The University of Manchester.

Proportion of Greater Manchester residents studying at First Year Undergraduate Level (full-time) at regional HEIs 2006/07



We are recognised locally, regionally and nationally for the range and effectiveness of our work with schools, colleges and key influencers and for forming collaborative relationships with, for example, Greater Manchester Aimhigher, the Greater Manchester Strategic Alliance and the emerging Greater Manchester Challenge. The wide range of work that The University of Manchester undertakes with both pre-16 and post-16 learners has therefore been recognised as making a significant contribution to the increase in participation levels in HE for Greater Manchester residents.



CASE STUDY

**Jo Wiggans
 Greater Manchester Aimhigher**

Greater Manchester Aimhigher is an area-wide partnership across 10 local authority districts, potentially 160 maintained secondary schools, 22 colleges, and 7 HEIs. Our aim is to raise the aspirations of young people from lower socio-economic groups to go to higher education and to support them to progress. It is a complex business in an area where participation rates are well below the national average and levels of deprivation are very high. But participation rates are rising and the success of Aimhigher is a direct result of the investment and innovation of our partners. We look to The University of Manchester to open the eyes of local young people to the rich resources and opportunities of the University, encouraging them to lift their sights and motivating them to achieve. They lead many of the Aimhigher STEM projects, a very popular annual Aimhigher summer school, an extensive student ambassador programme – for example.

The University of Manchester supports the governance of Aimhigher by taking lead roles in key partnership groups. The University uses the Partnership targeting framework and data to steer its institutional outreach and works closely with Aimhigher borough and school/college coordinators to deliver its institutional outreach. This is partnership in action – a relationship which recognises the difference between the Aimhigher and the institutional mission and which benefits from a shared commitment to widening participation.

²¹ Department for Innovation, Universities and Skills (DIUS), 2008, Participation Rates in Higher Education: Academic Years 1999/2000 – 2006/2007

Going Forward

In the past academic year, there are many examples of where widening participation at the University has been further developed and embedded in our processes and practices. This section now gives an indication of some of our priorities during 2008/09:

- **Higher Futures 4 U**

Next year, for the first time, the acclaimed Higher Futures 4 U widening participation project for Year 5 and Year 6 pupils will be run as a joint programme between The University of Manchester, MMU and the Centre for Urban Education. This programme is moving towards a sustainable model, with local primary schools taking on more responsibility for their own programme each year. All Primary schools are targeted on the basis of their high social and economic deprivation.

- **Pre-16 Gateways Programme for Secondary Learners**

In preparation for the 2008/09 academic year we have undertaken a major redevelopment of our widening participation outreach activity across KS3 and KS4. A range of separate initiatives across the University are being brought together under a sequential programme of activity. This work builds on the guiding concepts and principles in the recent national 'Higher Education Progression Framework'²² and the new National Curriculum, where the learner is the focus and a number of over-arching themes cross each programme of study and provide relevant learning contexts. It will encompass subject specific pathway strands for learners across Humanities, Science, Technology, Engineering and Mathematics (STEM) and Medical, Health and Biological Sciences (MHBS).

- **UMASS (University of Manchester Aspiring Student Society)**

During 2008/09 we plan to create an individual database - UMASS - of post-16 learners across the North West region who will be invited to sign up online and inform us about their future subject interests and studies. They will then be offered guidance information and enrichment activities that will allow them to make informed choices about future HE study.

- **Fair Admissions**

Our essential and over-riding purpose is to attract the very best students to Manchester and offer them a world class higher education²³. However, identifying the most talented students is a complex challenge. We know that some of the brightest young people – and potentially some of the best students – come from disadvantaged backgrounds, where they have not enjoyed equality of opportunity to good primary and secondary education. We will therefore be exploring and developing further ways in which we can identify outstanding applicants who merit a university place, but whose intellectual potential has been partly obscured by previous educational disadvantage. During the next year we will be reviewing our admissions criteria so that, in future, we will better be able to measure educational potential.



- **Pharmacy Foundation Year**

For entry in 2009 a new Foundation 'Year O' programme has been developed by The University of Manchester for progression onto our Pharmacy degree programme. Following on from successes in developing Life Sciences and Medicine/Dentistry Foundation Years, this programme has been developed in partnership with Xaverian College – an institution on the edge of the University campus. Students will be accepted from a wide range of educational backgrounds and it is designed principally for students:

- who have obtained A level (or equivalent) in appropriate subjects but who have experienced educational and other disadvantage, measured geo-demographically and by prior educational context;
- who have obtained A-levels (or equivalent) but in subjects inappropriate for direct admission to the MPharm degree programme.

Following successful completion of the Foundation Year, students have a guaranteed place on the first year of the MPharm undergraduate degree programme at The University of Manchester.

²² Available at www.actiononaccess.org/download.php?f=1148

²³ University of Manchester UniLife magazine www.staffnet.manchester.ac.uk/medialibrary/unilife/vol5-issue8.pdf



Further information

If you would like to find out more about widening participation at The University of Manchester please contact

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