



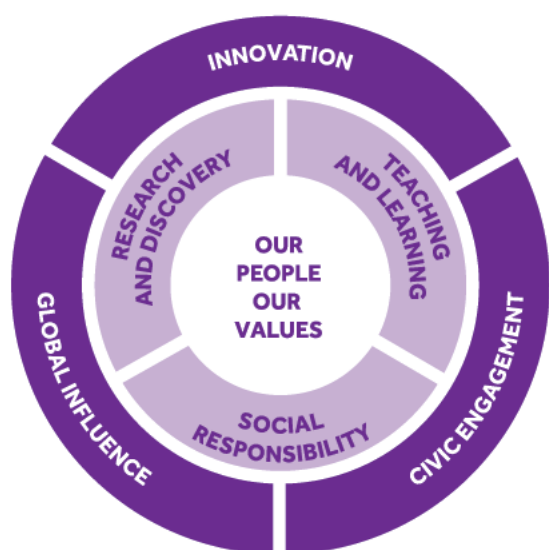
The University of Manchester

Teaching Excellence Framework Provider Submission 2023

1. Provider context

In 2022, the University of Manchester welcomed 44,000 new and returning students. We are still the most popular UK university for undergraduate applications, according to UCAS applications by volume since 2016. Our students, currently from 177 countries, are attracted by a city and a university that set out to make a difference. Our home is a single campus in the heart of Manchester, with international centres in Dubai, Hong Kong, Shanghai and Singapore.

Manchester has changed the world, and we have long been at the heart of this change as England's first civic university. Twenty-five Nobel Prize winners have worked or studied at our University. Many of our history-makers are commemorated on campus, including Christabel Pankhurst; Ernest Rutherford; Alan Turing; Arthur Lewis; and Jean McFarlane. We are proud of our thriving, vibrant and diverse community of students and staff, who come to Manchester to continue and advance these traditions of engagement and change.



Our Values: knowledge, wisdom, humanity, academic freedom, courage and pioneering spirit, are at the heart of the *Our Future* 2021-25 strategy. In 2009 we were the first UK university to make social responsibility central to our strategic goals, alongside teaching and learning, and research and discovery. This commitment to social responsibility informs our curricula, investments and strategic decision making. It also attracts questioning, committed, critical and ambitious students. We have been placed in the world top 10 of The Times Higher Education Impact Rankings 2022 since their inception in 2019 and were first in 2021. These rankings assess social and environmental impact against the UN Sustainable Development Goals (SDGs).

Our students learn in a supportive and inclusive environment that encourages them to aim high and to take intellectual risks, stepping outside of their programmes to learn new languages, new subjects, study abroad, experience the world of work, and take advantage of the many rich opportunities that can be provided by an institution of our scale, reach and global partnerships. Many of our 550,000 global alumni continue to actively support our current students.

University of Manchester students are taught by outstanding researchers, and we actively embed our research into teaching, learning and student experience activities. Our submission to the 2021 Research Excellence Framework (REF) was one of the largest and broadest in the UK (2,249 eligible researchers across 31 subject areas, including student co-authors). We retained fifth place

for research power, with 93% of our research activity rated as 'world-leading' (4*) or 'internationally excellent' (3*). Our research expertise also drives our actions towards social development and responsibility with 234,484 research publications across all 17 SDGs in the 2021 REF submission.

We are an ambitious institution that aspires to be amongst the best in the world; placed 28th in the 2023 QS World University Rankings. We believe students benefit from being taught by the best teachers and researchers from across the globe, with the opportunity to engage first-hand with world-leading experts from our University and beyond. Our students have access to an outstanding range of opportunities and services, with exceptional curricular and co-curricular choices.

While our reach and ambitions are global, we have a strong sense of place and a deep commitment to Greater Manchester, the city, and the Northwest: 31% of our students come from this region, and 43% choose to stay after graduation. We are proud to be net contributors to solving local skills gaps and building excellence with local employers. In 2021/22, we opened our new Manchester Engineering Campus Development at the heart of the Oxford Road corridor. This allows us to repurpose the north of our campus to be the home of ID Manchester, a £1.5 billion joint venture to create a world-class Innovation District, which will be a major focus for business, and create around 10,000 new jobs as well as opportunities for students and graduates through placements, internships, employment, and supported start-ups.

OUR STUDENTS AND STAFF

The University is organised into three Faculties, each with more than the average number of undergraduate (UG) students for a UK university (HESA 2020/21). Across our nine Schools, we teach over 500 undergraduate programmes in 32 of the 35 second level of Common Aggregation Hierarchy (CAH2) subject areas. We have the largest population of science undergraduates in the UK, and the largest population of full-time students studying natural science and engineering disciplines (CAH1 07, 09, 10, 11, 26).

Faculty	School	Number of UG programmes (pathways)	Number of UG students taught at the University
Biology, Medicine and Health (FBMH)	Biological Sciences	94 (94)	2,288
	Medical Sciences	6 (15)	2,883
	Health Sciences	18 (23)	3,344
	Total	118 (132)	8,515
Humanities (FHUMS)	Environment, Education and Development	18 (18)	1,120
	Arts, Languages and Cultures	186 (186)	4,127
	Alliance Manchester Business School	24 (24)	2,135
	Social Sciences	21 (57)	5,393
	Total	249 (285)	12,775
Science and Engineering (FSE)	Engineering	40 (59)	4,542
	Natural Science	62 (98)	4,274
	FSE Office (Foundation)	2 (14)	306
	Total (including foundation students)	104 (171)	9,122
	Total	471 (588)	30,412

Our students are part of a diverse community, with opportunities to meet and learn from others with a broad range of characteristics, backgrounds and lived experiences. In 2021/22, 66% of our students were undergraduates, 26% were postgraduate taught, and 8% postgraduate researchers.

We are the second largest UK provider for both full-time undergraduate students, and for all non-UK students (HESA open data 2020/21), with over 11,000 international students. Undergraduate students from lower income households represent 25% of our home students; and just over 20% of all undergraduate students live at home. Our undergraduate students typically studied full-time (only 60 part-time, 0.2%) and 93.3% were under 21 years of age on entry. 67.5% were UK students, and less than 0.4% of our student population were on subcontracted out (foundation) or validated programmes. In 2021/22, for the first time, we had more Black, Asian and Minority Ethnic (BAME) students than White (reflecting the high number of postgraduate research and postgraduate taught BAME students). We see our student body as a series of intersecting communities. We aim to offer support and opportunities that are accessible to all, though we also tailor some support for specific populations (for instance, international students or students with disabilities).

We have 4,740 full-time equivalent academic staff (36% from outside the UK), and 5,290 professional services staff. The total number of academic staff on teaching contracts has grown from 870 FTE in 2018/19 to 1,140, emphasising the value we place on excellent, expert teaching.

INVESTMENT

We are committed to investing in all aspects of the student experience. £512m of our estates spend over the last five years has focused on ensuring that students have access to high quality facilities. Over the TEF period, we have invested £265.5m in our student experience and support services, including £20m in mental health provision.

Our **Student Experience Programme (SEP)** is an important multiyear investment (£49.7m since 2017), creating a step-change in how our students access key services and are supported by our professional services teams. Students and student experience have been at the heart of this project, and our priorities continue to be shaped by student feedback. For example, from January 2023, our nine new student hubs (one per School) will replace over 110 previous access points to simplify how we provide information and advice. Additionally, a streamlined approach to course unit enrolment will be available from summer 2023, a priority highlighted in the student submission.

SEP has already had a direct and positive impact on prospective and current students with numerous enhancements across the student journey making our student and academic services more convenient, consistent, flexible, and easy to navigate. This includes:

- 1,400 professional services roles redesigned and aligned into cross-University functional teams.
- Transforming our student records system by removing most of the 150,000 historic customisations to enable simple and consistent student-related processes.
- Creating and launching the Safezone app, providing location tracking and one touch access to campus security, emergency services or wellbeing support.

TEACHING AND LEARNING AMBITIONS AND KEY ACHIEVEMENTS

We are proud that so many of our students continue, complete and progress successfully into graduate employment. This is enabled by our excellent teaching and outstanding support for wellbeing and mental health; financial need; and employability.

Our commitment to working as partners with our students and student representatives has shaped the preparation of this Provider Submission. We value and respect the independence of the Student Submission, while additionally the University of Manchester Students' Union (UMSU) 'Build Your MCR' survey has been a key source of data and insight for both submissions. We have also compared and discussed approaches since August 2022

Both are members of

our TEF Action Group, which has led on developing our Provider Submission.

Our *Future 2021-25* strategy sets out five core priority areas for Teaching, Learning and Students. The below table provides a summary of key achievements since 2021, which are featured in further detail and case studies within this TEF Provider submission.

Enhancing the quality of our teaching	Transformative student experiences	Realising students' potential: 'Manchester Made Me'	An education for global leadership	Lifelong and flexible learning
Seven National Teaching Fellows since 2018	£512m invested in estates and facilities over last five years	10,000 University College for Interdisciplinary Learning (UCIL) units completed	22,158 students completed an Ethical Grand Challenge (Stellify)	Investment in staff resource and site licences to support blended delivery
516 Teaching and Learning awards to staff and students	100+ Student Partners employed annually	Over the TEF period, £265.5m invested in student experience and support services	27th most international university in the world (Times Higher Education, 2022)	Staff and student digital skills enhancement through JISC Discovery tool
1,681 AdvanceHE Fellowships via Institute of T&L	Student teams employed as part of key services	GM Universities Student Mental Health Service created	228 student start-ups with £28m invested (Masood Entrepreneurship Centre)	Co-created strategy (650 students and staff), approved at Senate in October 2022
Assessment pilot of Cadmus (589 students in first semester)	Students logged 36,000 hours of volunteering in 2021/22			

2. Student experience

Our courses provide excellent intellectual challenge in a research-rich environment, enabling our students to progress and develop transferable and professional skills, as noted in the TEF 2017 statement of findings. Our practices are based on outcomes-driven education and constructive alignment with the intended learning outcomes at the core of students' learning experiences.

The University has high-quality teaching, feedback and assessment practices embedded within its programmes. Our world leading research is embedded into our curricula at discipline level, alongside innovation, scholarship, professional practice, and employer engagement, to contribute to an outstanding academic experience for our students. This enables students to be **curious**, **connected**, and **courageous**, facilitating their independence and development of the knowledge, skills and competencies required to cultivate the distinctive attributes of a Manchester graduate.

Our large international student body has strong indicators: student experience indicators are broadly in line with benchmark, except for assessment and feedback, and student voice results are 9.2% higher than for UK students, showing strong engagement.

Our students are idealistic, questioning, committed, critical and keen to make a difference. They rightly hold us to account and bring high expectations to their university experiences – as evidenced by the NSS. Like students across the sector, our students were significantly impacted by COVID. However, restrictions in Manchester were imposed earlier and more stringently than in most other regions. This unprecedentedly affected our students' studies, assessments, and social lives. Manchester moved into Tier 3 within days of students arriving in residences, and many had no on-campus teaching for a full academic year due to government restrictions.

We provided significant mitigation, for instance through our HelpMeGetOnline initiative to close the digital divide, and disbursing funding of over £1.4m from 3,224 donors from 80 countries. The Library was reopened at the earliest opportunity and we were the first UK university to go back to offering 24/7 support and on-campus space to students. In the 2021 and 2022 NSS, COVID was explicitly mentioned 1,055 times, making up over 12% of all negative comments each year.

The pandemic was also an opportunity, accelerating our development of flexible learning models and digital enhancements, such as e-textbook allocation, software licences, and eLearning Technologists to support innovation. Working with our students, we are now embedding these through our Flexible Learning Programme. We are building many of the lessons learned in the pandemic into normal business activities, including revised mitigating circumstances procedures and more inclusive approaches to assessment.

The University values the **Student Experience TEF indicators** as a measure of student experiences and an indication of where we need to improve. However, we also note that these variable Student Experience indicators are matched with outstanding Student Outcomes indicators.

Our indicators for full-time students demonstrate very high quality for the theme *Teaching on my Course*. We do see a decline in NSS indicators relative to benchmark for Years 3 and 4, impacted by the pandemic, and we are below benchmark for Assessment and Feedback and Academic Support overall. However, 24 of the 53 Academic Support splits are above or in line with benchmark, including for some less represented groups such as those from IMD Quintiles 1 and 2, Black and Other ethnic groups, and age groups 21-30 and 31 and above. Students with a reported disability are further away from benchmark than those without, reinforcing the statistically significant differences in satisfaction we identified in our own analysis of NSS.

Whilst the pandemic is a salient factor in negative comments, there is clearly more for us to learn from NSS feedback. Most notably, we have work to do in partnership with students to improve assessment and feedback, and student voice.

Assessment and feedback is a strategic priority for the University and is included in our Board of Governors' balanced scorecard. There are programmes showing consistently high satisfaction, with 32 programmes across 14 subjects having satisfaction rates above 75% (equivalent to 948 respondents). Nevertheless, we recognise that 13 subject splits are materially below benchmark (>90% of the statistical distribution), showing that good practice needs to be more consistently applied across programmes and subjects. Many subject areas had seen an improvement in satisfaction in 2019 and 2020 – analysis of subject splits shows many areas where satisfaction was above benchmark at the start of the period but dropped in 2021. For the largest subject below benchmark (Business and Management), satisfaction dropped by 11 percentage points between 2020 and 2021, with 24 of 26 programmes falling below the benchmark. However, an immediate response from staff led to the previous levels of satisfaction being restored in 2022, with half the programmes above benchmark (58% of respondents).

Subjects above benchmark in 2019 or 2020 but with declining satisfaction during the pandemic include Computing, Mathematical Sciences, Psychology, and Pharmacology, Toxicology and

Pharmacy. In other large subjects, performance between disciplines is variable; in Engineering, programmes in Electrical and Electronic Engineering (23% respondents) were in line with benchmark, but Chemical Engineering (35%) was below benchmark throughout the period and is subject to focussed attention in the School and Faculty. Programmes in Mechanical, Aerospace and Civil Engineering (40%) were in line with or above benchmark in 2019 and 2020.

The Learning Resources indicator is in line with benchmark overall, again showing higher values in Years 1 and 2, with some subjects above and below benchmark. Student voice is below benchmark but with three subject areas (Nursing and Midwifery, Materials and Technology and Creative Arts and Design) showing outstanding features, and a further five in line with benchmark.

Our students, through NSS and the UMSU 'Build Your MCR' Survey (n=7,324), have identified four core areas which require addressing. These are academic support, feedback, module enrolment and student voice. We are adopting a coordinated approach to address concerns with the timeliness of feed-forward to enable our students to reflect ahead of future assessments, culminating in a University-wide action plan. However, we have also taken forward immediate actions as necessary, such as in Medicine and Dentistry, where we identified very specific issues around NHS working and assessment which have been addressed. We expect to see an immediate improvement in satisfaction from 2023.

Each of the three Faculty Senior Leadership Teams has committed to regular review of the timeliness of feedback until the issues identified are addressed; we have also taken forward actions to provide clear communication on raising concerns regarding disability support and improved information of module selection, and review of PASS support. We are committed to two key priorities until we see significant improvement: assessment and feedback, and student voice.

ACADEMIC EXPERIENCE AND ASSESSMENT

[SE1] The University has high quality teaching, feedback and assessment practices embedded within its programmes. Our practices are based on outcomes-based education and constructive alignment with intended learning outcomes. Intended learning outcomes also form the basis for alignment between the course units that make up a programme of study, leading to the delivery of the programme level learning outcomes and evidencing the knowledge, skills and competencies required to develop essential graduate attributes.

Our programme teams consider practices at the point of programme design and throughout the continuous improvement cycle. We provide extensive guidance to programme teams to enhance their programmes, including designing and using online assessments, grade descriptors, the moderation/scaling process, and embedding social responsibility.

We are committed to student co-creation and actively identify partnership opportunities in **assessment and feedback** and course content, with recent success in improving inclusivity and diversity in teaching and assessment. We also respond to student needs, adapting practices to support our diverse student groups.

In 2021, we established our 'Assessment for the Future' project, aiming to make our assessment authentic, trustworthy, and inclusive. Project recommendations, including from student partners, are now being implemented through the Flexible Learning Programme and Institute of Teaching and Learning. A major priority of this work is to increase optionality of assessment types, and to increase the cross-institutional use of authentic and diverse assessment. We are leading a cross-Higher Education Institution group via a QAA-funded project to establish and disseminate good practice. Student voice is central to the success of this project, and we know our students value inclusivity; therefore, we have implemented processes for students to flag inclusivity issues

in the curriculum and in assessment briefs, rubrics and content (e.g. stereotyping, misogyny and culturally context-dependent material). We are already piloting initiatives such as inclusive teaching, online assessment, and incorporating Equality, Diversity and Inclusion (EDI) into the curriculum.

An increase in e-assessment has already positively impacted student experience and improved inclusivity by reducing the need for reasonable adjustments in some areas. We have invested in several third-party products to provide an effective experience to our students. A notable inclusion is the pilot of a learning-centred online assessment platform, which has provided a supportive and scaffolded end-to-end assessment workflow and improved student outcomes through better assessment experiences (see case study 01).

Case Study 01: CADMUS Pilot

Alongside the sector-wide increase in online assessment during the pandemic, there have been increases in academic malpractice. Popular software enables malpractice to be detected but does not educate students on how to write without plagiarising, nor improve inclusivity. We have responded through a pilot (2021-22) and extended pilot (2022-23) of Cadmus.

The platform has: (1) Addressed assurance of academic integrity in an online environment, (2) Improved student experience, (3) Supported student success and retention, (4) Improved equality of opportunity for diverse student cohorts (ethnicity and disability).

More students are accessing feedback, not just their grades; and metrics tracking resource access show students are accessing more learning materials/resources within their assessment. International students using Cadmus gave a 91% score for their assessment experience; 93% of staff strongly agreed that it was easy to track, manage and mark submissions; and 91% of students strongly agreed that it was easy to understand how to complete assessments, and knew where to find assessment resources. Compared to the previous session, 10.47% more students gained Firsts, and 2.07% more students passed.

Our **Annual Teaching, Learning and Students (TL&S) Academic Assurance Review** is a rigorous cycle of activity for the assurance of academic standards and quality. We evaluate adherence to internal procedures and assess trends, effective practices, and risks mapped to appropriate internal and external benchmarks, utilising a single data source across Student Experience, Outcomes, Access, and Participation. This combines our performance reviews (Annual TL&S Deep Dive and Student Led Annual Review of TL&S) with an Annual Assurance Review and aligns with our University Annual Performance Review and Board scorecard.

Since 2011 we have been developing Student Experience Action Plans (SEAPs) in partnership with our students and student representatives, ensuring student voice is central within this vital element of our annual assurance cycle. SEAPs reflect the previous year's activities and outcomes, and plan operational priorities based on the key themes identified through the Annual Review of Teaching and Learning. Over the last ten years, the SEAPs have driven changes in policy and strategic development and local enhancements in assessment and feedback, organisation and management, and student representation. School SEAPs are monitored through the continuous improvement cycle within each Faculty, and at key points in the academic session by University level academic committees. In direct response to student concerns raised through NSS and annual QA reviews about the robustness and reliability of our IT infrastructure, as noted also in the student submission, Professional Services will also produce SEAPs from 2023. Through this process, several large projects will be monitored including IT Services' Advancing Digital Achievement, ensuring a consistently reliable and secure Wi-Fi service for staff, students, and visitors; and the

Flexible Learning Programme's procurement of a new digital learning environment to replace the current version of Blackboard by September 2025.

In 2021/22, the University conducted a 'deep dive' into degree outcomes, cognisant of student and external concern about potential 'grade inflation'. We appreciate that attainment improved over the two years of the pandemic, when we rightly focused on acting in the best interests of impacted students; we now see the proportion of Firsts and Good Degrees falling back. Overall, we consider improvement in attainment over the TEF period to be appropriate in light of the quality of our students; positive changes in stretch and innovation in teaching and learning; and greater use of the full range of available marks across disciplines.

[SE2] As a high entry-tariff institution (average of 144 points), we are committed to stretch, ensuring that all our courses and assessments enable our students to be **curious, connected,** and **courageous** and to develop their independence, knowledge, understanding and skills to their full potential.

Our course **content and modes of delivery** are distinctive to each discipline. They are developed and delivered in collaboration with relevant partners and employers and include clinical practice, placements, projects, field trips, our 'living lab', internships, community outreach and collaborations with cultural institutions. This approach equips our students to succeed (86.8% with "Good Degrees" in 2021/22) and go on to highly skilled employment or further study (80% for full-time, in line with benchmark of 79.4%; 87.5% for part-time, 3.5 percentage points above benchmark).

An analysis of our **external examiner** reports from the academic years 2020/21 and 2021/22 identified a positive perception of our programmes, with a notable acknowledgement of the strength of programme knowledge, delivery, content, and module unit choice options. Reflecting on the success of our move to online delivery and back to on-campus working, our University External Examiner commented in July 2022: *"I remain impressed by the quality of thought which has gone into the procedures and processes for dealing with disruption at the University of Manchester. In my tenure I have been entirely satisfied that the University more than meets its obligations to protect students and the rigorous quality of their awards."*

We are investing in the latest teaching tools to offer flexible, multidisciplinary programmes that can be tailored to suit our students' needs. Through their programmes or in standalone units, students develop academic skills supported by Teaching and Learning specialists (librarians, learning developers and learning technologists), and employability skills supported by Career Consultants. Course information, including assigned readings and study materials, is routinely enhanced to respond to changing student needs and maintained within our Digital Learning Environment.

Technology-enhanced learning through blended delivery ensures that students engage actively and benefit from the essential elements of expert in-person teaching. We continue to be a world leader in recording teaching and learning activities and ensure all lectures in centrally timetabled spaces are recorded by default. In 2021/22, we saw 47,318 hours of teaching and learning related activities recorded, an increase of 18% from 2015/16, representing 96.2% of total activities. Through consultation with disabled students, since 2013 our system provides more than 2,025 additional hours of recordings automatically to over 4,000 disabled students.

Our dedicated Learning Technologist team continues to grow with investment in over 20 additional permanent posts in 2020 to support the experience of online and blended learning and ensure that activities transitioned smoothly during the pandemic. These expert colleagues will now help deliver our flexible learning strategy, specifically putting in place the processes, infrastructure, policies, and support that will allow us to be agile and adapt seamlessly as change continues unabated.

Alongside the acquisition and discovery of knowledge, students can access a range of co- and extra-curricular enrichment activities. Our Ethical Grand Challenges, delivered through Stellify (see case study 06), support our commitment to social responsibility and developing responsible leaders of tomorrow. Volunteering, placements abroad, student clubs and societies provide opportunities to develop diverse skills, knowledge, and networks. Students can also access optional credit-bearing interdisciplinary learning units delivered through our University College for Interdisciplinary Learning or Masood Entrepreneurship Centre (case study 07).

The University College for Interdisciplinary Learning (UCIL) allows our students to ‘learn without boundaries’ through multidisciplinary course units that truly bridge disciplines. Many of the units focus on big issues and societal challenges that can only be addressed by interdisciplinary approaches, replicating an authentic work scenario. Students have been actively involved in the development of credit bearing UCIL units. For example, Philosophy in Action and Understanding Mental Health were commissioned following student feedback, and Creating a Sustainable World was co-constructed with students from the start. UCIL is at the forefront of flexible learning with 20 out of the 50 units being taught in a blended way (from five units in 2018/19), maximising their accessibility to our students. Consequently, enrolments on UCIL courses have risen by 42% over the TEF period to ~3,000 students. As one external examiner said: *“This is university education at its best: stretching the students, enabling them to achieve and preparing them for life beyond university”*. One student commented that their UCIL unit: *“allows me to learn things I would never have otherwise covered in my degree. It gives an important insight into global issues. It teaches valuable information that I will use for the rest of my life.”*

As we emerge from the pandemic, we have identified the opportunity to reconceptualise our delivery approach for the future. In 2021 we embarked on a five-year **Flexible Learning Programme (FLP)**, explicitly aimed at increasing blended and flexible learning and enhancing collaborative pedagogies such as team teaching. FLP explores how flexibility over pace, place and pathway can support learners’ individual choices, and is underpinned by a new Flexible Learning Strategy. Developed through extensive consultation with 650 students and colleagues, their 4,000 comments have created an accessible, inclusive and international strategy to enable our ambitions. Our aim is to give more learners access to a Manchester education no matter how or where they study with us, through bite-sized learning and modular, stackable degrees that fit around learners’ work or personal commitments. FLP will also introduce enhancements to support staff development and drive innovation. Our investment of £22m over four years includes five Student Partners, 23 additional eLearning technologists and £7.5m to enhance the digital learning environment, ensuring our graduates are prepared for the increasingly digital future. All our planned FLP deliverables are explicitly aligned to at least one NSS primary measure, ensuring interventions are data-driven and the impact on students is measurable and meets student needs.

[SE3] The University effectively uses research in relevant disciplines, innovation, scholarship, professional practice, and employer engagement to contribute to an outstanding academic experience for our students. Our courses continue to provide excellent stretch in a research environment, enabling our students to progress and develop transferable and professional skills, which was noted in the statement of findings in TEF 2017.

Our **research excellence** is vital to providing an outstanding academic experience for our students. We ensure they encounter research leaders and are encouraged to develop and use research skills from the start. Research is part of all our undergraduate students' degree programmes, either as a research project or embedded throughout the entirety of the programme of study, and students are encouraged to engage in our vibrant research culture.

We are committed to pursuing **Professional, Statutory and Regulatory Body (PSRB)** accreditation for our programmes to ensure they meet professional standards and employer needs. Across our portfolio, 171 programmes are accredited (35%) by 32 PSRBs. We use accreditation reports as part of our internal review processes to assure the standard of our provision and continue to receive positive feedback.

The **University of Manchester Library** is the third largest research library system in the UK, the largest non-legal deposit library and the only National Research Library in the North of England. More than 10 million items and the most extensive digital collections of any UK academic library give our students unrivalled access to the world's research outputs. Our digital first approach ensures equity of access, and supports students' diverse needs. In response to demand, our sector-leading provision of eTextbooks has increased by over 60% over the last two years, with over 33,000 students receiving personal copies of at least three of their core textbooks.

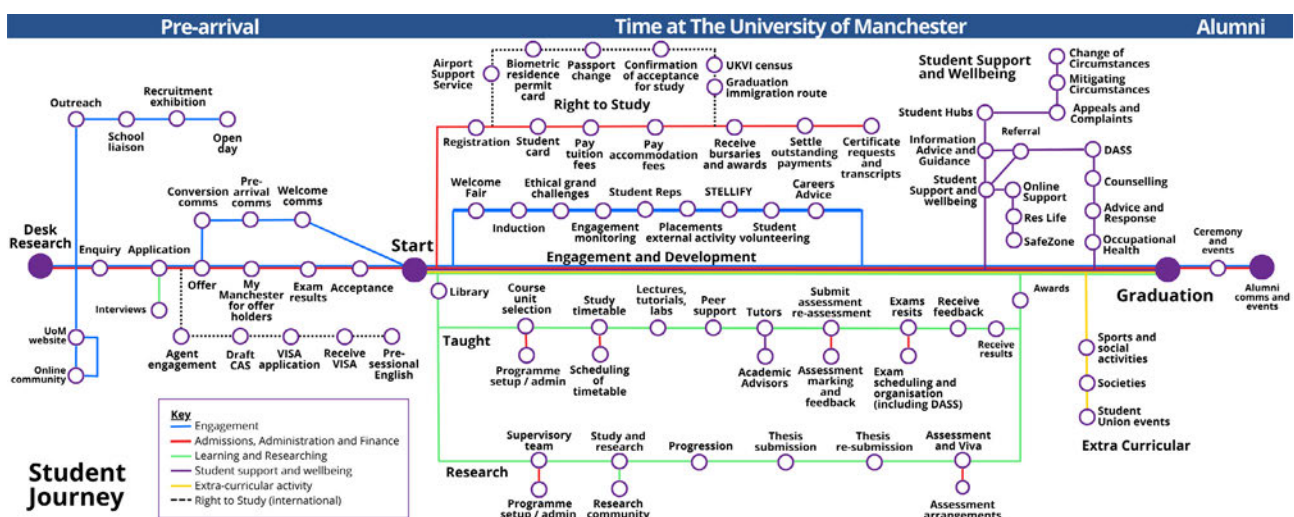
More broadly, our students benefit from the four world-leading cultural institutions that form part of the University: The Manchester Museum, the Whitworth Gallery, the John Rylands Library and Research Institute, and Jodrell Bank Discovery Centre. Teaching and learning benefits flow from their unique collections and connected methods and practices, along with the specialisms held by our cultural institution staff such as object conservation, curatorial practice, and public engagement. The Manchester Museum contributes to the curriculum for 8,000 students each year and the Whitworth Gallery for around 13,000 students annually.

Students can therefore engage in a unique ecosystem enabling them to develop a sense of belonging and succeed through state of the art digital and physical facilities, and access to exceptional teaching and research staff, and other remarkable students.

RESOURCES, SUPPORT, AND STUDENT ENGAGEMENT

Everything we do at the University of Manchester has people - our students, colleagues, alumni and external partners - at its heart. Through the Our People, our Values strategic theme, we have five key ambitions: great people doing great things; wellbeing; equality, diversity, and inclusion; environment and facilities to support our people; and our values. These ambitions ensure outstanding development and support for staff to achieve our core goals; a supportive learning environment and facilities for our students; and a culture committed to equality, diversity and wellbeing that enables everyone to thrive.

The tube map below summarises the student journey and the support structures that are in place. A large version is available to download through the University [document store](#).



Our Student Partnership approach commits us to co-creation on all strategic projects aiming to improve teaching and learning or student experience across the University. We routinely embed student voice into day-to-day delivery and continuous improvement. For example, the Library's dedicated 21-strong student team sits at the heart of all their teaching and learning activities, and represents the diversity of the student body, with students from all Faculties, year groups and backgrounds. Through UMSU, in 2021/22, we recruited 1,316 trained student representatives who partnered with our Schools to drive enhancement. Recognising the commitment students make to the development of the University strategy and community and the impact that has on their time, we also offer a wide range of paid roles on strategic projects, educational development initiatives, and within our award-winning Library. Annually we offer 1,235 funded roles for students to work with us on projects from our Estates Strategy to the development of academic advising resources. We support our student partners and student team members to participate in our AdvanceHE accredited CPD programme with over 150 achieving Associate Fellow or Fellow since 2018.

[SE4] We provide sector leading support for staff professional development that enhances the quality of our teaching and provides the foundation for transformative student experiences. We have a culture that facilitates, recognises and rewards teaching excellence.

The 2017 TEF statement of findings highlighted that our culture facilitates, recognises and rewards teaching excellence. We have continued to build on this with major changes to our promotions process and criteria. Over the last four years, over 80% of academic promotions were from the teaching, and teaching and research pathways, which account for approximately 60% of the academic workforce. We have also enhanced staff development support for teaching.

The **Institute of Teaching and Learning (ITL)** was launched in 2019, and is a catalyst to bring experts together through Communities of Practice, blogs, events, CPD schemes and workshops:

- Teaching and Learning Online Network, TALON (~1,000 members and active participants)
- Teach, Explore, Apply blog (TEA – 2,223 users)
- Events programme (20/21 - 58 workshops with 1,076 students and staff attending)
- Each year, at least 10 ITL Fellows are appointed through a competitive internal process to spearhead strategically aligned projects embedding enhancements in teaching and learning, working alongside Student Partners.

Our career-enhancing **CPD schemes** have been enriched to provide an inclusive approach ensuring everyone at the University can receive recognition for their teaching and learning practice: academic and professional services staff, students, honorary staff, and colleagues in clinical practice. These programmes build an ethos and culture that encourages greater reflection and understanding, going beyond development to enhancement and integration.

In the last four academic years 1,442 colleagues have been awarded a fellowship of the Higher Education Academy (accredited by Advance HE), including 210 Senior Fellows and 29 Principal Fellows (21/22). 1,044 fellowships have been awarded through the Leadership in Education Awards Programme (LEAP), and a further 398 through the New Academics Programme (NAP). In 2021/22, 3,520 staff held a recognised teaching qualification or accreditation, 71% of our teaching staff. Over 150 undergraduate students have completed the LEAP programme (135 Associate Fellows and 16 Fellows). We have more than doubled the number of academic staff awarded a HEA fellowship since 2017 and are now above the Russell Group average.

Our approach to **staff development** is not just about discovering something new but integrating that learning, thereby developing an enhancement culture. By enabling all to access career enhancing development opportunities, rewarding teaching excellence and sharing good practice

across the University, we enhance the quality of our teaching and ensure transformative student experiences.

Our multi-layered approach to teaching excellence is grounded in partnership and inclusivity, accessible at every level of the University at each stage of career and tailored to each Faculty. Recent examples include: (1) Professionals in Medical Education: staff development workshops (117 sessions to 1,900 healthcare professionals) accredited by the Royal College of Physicians. (2) Teaching innovation collective development programme co-run with students to embed student voice and enhance teaching excellence (360 staff attended). (3) Dedicated website showcasing a mixture of technical and pedagogical support guidance and user case studies.

The strategic alignment of our teaching and learning **reward and recognition** schemes has enabled us to identify and develop teaching excellence talent. These awards are aligned with our strategy and promote key themes highlighted by our students as areas for improvement in the NSS and other internal surveys. Over the last four academic years, 171 education-related awards have been made from both the University and UMSU to 516 staff and students. These awards recognise the significant and sustained commitment to teaching and learning excellence.

Our support for enhancing teaching excellence has seen seven colleagues awarded National Teaching Fellowships (NTF) since 2018. Our NTF collaborative pipeline programme, with four HEIs across the North, was developed by a 2017 University of Manchester NTF winner. This year, five of the 54 NTF winners (~10%) came through our training and development programme.

Our work to enhance teaching and learning is showcased in our dedicated [Teaching and Learning Excellence at Manchester webpage](#). This provides a platform to publish and celebrate our success in teaching, learning and students externally, inspire colleagues to explore and engage in excellence, and encourage high calibre academics to join us.

[SE5] Our student success strategy is about enabling all our students to reach their potential through a wide range of inclusive support services that are readily available and support each student to thrive, no matter their background.

Our support starts well before students arrive on campus and reflects our strong sense of place and deep commitment to our city. Our Civic University Agreement, signed in September 2021 is a collaboration of five Greater Manchester HEIs to address regional inequalities. We provide grant funding to our Students' Union to deliver the Access All Areas volunteering programme aimed at improving access to HE. Our Manchester Access Programme is our widening participation scheme for local Year 12 students (see SO1), working alongside our partnership with IntoUniversity through which we sponsor one local centre, with another opening in 2023. We have placed 350 staff and 503 alumni into a range of educational settings and schools to support their governance and foster student aspirations and attainment.

Welcome, induction and transition are crucial stages in each student's journey and key activities are organised to develop their sense of belonging, which is vital for success. These activities include a pre-arrival online support package with transition resources co-created with current students. Transitioning into university can be a challenging time, so to support our students and equip them to succeed, we have a range of support available, including Peer Assisted Study Sessions, Academic Advisor support and My Learning Essentials.

Our first-year students benefit from **Peer Assisted Study Sessions (PASS)** and Peer Mentoring. These schemes support students' transition into university life, facilitate peer-to-peer learning and reflection, support students' sense of belonging and community, and provide second- and third-year students with leadership opportunities. In 2021/22, 2,015 students delivered peer support

activities through 63 local initiatives. Our recent review of Peer Support suggests participation is associated with improved outcomes, tighter grade distribution across the population at the upper end, and improved continuation (>90%); particularly for BAME and disabled students. Students who take on Peer Support leadership roles after their first year appear to benefit particularly, with a nearly 25% improvement in continuation and a 10% increase in the proportion progressing to positive destinations, compared to non-participants. We have also extended Peer Support to offer targeted, tailored support to particular groups, such as commuter students.

Each student receives academic support through their appointed **Academic Advisor**. Academic Advisors are supported by Senior Advisors, who provide oversight and act as a first escalation point. This approach has been identified as a key strength of our model in a recent global review of advising through [OneHE](#) and [Peer Review Portal](#). Recognising that we are below benchmark in academic support, we have worked in partnership with students and staff to create a new model for engagement where academic advising prioritises student voice and ensures that students are equal partners in identifying and acting on concerns and opportunities. This includes UMSU representation on the newly re-launched Senior Advisor Network, and training in a new conversation model for advising which has now been embedded into the New Academics Programme ensuring all staff are appropriately equipped to advise. We have updated our Academic Advisor's toolkit providing training and resources,

The University Library **My Learning Essentials (MLE)** suite of online and face-to-face resources is designed to provide tailored academic skills development for students. These resources are extensively embedded across the University with over 4,800 learners attending drop-ins, workshops, and support over the last academic year. Online on-demand resources have been widely used. In the last academic year, MLE online resources saw 2.6m unique student views; learning resources were accessed over 256,000 times and subject guides over 497,000 times.

We understand each student has their own individual needs and circumstances, and we therefore offer a wide range of inclusive support services tailored to needs. This encompasses the whole student journey beyond academic support, including mental health and wellbeing, disability support, careers (see SO1) and financial support (see case study 02).

Over the last three years we have seen a 26% increase in the number of students who share that they have a disability (6,300 students). Our **Disability Advisory and Support Service (DASS)** provides tailored support and individual learning plans to support disabled students' whole journey with us, from welcome, through learning and assessment, to graduation. Since 2017, the number of student appointments with DASS has increased by 37%, with 4,185 appointments in 2021/22 alone. During semester 1 of 2021/22, 96% of students who attended an appointment said the support was helpful, and three months into their support plan 97% of students said it improved their experience of university. One student commented that: *"...I do not believe that I would have made the progress I have in the recent past, nor the planned progress I still yet plan to cultivate in the foreseeable future, without her [the DASS caseworker]."*

We continue to review and enhance our disability support provision to ensure it meets the complex and changing needs of our students. For instance, through our 2022 Accessibility Review which incorporated a student led report by the Disabled Students' Society and Disabled Students' Campaign. This resulted in 32 recommendations which we are already acting on.

We have the most comprehensive **mental health and wellbeing** offer of any UK university, with a focus on a whole institution approach to student support underpinned by our [stepped care model](#). The offer continues to evolve in response to need and a desire to create a complete continuum of

provision. Our goal is to provide a range of tools and interventions to support students to thrive and succeed at university. In the last three years, this has included:

- Greater Manchester Student Mental Health Service: a partnership with the NHS and other Greater Manchester universities where students in most acute need are referred directly. 362 of our students received acute NHS mental health care through this service in the last 3 years.
- Social prescribing offer: we facilitate expert link worker support for students with mental health challenges outside the formal service setting, to ensure students can access the support and structure they need to overcome difficulties. In the last two years, 458 students have benefitted, 92% of whom reported improvement in their mental wellbeing.
- Shift to a harm reduction approach for drug and alcohol use including access to drug testing kits and sharing warnings about contaminated batches circulating in the community through our partnership with the Manchester Drug Analysis and Knowledge Exchange.
- A 24/7 mental health and wellbeing support service and app run by qualified practitioners.
- An on-campus primary care service delivered in partnership with a local GP practice (7,000 students have registered in the first two months of operation).

The last three academic years have been characterised by much uncertainty for our students, with unforeseen events and issues directly impacting their financial health. During the pandemic, many students faced additional costs and reduced opportunities to supplement their income. Our students' financial health directly impacts their ability to fully engage with study and university life, to thrive and succeed. In a recent UMSU cost of living survey, 80% of students reported concerns about cost-of-living with 5% considering dropping out. Therefore, we have prioritised direct funding back to our students, particularly those in most need. Our sector leading cost of living grant to all students is only the most recent example (case study 02). This support is all dedicated to ensuring students can continue and complete successfully – as, overwhelmingly, they do.

<i>Case study 02: Cost of Living Financial Support</i>	
Student concern	University response
Additional costs resulting from the pandemic	Grant scheme set up jointly with UMSU for students incurring additional costs as a result of the pandemic.
	Rent reductions for students in halls of residents (6,100 students totalling £9.5m) and no charge for lockdowns or leaving early.
Digital needs to access online learning	£260k invested in IT support including the HelpMeGetOnline initiative providing IT equipment (£130k) and internet dongles (£10k).
Increased cost of living	Increased average payment from cost-of-living fund.
	Grew our work experience bursary by an additional £30k to support even more students' access to career-related work experience.
	Financial support initiatives investment planned in 2020/21 (>£700k) doubled by investing an additional £716k plus £402k government funds.
	£360k package of measures including financial advisor, cosy spaces on campus and an emergency fund for students in immediate need.
	£9m spend on one-off cost-of-living grant for all students (£170 for full-time students and £85 for part-time students) as a result of ongoing consultation with UMSU.

[SE6] Our physical and virtual learning resources are tailored and used effectively to support outstanding teaching and learning. We continue to invest in both physical and virtual learning resources to support the diverse nature of our students and their evolving requirements.

Our commitment and investment in physical and virtual learning resources was highlighted by the TEF panel in 2017. We have continued to make a **significant investment in our teaching and learning facilities**, of £512m over the last five years: £364m capital programmes, £2.9m central teaching spaces and £4.4m audio visual facilities. We are ninth in the UK for spend per student in the Guardian University Guide 2023. These investments focus on supporting our students' diverse needs and evolving requirements. Recognising this, our students placed us fifth for campus and facilities in StudentCrowd's university rankings (15,871 reviews, June 2020–May 2022).

The Alliance Manchester Business School Building which opened in January 2019 was designed with a focus on the student journey. The building promotes learning with rooms that are collaborative and flexible as well as inclusive and accessible. The building supports a student's every need – from catering facilities (self-catering, cosy campus spaces, community fridge and café), individual and group study spaces, library and IT facilities, disability support and wellbeing.

The Manchester Engineering Campus Development (MECD), completed in May 2021, provides world-class flexible and innovative teaching and learning spaces, available to all our students. These innovative designs and student-focussed approaches are core to our Estates strategy, with all teaching rooms now being developed in partnership with students (see case study 03).

Case Study 03: MECD – A place where students innovate and make their mark on the world

MECD is a £420m investment that unites 9,000 students, inventors, researchers, scientists and engineering experts from across the University to collaborate and engage in world-leading teaching and research. There are over 1,200 study spaces offering collaboration as well as solitude and reflection, catering to various needs and times. Blended lecture theatres enable active participation and collaborative learning to happen naturally. Visible teaching workshops and lab spaces encourage the exchange of ideas and inspiration. The modular design allows spaces to be repurposed and redesigned easily to reflect evolving needs. Working together on the development, our students challenged many established perceptions around what an effective learning environment is, particularly teaching us that social and learning spaces are no longer distinct. They have continued to voice what works for them through #TELLMECD and this feedback has resulted in increased opening hours, microwaves and kitchen spaces to support cost of living. MECD also won the Times Higher Award 2020 for “Outstanding Contribution to the Local Community” in recognition of the £19.7m of social value created by its construction (182 new jobs / apprenticeships, local schools' engagement, £18k raised for local homelessness charities and contribution to a local community grants fund). 97% of the building material is recovery from former demolished halls of residence and the efficient design means we use 40% less water. MECD is all about what happens in the building and that is all about our students. As the students so eloquently encapsulated this in seven Cs during an engagement session: Communicate > Connect > Community > Collaborate > Challenge > Create > Change (the world)!



We have over 300 centrally timetabled teaching rooms; 96% centralised. Most rooms are flat and wheelchair accessible. Over 99% are equipped for automatic lecture capture which is then embedded into the Blackboard (Bb) space for that unit (approximately 36,000 lectures each year). In the last four years, this amounted to over 200,000 hours of lectures viewed more than 18.5 million times. Furthermore, in response to the pandemic, we rapidly moved to install capable hybrid delivery infrastructure, and 68% of our teaching spaces are now equipped with cameras and microphones, enabling students to join live teaching remotely, setting the scene for future innovations through the Flexible Learning Programme. These advances in technology cater for the requirements of our diverse student body.

Our **virtual learning environment and resources** are predominantly available through Bb, and all course units delivered in person have an online Bb space hosting teaching and assessment material and exercises. Every Bb space includes embedded links to reading lists and additional resources covering accessibility support, academic best practice, and study skills (MLE). Over the TEF reporting period, we have seen an increase in the number of times Bb was accessed from 10.2m to 12.2m. There has also been a 43% increase in active engagement of eLearning tools within Bb (>5 clicks). The four top tools interacted with were content written directly in Bb, uploaded files, the assignment submission tool, and Bb's built-in quiz tool. We recognise that a revised approach to flexible learning requires a review of our digital learning environment, which we are undertaking in partnership with our students over the next two years.

[SE7] Student engagement is embedded throughout the University, ensuring the student voice is at the centre of all we do. Our approach is based on equal partnership and co-creation, to ensure continuous improvement of our students' experiences and outcomes.

We actively encourage **engagement at programme or discipline level**, giving every student the opportunity to participate through end of unit surveys, staff-student liaison committees and Faculty Forums. Every programme has a student representative (or multiple student representatives for larger programmes) who acts as the link between students and their programme team. Student representatives have increased from 819 in 2018/19 to 1,316 in 2021/22. All student representatives are trained through UMSU. Feedback from students directly ensures continuous improvement in student experience.

Students are represented at every level in the University - from programme boards and School/Faculty teaching and learning committees, through to University level committees (including Teaching and Learning Strategy Group), Senate (the University's principal academic authority) and the Board of Governors which is our highest decision-making body. Members of UMSU Executive Team and student representatives meet regularly with members of the University's senior leadership team; there are also regular open meetings which any student can attend.

We recognise that there were deficiencies in our communications with students in the early days of the pandemic and have learned from this to co-create a completely new approach. Working in direct collaboration with our students and the Students' Union, we have **established new, founding principles for student communications** - every one revolving around student voice and partnership - to form our [Student Communications Commitment](#) (launched in October 2021). We are now seeing consistently high engagement with our student e-mail newsletter (close to 50%, 15% above the sector average).

Our student engagement partnership includes working in close collaboration with academic and professional services colleagues, across our Faculties, Schools and Directorates. Our approach is embedded at all levels and across teams, working to shared goals through our student communications 'Community of Practice'. This single network brings together University and

Students' Union colleagues to share objectives and student insight across student communications and engagement. Our approach to student engagement has been highly commended across the sector, especially our [Content Creator Programme](#), where we allow our students a 'freelance' approach to generating content without prescribing topics or ideas, ensuring that our students drive the agenda based on what they are experiencing and feeling at any point in time, sharing the stories that matter to them. Their work features heavily on our social channels, helping to move us into the Edurank top five for digital engagement in 2021.

We take a bold approach to communicating sensitive topics. Our [harm reduction campaign](#), which is the first of its kind in the UK, talks frankly and openly about drug use. This illustrates positive joint working with our student 'sounding board' (the [Student Perspectives Group](#), which has >130 members) to co-create the campaign and ensure that the messaging and language was truly representative of their needs and importantly, their voice.

Our work across student engagement has been recognised across the sector, with invitations from external partners to speak about our methodology and success ([CASE](#), Russell Group, [THE](#)) and, a shortlist in the 'Outstanding Marketing/Communications Team' category for our specific work in [transforming student engagement](#), at the THE Awards 2022. We have also shared our learnings across [student engagement internationally](#), through the Campus+ platform.

3. Student outcomes

We are extremely proud of the positive outcomes of our students and confident that our approaches are highly effective in ensuring our students succeed in and progress positively beyond their studies. Our students achieve academically (86.8% of our 2021/22 graduating cohort achieved a Good Degree), have outstanding continuation and completion rates, and successfully progress to rewarding graduate employment. They are also deeply invested in our social responsibility agenda through volunteering and activism in the local community, living out our core value of humanity.

We continue to be committed to addressing any differential gaps between student groups and recently established a new cross-institutional structure through our Student Experience Programme to improve how we provide effective support. As detailed below, our support structures are sector leading and provide significant and sustained positive impact on student success. We articulate the range of Educational Gains we intend our students to achieve through our framework of being **Curious, Connected and Courageous**. These attributes relate principally to academic development, personal development, and work readiness respectively.

We have outstanding Student Outcomes indicators. In particular, for Continuation and Completion, a range of splits materially exceed already high benchmarks of 95% or above. Overall, for continuation, we are 96.1% against the 95% benchmark; and 95.3% for Completion against 94.4%. For progression, we exceed the 79.4% benchmark by 0.6%.

POSITIVE OUTCOMES

[SO1] We provide wide-ranging and tailored approaches to ensure our students have every opportunity to succeed in and progress beyond their studies. This is all underpinned by our extensive support services (see SE5), which we consider to be the foundation of success.

Our students leave our campus with more than just a qualification; they develop the skills, networks, and courage they need for their chosen future. We support all our students – from all backgrounds – to develop the confidence to take opportunities and thrive in graduate life.

Manchester Access Programme (MAP) is our flagship widening-access programme which supports

talented young people from less advantaged backgrounds (such as from certain postcode areas, and from families with a lower than average income, with no history of participation in higher education), to progress to higher education. MAP students show they can succeed at a research-intensive university through completion of a portfolio of work. 2,813 MAP students have gained a place at the University of Manchester, with many more progressing to other universities. Each MAP student at Manchester receives an Undergraduate Access Scholarship (£1,000 per year) funded entirely by alumni and donors. To date, 1,498 MAP students have graduated (624 in the TEF period). 76.4% of MAP students are from households with incomes less than £25k; a higher proportion of MAP students go on to further study after they graduate and report that what they are doing after graduation is meaningful (95% from the 2019/20 Graduate Outcomes survey), compared with the rest of the University student population.

Welcome, induction and transition are crucial stages in each student's journey. Key activities included a pre-arrival support package using transition resources co-created with current students. Welcome activities in 2021 were well received by students and included welcome e-mails (6,700+ engaged with content), distinguished lectures (950+ attendees), welcome guidebook app (1,500+ downloads), welcome website (121,000+ users), campus tours (400+ attendees) and outdoor cinema (100+ guests). There are also bespoke programmes for international and commuter students. Our students have provided feedback that our approach built confidence and contributed to a sense of community and greater sense of belonging, which is vital for their success.

In 2022, our evaluation also showed that each of the 14 career sessions provided an increase in student confidence for activities such as understanding current skills and strengths (37% increase to 100%), understanding choices and options (21% increase to 91%), and finding experience and building skills (27% increase to 94%).

Our **Access and Participation Plan** set out our five targets to address identified areas of improvement to support Access, Success and Progression, and in particular, our commitment to addressing awarding gaps between student groups. This includes developments in visibility of diversity, policies and procedures, and staff/student support.

Recent activities include a professional-skills series of events to promote inclusive education, anti-racism training and the launch of our new EDI Strategy. We have also commenced targeted student support activity to assist black students, and in 2021/22, piloted our [Manchester 10/10 programme](#), offering bespoke academic and career support and a range of networking opportunities. The pilot supported 50 students and received excellent feedback, so we are now expanding this across the University, with student-co-created activities and mentoring through the Black Excellence Network (set up by students and staff to support positive outcomes).

Our Careers Service works hard to support our students' **Employability** and was ranked second best in the country by StudentCrowd (following 15,871 verified student reviews between June 2020 and May 2022). Our diverse student body is supported with developing the attributes, awareness and confidence required to successfully transition into the graduate job market or further study through the delivery of careers events (panels, conferences, and networking sessions) that facilitate direct contact between students and graduates. The team works closely with employers, staff, and students to ensure our graduates have the skills and attributes employers are looking for, including embedding employability in the curriculum (see case study 04). Tailored support is available for different student populations, including different year groups, international students, ethnic minorities, widening participation students (see case study 05), and disabled students. During the TEF period, through the Academic Success Programme, over 27,000 students

accessed academic English workshops to help them succeed in their studies.

Case study 04: Graduates for a Greater Manchester

Our OfS-funded Graduates for a Greater Manchester project was run in partnership between our University Careers Service and employability lead for our BSc Psychology programme. This project included the design and creation of a new building confidence module. Students who took the module saw an increase in career confidence across all nine confidence measures. Students from disadvantaged backgrounds saw some of the largest confidence gains: WP students gained more confidence for marketing themselves to employers (11% more) and finding options for the future (8% more) whereas BAME students felt more confident adapting when things don't go to plan (17% more). An online version of this resource is now available to all students through core services such as counselling service, student support, and careers service.

The CareerConnect online portal, launched in 2021, has enabled 23,800+ registered students and graduates to access resources at a time, place, and pace to suit their needs. This includes a CV and cover-letter checker (9,800+ users in 2021/22) and video interview support (via Shortlist.Me; 620 registrations in 2021/22). In addition, the team have provided 4,700+ appointments, 1,000+ events, 7,500+ vacancies, and career opportunities such as the Manchester Graduate Talent (MGT) programme (128 employed in 2021/22). Appointment feedback showed 99% recommended a guidance appointment or CV review and 100% recommended an interview simulation.

In 2021/22, 182 employability sessions were delivered with the support of 531 alumni for the benefit of 5,115 students. Students reflecting on these events said: *"Talking to people who did the degree I am currently doing who now have varied jobs and experiences was really useful" and "I feel more prepared to take on the job market."*

Placements and Paid Opportunities are another important facet of our student offer. Many programmes include a placement option which gives students the opportunity to develop skills and employability in a discipline-relevant field. Typically, 17-18% of students complete a placement as part of their degree, the majority overseas (this number fell during the pandemic although >20 students worked directly on COVID projects). Our research comparing graduate outcomes for students with and without a placement shows that students who completed a placement were statistically significantly more likely to be in paid employment (78% compared to 67%) and completing work that fitted with their plans for the future (83% versus 76%). In addition, we offer paid student experience internships (SEIs) for undergraduates in the summer before their final year (358 during the TEF period). Priority is given to WP and BAME students to actively increase employability for these groups, representing 20% and 40% of SEIs respectively in 2022.

[SO2] Overall, the University has outstanding rates of continuation and completion which is testament to the outstanding support provided for our students.

Continuation of full-time students at Manchester is outstanding, at 96.1% overall against a benchmark of 95%. 35 of the 62 split indicators have a high benchmark of greater than 95% and an indicator in line with benchmark. An additional six splits are materially above benchmark, including ABCS Quintile 1 students, non-UK students and Business Management and Computing subjects. Completion shows a similar picture, with an overall indicator of 95.3%, 22 splits having indicators in line with benchmarks over 95%, and a further five being materially above benchmark.

The only split materially below benchmark for full-time continuation and completion is for a relatively small group of students on a programme with a foundation year of study in General, Applied and Forensic Sciences. Over the four TEF years the rate of continuation for this course

has improved from 87.0% to 94.6%.

Part-time students, less than 1% of our undergraduate population, are mainly studying Continuing Professional Development Nursing elective modules. They join us to complete a particular module, sponsored by their employers, and there is no intention to progress to a full qualification. Therefore, they do not meet the OfS criteria for being in scope for TEF. They are included because of the coding guidance for HESA fields for regulatory bodies in the NHS prior to 2018/19. The flexible nature of the programme and pathways means that continuation data is inconsistent and misleading. Our other part-time students based in the Faculty of Humanities have continuation and completion rates materially above benchmark.

Our inclusive approach to learning means we are **committed to supporting all our students**, no matter the circumstances or challenging times they may face. All our full-time student characteristic splits are outstanding for continuation and completion. Even though we have outstanding continuation and completion rates, we still strive for continuous improvement. Consequently, one ITL Fellow project this year is to investigate how best to support students who interrupt their studies or whose personal circumstances mean they need to re-sit key assessments.

[SO3] The University has outstanding rates of successful progression with 82.3% of graduates reporting a positive destination in the 2019/20 Graduate Outcomes survey.

We **support students to make the choices that are right for them** to advance in their chosen careers - through enhancing their knowledge and skills with further study, securing placements and internships, volunteering, skills development or growing their own enterprise.

We have very high rates of **successful progression for full-time students**, with six subjects showing outstanding rates compared to benchmark and two subject areas with indicators in line with benchmarks greater than 95%; these eight subjects cover 34% of the TEF student population.

There is also evidence of outstanding outcomes in students from the lowest ABCS Quintiles. Five subject areas (13% of the population) fall below benchmark. The largest of these is Engineering, which has seen a drop in employment in high skilled occupation between 2017/18 graduates and 2018/19 and 2019/20. The drop is particularly concentrated in Aeronautical Engineering and Mechanical Engineering, which has seen drops in employment with some of the large Engineering employers for previous graduate cohorts from Manchester. This is consistent with trends published in 'The Graduate Job Market in 2021' High Fliers report, which noted a drop in vacancies in 2020, with the Engineering and Industrial sector experiencing one of the largest reductions (-24.1%), as well as related sectors Chemicals and pharmaceuticals (-34.8%) and Technology (-15.6%).

Case study 05: Global Graduates scheme

Our annual Global Graduates Programme offers students a fully funded opportunity to travel around the world to learn from alumni about their businesses, roles and career journeys, and what it is like to live and work in a global business centre. Participating workplaces include Apple, Goldman Sachs, Google and the UN. Through this experience, they develop skills beyond their degree programme. Our aim is to remove barriers and ensure that all our graduates thrive in their chosen careers – an example of 'Manchester Made Me'.

Global Graduates illustrates our approach to student support, combining an open offer to all students whilst prioritising targeted student groups who might not be able to access similar opportunities through their own networks. At least 80% of places each year (27/31 in 2021, and 19/23 in 2022) are reserved for students with a low household income. The programme is funded through philanthropic donations from alumni and donors. A participating student commented: *"I couldn't recommend this program enough for the sheer amount of options it has*

potentially opened up for me not only by influencing my future career development but growing me into a professional young adult ready to navigate the world of work.”

EDUCATIONAL GAINS

Our students have high (but diverse, and constantly changing) expectations of themselves and their University. They are creative and strongly invested in societal change. Many are already embedded in volunteering and activism, but our role is to ensure that those who have not yet had the opportunity to develop their leadership potential are encouraged to do so. This means recognising different distances travelled to reach university and providing differentiated support to equalise opportunities for excellent graduate outcomes.

From their first involvement in pre-University Welcome activities, we encourage our students to **Be Curious, Connected, and Courageous**. Educational gains support is mapped to development of these attributes and linked to employability (see SO1-SO3). We are closely aligned with our [Students' Union promises](#): to help students make the most of their time; get the best future; discover and connect with Manchester; and understand and change the world around them.

While discipline mastery is expected from a Manchester graduate, our educational gains transcend academic excellence. Our breadth of opportunities also enables students to prepare for their futures, develop as excellent, distinctive employees or entrepreneurs, and contribute as capable, confident citizens. We base our approach on our values of knowledge, wisdom, humanity, social responsibility and pioneering spirit, which characterise our University, home city and region. Our construction of educational gains is, therefore, both strategy and values-led. It is highly personal – we intend our graduates to work with complexity, create prosperity, tackle social and environmental problems, and enhance their wellbeing through gaining confidence and happiness in who they are.

[SO4] We articulate the range of Educational Gains we intend our students to achieve through our framework of being Curious, Connected and Courageous. These relate principally to academic development, personal development, and work readiness respectively.

In turn, these align to our [25 graduate attributes and skills](#), developed with 1,100 students and graduates, which together encompass the ‘Manchesterness’ of our offer. These follow from a framework identifying what skills students need now and will require in five years’ time, co-produced through employer and alumni engagement. Employer and student focus groups take place 3-4 times each year to sense-check our graduate attributes and update them in response to the graduate employment market. 21 of our 25 graduate attributes were identified as “top priority” by employers, evidencing their relevance to our students and their future ambitions.

Case study 06: Stellify

Stellify (‘to turn, or be turned, into a star’) is our flagship co-curricular student development programme. While our students arrive with star potential, Stellify draws out that star quality. It gives students the opportunity to confront and challenge the world’s biggest issues alongside developing leadership roles and volunteering, enhancing their employability.

The Stellify package encapsulates our approach to educational gains through completing activities in three categories; 1) Step Up and Lead (two leadership roles), 2) Make a Difference (volunteering), 3) Understanding issues that matter (two Ethical Grand challenges from sustainability, social justice, and workplace ethics). Since 2018, 22,158 students have completed at least one Ethical Grand Challenge; and despite some impact from the pandemic, the number of students completing the very stretching Stellify Award has continued to increase (2019 = 112, 2020 = 363, 2021 = 438, 2022 = 455). Stellify is recognised in the HEAR and will

continue to evolve.

Stellify helps students to gain real-world experience and develop key skills; and for employers, it *“gives students the chance to show how they balance their workload and undertake opportunities they could then use as examples to draw on when they are tested on competency /strengths in interviews or assessment centres”*. In turn, Stellify embeds social responsibility, including equality, diversity, and inclusion, supporting our aspiration towards an education for global leadership – because this is Manchester.

[SO5] Educational Gains cover academic development, personal development, and work readiness. These different aspects need different support modes, as do different students. Consequently, there is a rich and diverse matrix of support across the University.

Students have different starting points; therefore, we work with specific student populations and those with particular characteristics to ensure we **provide interventions and support that are accessible to all students** (see SE5). Sometimes that involves fostering confidence so everyone can access the same support; in other cases, it is tailored.

Academic and personal development and work readiness are all variously integrated into programmes. Examples include transferable skills within each first and second year unit (Fashion); a dedicated unit to help develop future careers, with online resources - <https://www.cdyf.me/> (Computer Science); and a personal development booklet through “My Passport to Success” (Accounting). Our students are supported to improve their academic skills through local integrated activities and MLE, delivered through our Library (see SE5). We also support our students whose first language is not English to thrive in their studies through the [University Centre for Academic English](#). We have been the top UK University Centre since 2018, according to the *English Language Gazette* ranking (based on the British Council accreditation scheme). We participate in Q-Step, developed as a response to the shortage of quantitatively skilled social science graduates, through which Year 2 students are placed in a wide range of organisations.

As a **Socially Responsible institution**, we strongly encourage volunteering. Students who are already passionate about particular causes are supported through UMSU to found societies, such as ‘Want not Waste’ (Manchester’s first student-run, plastic-free shop which also promotes sustainable living and social justice), or Homeless Healthcare (which supports rough sleepers to access expert help and services). Second year students can take a UCIL course unit combining academic approaches to leadership with volunteering. They can also combine their volunteering experience with short courses on Ethical Grand Challenges through our transformative Stellify programme (see case study 06), which encourages students to fully embrace the University’s goal of Social Responsibility and at the same time offers an employability award supporting career and personal development.

Our Masood Entrepreneurship Centre aims to deliver ‘Entrepreneurship for All’, developing ‘work-ready plus’ graduates, highly skilled in their discipline and with an entrepreneurial mind-set through a multidisciplinary approach focused on three core pillars: Learn, Develop, Launch. This provides an authentic workplace experience with cross-disciplinary collaboration (see case study 07).

Case study 07: Masood Enterprise Centre

Over 8,500 students engage with MEC either within or alongside their curriculum through speaker series, competitions, workshops, networking events, coaching and mentoring, Manchester Entrepreneurs student society (4,500 members), and 34 MEC courses (1,731 students enrolled in 2021/22). Core skills developed include commercial awareness, problem-solving, teamwork, initiative, communication, and confidence. In the past three years, £28m has been invested into

MEC start-ups, with external investment of more than £6.4m. Students and graduates can bid for early kickstart awards (up to £2k) as well as other competitions like Venture Further (£15k) and the Eli Harari Award (£50k). There are currently 266 active start-ups / scale-ups (228 are students or graduates). 163 of these have been established for more than three years (144 are students or graduates). For all these reasons, MEC was Runner Up in the 2022 European Triple E Awards by the Accreditation Council for Entrepreneurial and Engaged Universities.

We provide **support targeted to the requirements of our particular student body**. For example, we have specific facilities where commuter students can gather so they feel they have a home on campus (5,362 students in 2022/23). Another example is our [Black students collective \(FBMH\)](#), a professional-skills series based on inclusive education. Tailored support by students with similar lived experiences, for instance through PASS (see SE5) can enhance confidence, contribute to sense of belonging, and build skills for both mentors and mentees. We focus on adding value both for very high achievers and for those who have not yet had the opportunity to demonstrate their potential. We prioritise our WP students for several schemes, including the [Global graduates scheme](#), where 89% of the funded places go to students in receipt of the Manchester Bursary (see case study 05). Our Work Experience Bursary supported 87 WP and 70 non-WP students across 2020-21 and 2021-22. In volunteering, [Project Uganda](#) has had a clear impact supporting WP students who would not otherwise have the opportunity to volunteer abroad. During and after the pandemic, and with the looming cost of living crisis, we also offer differentiated support for mental health and wellbeing (see SE5), and financial need (see case study 02).

[SO6] While we strive to evaluate the gains made by our students, and have many examples demonstrating that they succeed in achieving these intended gains, we acknowledge that our overall evaluation framework for Educational Gains is in its early stages.

As a research-intensive University, we will continue to research what **works for our students**. An example of this is the OfS-funded Graduates for a Greater Manchester project, which involved the enhancement of digital skills and confidence. The data gathered identified a need to develop our approach to understanding student confidence across multiple measures (such as digital and careers). The project showed that confidence gaps closed between students from a WP background and the cohort as a whole (see case study 04). We look to embed this in our work on addressing differential attainment between Black and White students.

Overall, we regard the Student Outcomes aspect of TEF and the associated indicators as the best current measures of impact and success of Educational Gains. If we are successful in supporting students to feel they belong; have curated opportunities to develop; and can look forward with confidence to a positive destination after graduation, then Continuation, Completion and Progression are the most relevant measures. These also require comparison across students with different characteristics to ensure we are enabling all our students to succeed.

We are also currently developing a **Student Survey Strategy**, in partnership with our students, to be implemented in 2023-24. This incorporates a survey strand specifically on Educational Gains.

4. Conclusion and recognition of student submission

Together we aspire to teach and learn in a supportive context that encourages us to aim high, take intellectual risks and benefit from our research-intensive environment and commitment to social responsibility. As a large, diverse, and devolved organisation, we provide unparalleled choice and exceptional support to our students. However, we continue to learn how to embed greater consistency, better share effective practice at scale, and change how things are done locally.

Our indicators show examples (many in Student Outcomes) where we have found a positive balance across local and disciplinary autonomy, student partnership, and University-wide guidance and policy. They also help us identify cases where we need to work harder together on enhancement (such as our key priorities of assessment and feedback and ‘closing the loop’ on issues raised through student voice), moving from promising pilots to outstanding Student Experiences for all.

We have high expectations of ourselves and recognise the need for accessible, inclusive, and international support structures for all – from students in peer support, to senior academics. We are working productively to develop a culture where our people are valued and rewarded for teaching and learning engagement and excellence. Through the teaching and student experience beacons identified in our case studies, such as the Careers Service, Stellify, Masood Entrepreneurship Centre and Global Graduates scheme, alongside our excellent Library and student support, we enable students to study options and develop attributes that enhance employability, interdisciplinary outlook, social responsibility, and global understanding. Manchester graduates are sought after by employers because they are bold, entrepreneurial, and resourceful – and through our educational gains framework, we also support them to become more **curious, connected** and **courageous**.

We value our partnership relationship with our Students’ Union and are grateful that this is acknowledged within their TEF Student Submission. We are pleased to see a recognition that we have respected the autonomy of the Student Submission but also involved UMSU in our Provider Submission, and we appreciate the acceptance of the value of current pilots and the University’s commitment to enhancement. We share the view that our priority is to focus in the coming years on improving the experiences of current students, ensuring that they see positive change during their time at Manchester. Together we have set in place activities to address areas requiring improvement, notably assessment and feedback, and student voice. We will continue to ensure that any increase in student numbers has appropriate consideration of student experience and resourcing. We look forward to working with UMSU over the next four years to address the issues and take forward the positive areas identified in the TEF Student Submission.

Our aspirations to diversify Manchester’s staff and student communities are already making our curricula and teaching environments more inclusive, ensuring content and environment speak directly to our students, regardless of their backgrounds and characteristics. In the Manchester student journey, equality of access is the vital first step, but every other step must also be supported, so all our students can reach their potential. This equips our graduates to work with complexity, create prosperity, tackle social and environmental problems, and enhance their own wellbeing – as they go forward to future leadership roles as our best possible ambassadors.

5. References

Relevant page numbers in the submission are given in square brackets. Unpublished analysis is held in the University Teaching Excellence Database (TED), record numbers are given below.

1. Academic Advising Toolkit [pages 11, 13], created in 2018. Available at <https://www.staffnet.manchester.ac.uk/tlso/toolkits/academicadvising/>.
2. Access and Participation Plan [page 18], 2020/21 to 2024/25. Available at <https://documents.manchester.ac.uk/display.aspx?DocID=44186>.
3. [Careers Service](#) analysis including MGT programme, Global Graduates programme and transferable skills development [pages 8, 13, 14, 18, 19, 20, 21, 22, 23, 24]. Unpublished. TED 6, 221, 246, 405, 410, 434, 438, 446, 449.

4. [Cultural Institutions](#) analysis [pages 8, 10]. Unpublished. TED 211, 469.
5. [Disability Advisory and Support Service](#) (DASS) analysis [pages 8, 13, 15]. Unpublished. TED 136, 152, 381, 389, 390, 392, 504.
6. External Examiner reports 2020-21 and 2021-22 analysis [pages 8, 9]. Unpublished. TED 231, 399-402, 520, 521.
7. Flexible Learning Programme analysis [pages 4, 5, 6, 8, 9, 16], established in 2020. Available at <https://www.staffnet.manchester.ac.uk/flexible-learning/about/>.
8. GM Universities Student Mental Health Service [pages 3, 4, 13, 14, 23], commenced 30 September 2019. Available at <https://www.gmmh.nhs.uk/news/greater-manchester-universities-student-mental-health-service-3107/>.
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11. [Manchester Access Programme](#) analysis [pages 12, 17, 18]. Unpublished. TED 45, 165, 405, 421, 545.
12. [Masood Entrepreneurship Centre](#) analysis [pages 4, 9, 22, 23, 24]. Unpublished. TED 223.
13. NSS analysis [pages 5, 6, 7, 9, 12]. Unpublished. TED 208, 209, 224.
14. [Our Future: 2021-25 strategic plan](#) analysis [pages 1, 4, 10]. Unpublished. TED 248, 424, 504, 543.
15. [Peer Support](#) analysis [pages 6, 12, 13, 23, 24]. Unpublished. TED 5, 177-178, 226, 245, 294, 405, 477, 488, 502, 524.
16. [Social responsibility](#) analysis [pages 1, 6, 8, 17, 21, 22, 23, 24]. Unpublished. TED 151, 164, 261, 271, 406, 424.
17. [Stellify](#) analysis including [Ethical Grand Challenges](#) [pages 4, 9, 21, 22, 24]. Unpublished. TED 155.
18. [Student Experience Programme](#) analysis [pages 3, 17]. Unpublished. TED 534-538.
19. UCAS Data [page 1]. Available at <https://www.ucas.com/data-and-analysis>
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21. [University of Manchester Library](#) analysis including [My Learning Essentials](#) [pages 5, 10, 11, 12, 13, 15, 22, 24]. Unpublished. TED 48, 125, 157, 283, 292, 416, 424-428.
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