UNDERSTAND >
PLAN >
DELIVER >
REVIEW

A WHISTLE STOP TOUR OF HOW TO RUN AN EVENT FOR SCHOOLS AND PUPILS

Created by the Student Recruitment and Widening Participation Team, March 2014.
Overview of this document:

1) **Understand** Think strategically about your rationale, what are the aims and objectives for your School? What events do you want to run and why? Who is your key audience?

2) **Plan** What will your events(s) look like? When is the best time of year for the age group? How will you advertise? How will you evaluate?

3) **Deliver** *Top tips on event delivery; event checklist.*

4) **Review** Evaluate your activity; input into SRWP Database
1. Understand: Rationale:

a. Why does the University of Manchester value this sort of activity?

**Professor Dame Nancy Rothwell**, President and Vice-Chancellor

"Widening access to The University of Manchester and higher education more generally is firmly rooted within the institution’s core goals. It is our ambition to make a difference to the life chances of less advantaged sections of society through offering opportunities for study and self-advancement."

**Stephanie Lee**, Head of Outreach and Widening Participation

"Widening participation describes work undertaken by HEIs to improve access to and successful completion of higher education, amongst groups currently under-represented in HE. It relates to the whole 'life-cycle' of a student, from pre-entry, through admission, study support and successful completion at undergraduate level, to further study or employment."

**Dr Enam-ul Haque**, GP Clinical Lecturer, Manchester Medical School WP Lead

"It has been a real privilege to develop the WP activity specifically for the medical school. We have provided activities tailored for our potential students, and this has allowed for great innovation"

**Professor Clive Agnew**, Vice President Teaching, Learning & Students

"At The University of Manchester, we seek excellence, inclusivity and impact in all that we do. Widening participation and fairer access are central to our institutional values and core strategic goals."
b. **Why do you want to run this event?**

The first key thing to ask yourself when thinking about running any kind of event is your motivation for wanting to run any event. Some reasons are listed below:

- To increase the number of WP applicants to course
- To increase the acceptance:offer ratio from WP applicants
- To address misconceptions about your course from potential students
- To raise awareness of your discipline
- To share information about unique aspects of your course
- To share information about key skills/employability for graduates from your discipline
- To assist with the development of certain skills to succeed in a subject e.g. stats in Psychology
- To inform teachers and colleagues in schools/colleges about your subject area
- To inform teachers and colleagues in schools/colleges about your subject area
- To assist with the development of certain skills to succeed in a subject e.g. stats in Psychology
Insight Into Classics:
Aim: To increase learner understanding of what a Classics degree involves

Monitoring Process:
Ask attendees to complete an evaluation form asking them to confirm whether or not they:
- Strongly Disagree, Disagree, Not Sure, Agree, or Strongly Agree with the following statement.
  "I now understand more about what studying Classics at University would be like"

Your Outcome:
Report on attendees responses:
- 75% of learners 'Strongly agreed, or Agreed that they 'understand more about what studying Classics at University would be like' 
- 15% of learners were 'not sure'
- 10% of learners 'disagreed or strongly disagreed'

Taking Maths Further:
Aim: To increase applications from WP learners to Maths

Monitoring Process:
Ask WP attendees to complete a Destination Tracking form which provide information about their postcode, DOB.
The form also asks students to consent to such information being collated "about my progression to university, including any applications I make to The University of Manchester and other Higher Education institutions".
Match data collected on Tracking Forms to your courses' student application data with the support of your admissions tutor.

Your Outcome:
Report on WP application data
- 15 more WP students applied to study Maths at the University of Manchester for the 2014-15., compared to 2013-14.
- 10 of these students attended the Taking Maths Further Day
Who is your audience?

What do you want your outcomes to be?

How will you promote your event?

What would make your event successful?

How will you prove the event success?

**Top Tip:** To prove your event was successful – you need to prove not just that attendees enjoyed themselves – but that their feedback matches your original aims and objectives.
2. PROGRAMME TITLE: WHAT NAME ARE YOU GOING TO GIVE YOUR PROJECT/EVENT?

Choosing the right name for your activity can be essential to its success both in terms of recruitment onto the day and the experience of participants.

The event title is likely to be the first thing that people see about your event – and it is therefore an opportunity to shape impressions correctly from the start. Crucially, the name should reflect your aims and objectives and thus begin the process of managing expectations for participants and teachers.

The title should be:
- Snappy
- Attention grabbing
- Descriptive
- Relevant to the event
- Not obscure / too mysterious
- Appropriately pitched to market age group

You might like to include one of the following in the title:
- Explore...
- Understand... (esp Year 7 and Year 8)
- What do [insert profession/discipline practitioner] do?
- Insight into (esp Year 9 and Year 10)
- Reference to specific skills (esp Year 10 and Year 11)
- Taking [subject] further

Please only use ‘Discover...’ in the event title for the specific range of Discover Day events aimed at Year 12s and other prospective students, marketed here www.manchester.ac.uk/discoverdays
3. key activities to be implemented: what activities/events are you going to run?

So what are you actually going to do? And why? *Always refer to your aims and objectives, then consider what type of event would be ideal in order to meet them.*

Then look at what it is actually practical (in terms of money, time, staffing etc) to do.

- Research project
- Mentoring Scheme
- Day-long visit
- Afternoon lecture
- Skills-based course
- Structured work experience course
- Web-based interaction
- Campus visit/tour
- Experiments in specialist facilities
- Support for extended project qualification
- Workshop or seminar
- Career focussed activity
- Work experience placements
Use timetables from the inception of the activity in order to develop your ideas and share them with others. Whether you’re running one event or whole programme of activities, you’ll need to create some kind of timetable, maybe even more than one:

a) As an organiser, your personal timetable for planning the event, including tasks and deadlines for (e.g.):

- booking resources, people and rooms
- promoting activities to your target audience
- getting all healthy and safety protections in place (incl. Risk Assessments)
- sending out booking information, and communicating with attendees

Top tip: make sure you include time for breaks and lunch, and start/end the event at a time that suits the participants – for instance if they are travelling from and back to school, a good rule of thumb is to register at 9:45 and finish at 2:30.

b) As an organiser, your personal annotated timetable for the event day (a Masterplan)

Make sure all tasks are appropriately staffed and that everyone knows what they are doing on the day by creating an annotated version of the programme as a ‘masterplan’ for everyone to refer to. This should include e.g. time for room changes, a breakdown of what happens to different groups at different times, detailed breakdown of what is happening in each slot etc.
It is a good idea to give a version of this to student helpers as well.

c) A timetable for promoting activities:

This could be very simple, providing people with information about:
- event end and start times; how many events are actually running; roughly what activities are happening.

d) A timetable for people once they’ve confirm they’re attending:

This would include rooms, building numbers, and event day contact numbers at the bare minimum. You may also wish to add information about people delivering activities, and the names of specific activities

Top tip: you can bill this programme for promotion as a ‘provisional timetable’ – and therefore begin to promote the event before you have confirmed all speakers and activities.

Top tip: It is best to ensure that any programmes that you email contain all crucial event information (times, locations, contact phone number) so that if people print off the programme but not the email it came with, they can still find their way on the day. For events where teachers are booking on behalf of post-16 students, send teachers a ‘handout’ to give to students as they may well be travelling independently.
What should I consider when creating my event timetable?

Your timetable should reflect the aims and objectives of your event, but also take into account the best way to communicate and work with your audience. Below are some other factors that also need to be considered...

- How long can your audience be expected to learn/concentrate for without a break?
- Is this a one off event, or part of a series of events?
- Who can realistically contribute to preparation and delivery (colleagues, UG or PG students, WP Fellows, Alumni...)?
- How long do you want to have participants for? And how long can you actually have participants for?
- Will you need to use rooms that you can only access for a limited amount of time?
- What’s the maximum number of students that you can accommodate? And the minimum for it to run well?
- Do you need to provide refreshment or lunch breaks?
- Do you want every student to be able to attend all activities? If so do you need to run some sessions several times / in parallel?
- Will you need to use rooms that you can only access for a limited amount of time?
- Are your aims best delivered to learners in the form of a workshop, a lecture, a tour...?
- How long will it take you to move your students between activities?
- Have you left time for your learners and other attendees to evaluate your event?
4. ACTIVITY MANAGER/CO-ORDINATOR: WHO WILL BE TAKING THE LEAD ON ORGANISING AND DELIVERING?

Who is going to organise and develop the activity? Will they be the same person who is delivering the activity? Who will be the main point of contact for people who are attending an event? Your answers to these questions may involve 3 – or more – different people; and that might be for the best, especially if your event involves lots of visitors or a complex programme.

Some further questions to consider
- How will you communicate with each other in advance of the event? You may find that email conversations back and forth with repeatedly updated attachments become quickly complicated and confused. Perhaps you could edit documents that all can access from a shared drive, instead of just using attachments. Scheduling regular short meetings well in advance can also help you to feel in control of organisation, and can be much more efficient and useful than doing everything by email. Picking up the phone is also a good approach!
- How will you communicate with each other on the day? It’s unlikely all the organisers will always be in the same place, so make sure you swap mobile numbers.
- Who will be the point of contact before the day and on the day for participants? Again, this may be 2 different people. Do not underestimate the importance and utility of administrative support. Please remember you shouldn’t give your private mobile number out to children (under 18s) participating in events, though you may choose to share it with teachers.
- On the day you may need to have someone who is desk based for the day (but can easily contact the organiser for more complex queries) to field queries – especially if you are working in a building where mobile signal is poor. It’s a good idea to give the reception desk for the buildings you will be using a copy of the programme and your mobile number.

Top tip: Divide and conquer! Try to delegate tasks where appropriate from the start, e.g. to admin staff, WP fellows, skilled colleagues.

Top tip: Would it be helpful to have a WP fellow in your subject area, to support organisation and delivery of activities? Contact your AEO now if so! You can work with us to advertise and recruit a centrally managed Fellow. You can also use your OFFA funding to fund and recruit additional fellows in School, who could then participate in all centrally organised training.
5. TARGET GROUP: WHO IS YOUR AUDIENCE?

In thinking about ‘why you want to run the event’, you will already have put some thought into ‘who you want your audience to be’; what we would call Targeting.

Targeting can be as simple as selecting a specific age group to work with, such as a Primary Year 6 day; but it can also be more in depth and involve different criteria for effectively recruiting the right audience, such as a WP pupil history day, that only students with no parental history of Higher Education can attend.

We broadly classify this as two different types of targeting:

School Level: Giving a school basic criteria (E.g. “please bring high-achieving students from Year 10 who enjoy studying history”), but without asking for evidence that students meet certain criteria before attending the event. Alternatively, inviting schools to attend that are from a certain area/higher proportion of certain types of students (E.g. a WP target school, as defined by MPM data).

Learner Level: Asking a school to recruit students or directly recruiting students yourself who meet certain criteria. You would then use those criteria to accept pupils onto an event, and ask for evidence provided by the student or the students’ parents and carers to support this (E.g. eligibility for Free School Meals).

Manchester Prioritisation Model (MPM)

The Student Recruitment and Widening Participation team has created a Manchester Prioritisation Model (MPM) using data from the School Census and School Performance Tables for 2012; produced by the Department for Education. In the MPM, state schools or colleges are ranked according to the percentage of pupils eligible for Free School Meals (FSM) and percentage of pupils reaching particular key stage thresholds (e.g. GCSE performance). These two measures give a good indication of whether or not a school can be classed as WP; but generally the FSM rating gives the best indicator of a WP school.

<table>
<thead>
<tr>
<th>Free School Meal criterion</th>
<th>Meaning</th>
<th>Priority Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Much higher than average % of students eligible for FSM</td>
<td>Highest Priority</td>
</tr>
<tr>
<td>2</td>
<td>Higher than average % of students eligible for FSM</td>
<td>High Priority</td>
</tr>
<tr>
<td>3</td>
<td>Average or lower than average % of students eligible for FSM</td>
<td>Average Priority</td>
</tr>
<tr>
<td>4</td>
<td>Lower than average % of students eligible for FSM</td>
<td>Low Priority</td>
</tr>
<tr>
<td>5</td>
<td>Much lower than average % of students eligible for FSM</td>
<td>Lowest Priority</td>
</tr>
</tbody>
</table>

Primary and Secondary schools are grouped into one of five bands for each indicator. 1-5 describes the % of students eligible for FSM, where 1 is a school with the most students eligible for FSM (so higher priority), and 5 is a school with the least students eligible for FSM (so lower priority).
To give an example – for primary and secondary schools; for targeted WP Activity, we would prioritise schools who had high % Free school meals (ranked 1), and the lowest exam achievements (ranked A). Generally we would class schools ranked 1 or 2 as WP schools, as these schools all have a higher than average percentage of students eligible for FSM. Schools in category 3 have either an average percentage or slightly less than average % FSM, so aren’t strictly WP-target schools.

For exam performance, as a general rule of thumb we would consider schools ranging from A – C as WP schools. However it’s worth bearing in mind that a school that is ranked 2E for example is achieving very good results despite having a fairly disadvantaged school population, so you should consider also targeting them.

For post-16 institutions, effective targeting is slightly more difficult as the Department for Education do not provide data on the percentage of students who were eligible for Free School Meals. In this situation you use Key Stage 5 performance rankings (e.g. A-E), but you may want to consider targeting individual learners to make sure you are reaching WP students, e.g. Manchester Access Programme students.

"WP is about ensuring that anyone with the ability and desire to go to university has the chance to do so. Targeting is a really important part of our WP work; we need to reach the bright, talented students in poorer communities and underperforming schools as these young people are much less likely to go to university than more privileged students."

Dr Mandy Crow, Student Recruitment and Widening Participation Manager

Guidance on using the Priority Schools and College List

The MPM is designed to help target the use of resources but it should be used flexibly depending on the aims of the activity. For example, it might be desirable to prioritise schools that have not been involved in the past or which have been over-looked by other widening participation programmes. Information recorded in the SRWP Database will enable us to more easily identify any gaps in the provision of our outreach activity.

Moreover, although the MPM can be used to help identify high priority schools and colleges, it does not dispense with the need to work closely with teachers to identify the individual students who will benefit most from our widening participation activities. Where the emphasis is on working with specified target groups e.g. mature students and those from black and minority ethnic groups, the MPM should be used as a complement to other targeting methodologies.

Lynsey Dunn, Student Recruitment & Widening Participation Officer (Monitoring and Evaluation)
Examples of how we target for some of our activities:

<table>
<thead>
<tr>
<th>Learner Level</th>
<th>Targeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>All invited learners</td>
<td>School Level Targeting</td>
</tr>
</tbody>
</table>

- **Year 12 students from anywhere in the country for a Discover Day.**
  (e.g. Discover Midwifery)

- **Year 6 primary students from anywhere in Greater Manchester.**
  (e.g. Primary Awareness Day)

- **Year 10 pupils from MPM band 1-3 school for an academic enrichment event on campus.**
  (e.g. Explore Engineering)

- **Year 7 pupils from disadvantaged backgrounds (e.g. FSM eligibility) and with no parental history of HE or recipients.**
  (e.g. Gateways)

- **Year 12 students with:**
  - a household income of less than £25K
  - a specific GCSE portfolio
  - no parental history of HE
  - predicted grades of a minimum of ABB at A-level
  (e.g. MAP Medicine Stream)
Practical guidance on how you can target your activities and how we can help you:

**Primary**
- **Key Stage 2**
  - Use MPM to target WP primary schools using Free School Meal and Key Stage performance indicators.

**Secondary**
- **Key Stages 3 & 4**
  - Use MPM to target WP secondary schools using Free School Meal and Key Stage performance indicators.

**Post-16**
- **Key Stage 5**
  - Use MPM to target WP schools and colleges using Key Stage performance indicator.

**School contacts:**
The UGR&WP team has lists of subject specific, gifted and talented, and academic enrichment colleagues available for many schools and colleges in the North West. We can help you promote your activities at school and learner level through these contacts.

We may be able to use our email and printed publications to help promote activities; or we may just pass on details for you to contact directly.

**Existing target groups:**
- **Primary**
  - SRWP Primary Programme
- **Secondary**
  - Gateways students
  - Programmes for LAC students
- **Post-16**
  - Manchester Access Programme (MAP) students
Event planning checklist: To run a successful event for young people there are number of practical activities you must undertake, below is quick checklist of some key considerations you might need to think about when planning your event(s):

1. Understand your schools strategic objectives for outreach
2. Book overnight accommodation for summer schools
3. Create event timetable
4. Room bookings for lectures and workshops
5. Setting up a system for taking and managing bookings. Manage communication with schools/students booked on
6. Promote event to your target audience
7. Recruit any additional colleagues to help you deliver
8. Prepare your evaluation forms
9. Ensure risk assessments are in place; identify first aid trained staff
10. Order any catering you may require for the event
11. Recruiting Student Ambassadors to work the event with you

Top Tip: When you have an event on campus – it’s helpful to let the University Place Visitors’ Centre know so they can signpost participants
visitorscentre@manchester.ac.uk

Top Tip: All University of Manchester Security staff are first aid trained and can be contacted on 0161-275-2728
Event Planning Checklist:

Below is a checklist of practical things you might need to consider when planning your event:

<table>
<thead>
<tr>
<th>Colour</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statutory / Legal Requirement - This is something you must consider and act on as appropriate!</td>
</tr>
<tr>
<td></td>
<td>University of Manchester Policy - This is something you must follow given the University’s own policies and guidelines</td>
</tr>
<tr>
<td></td>
<td>Recommendations – These are other things you might need to consider.</td>
</tr>
</tbody>
</table>

Have you thought about...?  
Check

**Staff**

| Age range of participants –adult:child ratio met |
| Children in Year 4-6: 1 adult to 10-15 pupils |
| Children in Year 7 onwards: 1 adult to 15-20 pupils. |

**Safeguarding training & DBS checks**

All staff and students who are working with <18s need to be briefed on safe and appropriate ways of working with young people. DBS checks are required when staff will be in regular, unsupervised contact with <18s. Many schools will ask for DBS checks. More information on this is in appendix 3.

**Staff identification – wearing badges/t-shirts/fleeces etc**

**Recruiting Student Ambassadors**

See appendix 4 on working with student ambassadors.

**Targeting**

Targeting for WP activity – appropriate group invited

**Participant Information**

Parental consent & emergency contact information obtained *only necessary if no teachers present.*

Photo & video consent obtained if necessary

Check if attendees have any additional mobility or learning requirements.

Remember this data must be stored securely

**Health & Safety**

Be aware of fire procedures for each building

First Aid – know how you would access First Aid – your school staff or University Security.

Participant identification – name badges/school uniform

Agree a meeting point for any lost participants

Catering [any allergies/ intolerances /vegetarians etc. to cater for?]

Transport to/ from event – identify a safe drop off/ collection point?

**Insurance**

To have valid public liability insurance you must risk assess each activity as part of your event. Children under age 9 years on campus – separate insurance required

**Equipment/ Resources**

Prepare any resources and University take-away materials, and any certificates of achievement/attendance.

**AV/ ICT requirements**

Do you require Computer/Wi-Fi access

Will you require Audio Visual hire and IT support

**Venue**

Visitors in high security buildings (e.g. Stopford) – approval received from building staff and access

Room bookings – all confirmed? Capacity appropriate?

Visitor parking – especially for minibuses. Liaise with carparking@manchester.ac.uk

Signposting – ensure attendees can find your event!

Toilets – accessible? Need signposting?

**Monitoring/ Evaluation**

Monitoring – minimum you need is to take register of attendees

Evaluation – to evaluate the success of your event

Input your details into the SRWP Database [http://wpdatabase.manchester.ac.uk/activity_edit.aspx](http://wpdatabase.manchester.ac.uk/activity_edit.aspx)

**Financial Planning**

Consider how you will pay guest speakers/external visitors – ensure forms available

Consider how you will pay student ambassadors – ensure forms available

Book refreshments and lunches
6. How to deliver your event

**Top tips for event delivery**

- **Have a clear message**
- **Include icebreakers / energisers**
- **Have a passionate, expert lead**
- **Get attendees involved - group work**
- **Have fun! Use humour**
- **Include a Q&A with current UG/PG students**
- **Have adaptable, flexible activities**
- **Include element of competition**
- **Set clear expectations and groundrules at start of session**
- **Plan well, arrive early**
- **Summarise key messages at the end**

Set clear expectations and groundrules at start of session

Plan well, arrive early

Summarise key messages at the end

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Include a Q&A with current UG/PG students

Have adaptable, flexible activities

Include element of competition
7. **MONITORING AND EVALUATION: HOW DO I MEASURE MY EVENT/PROGRAMME WAS A SUCCESS?** How will you evaluate the success of your event/activity?

**WHAT DO YOU WANT YOUR OUTCOMES TO BE?**

**WHAT INDICATORS WILL BE USED TO MEASURE OUTCOMES AND IMPACT?**

Your objectives/outcomes will be how you measure the effectiveness of your programme/activity in relation to your own aims.

As part of your planning process, you should have developed a strategy for evaluating your event which reflects your aims.

You evaluate the success of your event by collecting monitoring data.

Monitoring

- is collection and analysis of data during a project and can include comparisons of this data against any targets set.
- Monitoring can provide a huge resource for evaluation because it offers pre-existing data that is systematically collected around the activities to be evaluated.
- Essentially monitoring is about recording volume measures - for example, did an event take place, how many participants were there, how much did it cost?

Evaluation

- **Evaluation**: is about making an assessment of the effectiveness and impact of what has been done (we will cover this more later)

Top tip: See Appendix 5 for a completed OFFA pro-forma which provides an example process of how you could plan, monitor and evaluate your activities.
Ways to collect monitoring data...

The data you collect should be data that you plan to use to evaluate the success of your event.

As a bare minimum, we recommend you collect/record:

- The names of schools in attendance
- The total of number of pupils from each school in attendance
- The postcode of the school
- The age or year group you’re working with
- Any other monitoring data that can provide you with answer to your aims

E.g.

**Aim:** to increase learner understanding of what Midwifery is.

**Data collected:** learner answer to question regarding whether their understanding of a subject area increased over the day.

**Evaluation:** a review of the learners’ answers and whether it matched any targets you set out in your aims.

Top tip: Personal data such as learner/attendee postcodes, DOBs, ethnicity data, is sensitive data, which must be kept in secure conditions online, and in paper. Only collect personal data if you will need to and will use it to evaluate the success of your event, and make sure you have thought about where you’re going to securely store that data and for how long.
APPENDIX 1: Manchester Prioritisation Model (MPM) for Schools/Colleges

**The Context:** Often the most practical way to involve young people in our widening participation (WP) initiatives is by making contact with schools and colleges. An element of ‘prioritisation’ is essential to ensure that our widening participation resources are *targeted appropriately* and have the *greatest possible impact* on those individuals who are likely to benefit most from our widening participation activities.

Evidence\(^1\) suggests that those individuals from *lower socio-economic groups* and *disadvantaged neighbourhoods* are under-represented in higher education (HE), relative to the population as a whole. As an HEI, we are benchmarked against three widening participation ‘Performance Indicators’ for young full-time entrants\(^2\):

- % who attended a school or college in the state sector
- % from low socio-economic groups (categories 4-7 NE-SEC classification)
- % from a Low Participation Neighbourhood (LPN)

Key socio-economic variables, comparable to the indicators against which we are benchmarked, are used in the construction of the Manchester Prioritisation Model.

**Methodology:** State schools or colleges\(^3\) are ranked according to the percentage of pupils eligible for Free School Meals (FSM) and percentage of pupils reaching particular key stage thresholds. The table below details the indicators used across the three key stages:

<table>
<thead>
<tr>
<th>Indicator 1</th>
<th>Indicator 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Key Stage 2</td>
<td>% pupils FSM</td>
</tr>
<tr>
<td>Secondary Key Stage 4</td>
<td>% pupils achieving Level 4 or above in both English and Maths</td>
</tr>
<tr>
<td>16-18 Key Stage 5</td>
<td>Average point score per examination entry</td>
</tr>
</tbody>
</table>

Primary, Secondary and Further Education schools/colleges are then grouped into one of five bands where 1 is a higher priority school and 5 a lower priority school.

How to use the MPM: You will notice that there *lots* of columns of data – but the most relevant are column AJ – which gives a rating for Free School Meals Quintile (rated 1 – 5, 1 being the highest priority) and BG – relating to School Performance (rated from A – E, A being the highest priority). Using the MPM you can search for a school and see where they come in the MPM.

I give an example below of Trinity High School; located just behind our campus:

<table>
<thead>
<tr>
<th>SCHNAME</th>
<th>SCHNAME_AC</th>
<th>FSM QUINTILE (QUINTILE ONE = schools with highest proportions of pupils eligible for FSM)</th>
<th>SCHOOL PERFORMANCE QUINTILE (QUINTILE A = Schools with lowest % of pupils achieving SACEM threshold)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity CofE High</td>
<td>Trinity CofE High School</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>School</td>
<td>School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can see Trinity is a 2C school – making it a WP priority School.

\(^1\) For example, DfES (2003) Widening participation in higher education; Hefce (2005) Young participation in higher education.

\(^2\) [http://www.hesa.ac.uk/pi/0304/participation definitions.htm](http://www.hesa.ac.uk/pi/0304/participation definitions.htm)

Top Tip: you can access the MPM through Livelink currently, although this will be migrated to Sharepoint soon. Contact the SRWP team to get the link to the MPM.
## APPENDIX 2: Example SRWP evaluation questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Matrix:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Questions</strong></td>
<td></td>
</tr>
<tr>
<td>I now know more about the benefits of university.</td>
<td>• Strongly Agree</td>
</tr>
<tr>
<td>I now have a better understanding of how university is different from school.</td>
<td>• Agree</td>
</tr>
<tr>
<td>I now have a better idea of what I would need to do if I wanted to go to university.</td>
<td>• Not sure</td>
</tr>
<tr>
<td>I enjoyed today’s visit.</td>
<td>• Disagree</td>
</tr>
<tr>
<td>Before today’s visit I had already thought about going to university.</td>
<td>• Strongly Disagree</td>
</tr>
<tr>
<td>Today’s visit has made me more likely to consider going to university.</td>
<td></td>
</tr>
<tr>
<td><strong>Other potential Questions</strong></td>
<td></td>
</tr>
<tr>
<td>...I know more about the benefits of obtaining a degree in <strong>Subject</strong></td>
<td></td>
</tr>
<tr>
<td>...I have a better understanding of the ways people teach and learn at university, and how these differ from school/college</td>
<td></td>
</tr>
<tr>
<td>...I now have a better idea of how to make a successful application to study <strong>Subject</strong></td>
<td></td>
</tr>
<tr>
<td>I enjoyed today’s visit.</td>
<td></td>
</tr>
<tr>
<td>Before today’s visit I had already planned to apply to Manchester to study <strong>Subject</strong></td>
<td></td>
</tr>
<tr>
<td>Today’s visit has made me more likely to apply to Manchester to study <strong>Subject</strong></td>
<td></td>
</tr>
<tr>
<td>...I have an increased knowledge and understanding of the degree programme(s) relating to <strong>Subject</strong> at The University of Manchester</td>
<td></td>
</tr>
<tr>
<td>...I have an increased knowledge and understanding of <strong>Subject</strong></td>
<td></td>
</tr>
<tr>
<td>...I have a better idea of the career paths available to <strong>Subject</strong> graduates</td>
<td></td>
</tr>
</tbody>
</table>

**Subject**

| Question                                                                                                                                           | Answer Matrix:                                                                                          |
|                                                                                                                                                    |                                                                                                         |
|                                                                                                                                                    |                                                                                                         |
APPENDIX 3: Working with young people

“All staff and students who are involved in outreach activities with learners under the age of 18 should be briefed on safe and appropriate ways of working with young people before activities take place.

Good practice when working with young people

- Work in an open environment (e.g. avoiding private or unobserved situations and encouraging open conversations and discussions)- avoid one to one contact with a young person wherever possible
- Try to include young people in decision making processes wherever possible
- Maintain appropriate distance at all times and be aware of boundaries
- Be professional and an excellent role model (think about the language you use, the clothes you were and your behaviour when working with young people)
- Treat all the young people you work with equally and with respect
- Give constructive & enthusiastic feedback to young people
- Feedback any concerns to another member of staff (normally the event lead for the activity)

Disclosure of information

If a young person discloses information which means that they could be vulnerable to abuse the following steps should be followed:

- **Listen and reassure** - aim to be non-judgemental; don’t ask questions that may lead the young person, and make it clear that the information will have to be passed on to another member of staff at the University or their school. Don’t promise to keep things secret.
- **Record the information** - as soon as possible after the event, try and record word for word as much as was disclosed by the young person, and their name, date of birth and current school.
- **Inform appropriately** - the lead member of staff for the project should be informed of any disclosures and these can be passed to the Head of UG Recruitment and WP, as the lead Child Protection Officer for SRID as necessary.

The SR&WP team have **Child Protection and Safeguarding** training presentations available for colleagues on request.

Disclosure and Barring Service (DBS) checks (previously Criminal Records Bureau [CRB] checks)

Staff and students involved in outreach activities should have a DBS check carried out if they will be working on any regulated activities. **Regulated activities are those that are unsupervised and frequent.** Frequent activities are those taking place once a week or more or on four or more days in a 30-day period. Any residential activities should be classed as regulated activity.

To have DBS checks carried out for your students or volunteers, you should approach the relevant DBS counter-signatory in your area of work. Karen Morgan Tallents (Karen.Morgantallents@manchester.ac.uk), Compliance & Risk Officer for the University holds a list of counter signatories across the University. All staff DBS checks are undertaken by HR.

More information about DBS checks: [https://www.gov.uk/disclosure-barring-service-check/overview](https://www.gov.uk/disclosure-barring-service-check/overview)
APPENDIX 4: Working with Student Ambassadors

Employing Student Ambassadors at events for schools and colleges is a fantastic way of giving young people an insight into university. Student Ambassadors can act as role models for the young people, facilitate workshops, give campus tours, support the lead member of staff and take part in Q&A sessions. The Student Recruitment and Widening Participation team have a team of Student Ambassadors who work on a wide variety of recruitment and widening participation events on and off campus. They wear purple hoodies/t-shirts in order that they can be easily identified and are paid through the casual payroll process at the University. Work is advertised through a fortnightly newsletter and they are on a casual contract meaning there is no obligation for students to work and no obligation for the team to offer work; they are able to select work so that it fits around their timetable.

Top tips for developing a student ambassador scheme within an academic school.

- Create a job description outlining what the role entails, the skills, knowledge and experience required and who they can contact to find out more.
- Contact HR and complete the necessary casual payroll paperwork in order to set up students on payroll. You will need to submit a job description with a CAS1 (a CAS1 outlines why you require student ambassadors and the role they will undertake). The CAS1 must be approved by HR before the programme can begin and before students are recruited.
- Advertise the position through appropriate networks and channels; social media, email and visiting lectures to talk about the role.
- Encourage students to submit a written application form stating why they believe they would be suitable for the role.
- Hold interviews or an assessment session in order to select the students (if appropriate and depending on numbers).
- Once students have been selected, they should complete the relevant casual payroll paperwork (CAS 2 AND CAS 3) and take an accepted form(s) of ID to HR in order to be set up on casual payroll.
- Students will be paid on a monthly basis and HR will inform you of the deadline for when casual payroll timesheets must be submitted by, in order for the student to get paid during the following month.
- Hold training sessions that outline the subject-specific element to the events and what the role will entail. E.g. delivering campus/school tours or delivering subject-specific talks.
- If it is appropriate, the Student Recruitment and Widening Participation team are available to deliver a training session based around The University of Manchester and Higher Education more generally in order to ensure key messages are being communicated to prospective students. Please contact laura.cragg@manchester.ac.uk for more information.
- Create a Facebook page so that ambassadors can get to know one another. It can also be an informal way of advertising other opportunities within the school/wider university.

For more information about the Student Recruitment and Widening Participation team Student Ambassador scheme or if you wish to discuss any of the points raised above, please contact laura.cragg@manchester.ac.uk.
### WIDENING ACCESS AND PARTICIPATION ACTIVITY PRO-FORMA: 2013/14

#### Cultural or Special Asset or PSS Unit:

#### Director/Head of Section:

#### Coordinator for completion of proforma and key contact:

These should relate to the key objectives for the programme

#### Operational

| Rationale: one sentence description of the challenges you are trying to address | Programme Title | Key activities to be implemented as part of the programme | Activity Manager/Coordinator | Target Group | Academic Schools which will benefit | Indicators used to measure outcomes and impact | Level of planned non-pay expenditure | Outputs (no. beneficiaries) | Has this activity been entered or submitted to the ESRNWP Database? | Evidence of effectiveness of targeting | Summary of Outcomes | Actual Expenditure |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| To enable students to discover how it works and engage with academics through curriculum linked sessions which support secondary school and post-16 audiences, encouraging participation and a wider interest in... | Example Programme 1 | Workshop 1, Workshop 2, Study days... | Joe Bloggs | 11-18yrs Programme aims to target approx 60% of activity to high priority schools as defined by the BPM | HUMS | increased learner confidence and aspiration, changed perception of subject areas, increased knowledge and skills, increase motivation to study. Evidence collected includes: quotes from students and teachers, individual feedback, repeat bookings | Resources, Delivery of Programme | There have been 1,180 student contacts across the whole programme in 2012-13 | Yes | Area level targeting. 78% of schools who took part in the programme during 2012-13 were from WP target schools (bands 1 & 2 in the Manchester Prioritisation model). | From the individuals asked about the workshop/study days: 95% Teachers believe students were engaged during session. 95% of teachers stated the session enhanced the curriculum; 90% of pupils stated they now know more about the subject area; 90% stated they now had a better idea of what they would need to do if they wanted to go to University and 90% stated that the workshop had made them more likely to consider going to university. | £ |

#### Monitoring & Evaluation

Did you target at area level or learner level and did the activity reach the intended people?

Were the key objectives met? (refer back to the indicators you have measured)

#### Total Projected Expenditure for WP Programmes and Activity £