

Finn Manders, Target and Access Exec

Experience:

- **Fitz Target & Access Subcommittee:** This year I've been a key member of the T&A team. I know what the role involves & the ways in which I'd like to improve it (e.g. regular open forums, clear termly direction). I've organized 'Schools Presentation Workshops', a Fitz/Medwards Access Forum & helped manage both Fitz & CUSU shadowing schemes at Fitz.
- **ScotSoc Target & Access Officer:** I've worked with CUSU in this capacity to try to affect institutional change in the way Scottish applications are processed. I've also had to email every school in Scotland a few times and have only made 1 typo so far!
- **InsideUni Editing Team Leader:** InsideUni is about de-mystifying Cambridge & has already begun helping students this year. This work has meant I'm familiar with the interview process (& problems) and has helped me develop my leadership skills – I've had to delegate, organize meetings & work with other team leaders across the University.
- **Project Access Mentor; Kent Academies Network Mentor; CUSU & Fitz Shadowing Scheme Mentor:** Through mentoring a number of students at different stages (Year 10, Year 12 & Year 13 (with Cam offer)) I've been exposed to the issues that students face – meaning I can effectively 'de-bunk' myths & provide support in the areas it's most needed.
- **Background:** I was the first woman and 2nd person ever to attend Cambridge from my school – I have done everything I can since getting here to ensure others in my situation feel able to apply to Cambridge.

Manifesto:

- **150 Years of Fitz** – Fitz was set up to extend educational opportunities to those who couldn't afford to join a college: Access is at our core, which is why I'd like to undertake a 150 years Access project. I would work with the college's 150 team to collect the profiles of 150 Fitz students who faced challenges in coming to Cambridge – whether it be due to an identity, such as being BME or LGBT, or due to financial or educational factors. Each participant would create a short profile & have a photo on a photo-board which would feature on the Fitz & JCR websites.
- **Current Students** – I think it's important to establish that Access shouldn't end once you get to Cambridge: students from the 'Class Act' backgrounds often face most acutely challenges such as 'imposter syndrome'. I would like to establish support networks that combat this. As already proposed to the JCR, I would like to see one of the Sub-Committee take on a current-student facing role. We would work together to run events for students such as a termly Hill College Access Forum and create a section of the Freshers Welcome Pack that would 'myth-bust' fears many students have about starting Cambridge. I'm particularly interested to work with Care Leavers & Estranged Students and would take forward the possibility of a Tutor for these students (Access Forum suggestion!) to CUSU. I would also like to work with college to provide a clear outline of the financial support students in each income bracket receive, and again have this information available on the Fitz website & Freshers Welcome Pack.

- **Prospective Students** – One of the main components of this role is of course encouraging school students to think about applying to Cambridge & Higher Education more generally. I would continue the ‘Schools Presentation Workshops’ which I established last year & send out information to all students about visiting schools in their area. I would also like to work with our SLO, Katherine, to re-structure the Fitz Shadowing Scheme for next year, extending the period which students stay for & pairing up mentors so that the burden on students isn’t as great (which would also greatly enhance shadows’ experience – we have the budget for this it would just involve reshuffling). I would also work with Katherine to establish ‘profiles’ for Delegates meaning she can match up schools/individuals with appropriate student guides (an idea which came out of the Access Forum!). This would also help visiting students get answers to questions e.g. ‘What support is there for LGBT students at Cambridge?’