

Access Agreement 2013/14

with the
Office for Fair Access

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Introduction

Embedded into The University of Manchester's strategic plan are a set of values and policies that commit us to being an open, meritocratic institution that pro-actively seeks out people capable of benefiting from higher education, minimises barriers to their participation and in so doing contributes to the expansion of higher education opportunities, locally, nationally and internationally. The enhanced and ongoing commitments within this Access Agreement are part of a much broader strategy reflected in our three fundamental goals of world-class research, outstanding learning & student experience and social responsibility¹.

1. Fee limits and fee income above £6,000

The University's main fee structure from 2013/14² for 'new system' students is as follows:

Course Type	Fee
First degree/ITT	£9,000 p.a.
Year in Industry	£3,000 p.a.
Year Abroad ³	£1,350 p.a.

Table 1: 'new system' fee structures regulated by OFFA

2. Expenditure on additional outreach and retention measures

2.1 Assessment of access and retention record

Access: Within the Russell Group of universities we have an excellent record of recruiting students from under-represented backgrounds. Table 2 outlines our absolute and relative performance according to the main Higher Education Statistics Agency (HESA) and Office for Fair Access (OFFA) indicators.

	Low Participation N'hoods (LPN)	Lower Socio-Economic Groups (NS-SEC)	State Schools and Colleges	Disabled Students Allowance	Low Income Household Students
University of Manchester	8.4%	21.2%	77.5%	5.3%	26.6%
Russell Group ⁴	5.8%	19.3%	74.7%	4.2%	19.9%
England	10.5%	30.1%	88.4%	5.4%	n/a
English Russell Group Ranking (numbers)	1st	1st	1st	1st	1st
English Russell Group Ranking (proportions)	2nd	4th	6th	4th	3rd
Standard Benchmark	7.0%	23.2%	80.9%	4.1%	n/a
Standard Benchmark Difference	+1.4%	-2.0%	-3.4%	+1.2%	n/a

Table 2: Higher Education Statistics Agency (HESA) Table 1a Performance Indicators 2010/11: Access Agreement Monitoring Outcomes for 2009/10

We have the highest absolute number of students across each of the key widening participation indicators among our peer institutions in the Russell Group. We also perform towards the top end of this group for the proportion of learners from these backgrounds. We are among only a handful of institutions that exceed our institutional benchmarks for LPN and disability and fall within a statistically insignificant distance to that for NS-SEC groups⁵. We fall short of our benchmark for

¹ At the time of writing the new *The University of Manchester Strategic Plan 2020* is at the final stages of internal consultation and will be published at <http://www.manchester.ac.uk/aboutus/facts/vision/> later in 2012

² This broader fee structure will apply to students for the duration of their studies. However, we may apply annual inflationary increases in line with the amount set by Government each year, where this is permitted. Furthermore, we will not charge any part-time student more than £6,750 in an academic year, in line with the fees regulations. Under unusual circumstances a part-time student may pay more than the basic fee: for example, where a part-time student took more modules in a year than was usually expected, or because they switched from full-time to part-time. Should this arise, we will commit to spend an appropriate proportion of any income from part-time fees above the basic level on access measures and report on any unexpected spend that may occur in our monitoring return.

³ In May 2012 recommendations to BIS were announced regarding changes to study year abroad fees. The Office for Fair Access have advised these should be included in 2013/14 Access Agreements.

⁴ We have included the new total of 24 Russell Group HEIs (20 in England) who join from August 2012.

⁵ Any value +/- 3 % of benchmark or within 3 standard deviations is not deemed by HESA to be statistically significant

state schools and colleges, although this is widely acknowledged as the least valid of the three indicators⁶.

Retention: Our retention performance is mixed. Our overall retention and the sub-categories of young, LPN and mature learners are significantly better than the English average. However, for some of these categories we fall below the Russell Group average and short of our main institutional benchmarks (see Appendix A). Measures to improve this are described in Section 3.

2.2 Balance of Expenditure

To date, The University of Manchester has invested the highest *absolute* amount into scholarships, bursaries and outreach within the English Russell Group, as measured by OFFA (see Appendix B). The *proportion* of additional fee income invested was also above the average of our peer institutions. This has been paralleled by improvements in our own access performance and in making a substantial contribution to patterns of HE progression more generally among under-represented learners in Greater Manchester. Building on this experience, Table 3 outlines how we plan to balance our future expenditure⁷.

	Old OFFA system 2010/11 4 year 'steady state'		New OFFA system 2016/17 4 year 'steady state'	
	£	%	£	%
OFFA countable Bursaries/Discounts ⁸	£10.6m	96.4	£16.9	88.6
Additional Outreach	£400k	3.6	£1.4	7.0
Additional Retention/Student Success	0	0	£848k	4.4
Total	£11.0m	100	£19.1	100
OFFA Access Spend / OFFA countable additional fee income ((£3,290 – £1,310) x no. students)		29.8		
OFFA Access Spend / OFFA countable additional fee income ((£9,000- £6,000) x no. students)				35.1

Table 3: Comparison of old and new OFFA-monitored spend.

The rationale for this is outlined in more detail in Section 3, but has been informed by a desire to:

- meet our ambitious strategic commitments and responsibilities towards fair access;
- provide a simple and generous system of financial support for the most disadvantaged students that is compatible with the amounts and criteria outlined in the NSP guidelines;
- increase yet further the proportion of resources committed to outreach;
- devote greater resources to retention and employability.

3. Additional Access Measures

We begin from a very high baseline of investment and initiatives devoted to widening access and participation⁹. Our additional investment decisions are conceptualised through our 'Extended Higher Education Progression Framework' (Figure 1 and expanded more fully in Appendix C). This builds on the work of the HEFCE in developing a national Higher Education Progression

⁶ The social composition of top performing state schools has been shown to be extremely skewed towards more affluent sections of society that fall outside of the widening participation target group. For example, see the Sutton Trust's *Worlds Apart: social variation among schools* at <http://www.suttontrust.com/news/news/top-comprehensive-schools-more-socially-selective/>

⁷ A number of assumptions have been made to derive these projected costs. For example, we have modelled figures based on the average income distribution across the University over two years in 2010/2011 and 2011/12. Future patterns of income distribution of students may, of course, vary.

⁸ Includes NSP match funding, which is OFFA countable. An equivalent amount is received by the University but is not countable by OFFA. This gives a total figure of £21.5m allocated to bursaries and fee/accommodation discounts in 'steady state'.

⁹ Annual Report on Widening Participation to the Office for Fair Access and the Higher Education Funding Council for England, p. 2 available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>

Framework¹⁰, but extends this by recognising that widening access and participation continues within and beyond higher education entry.

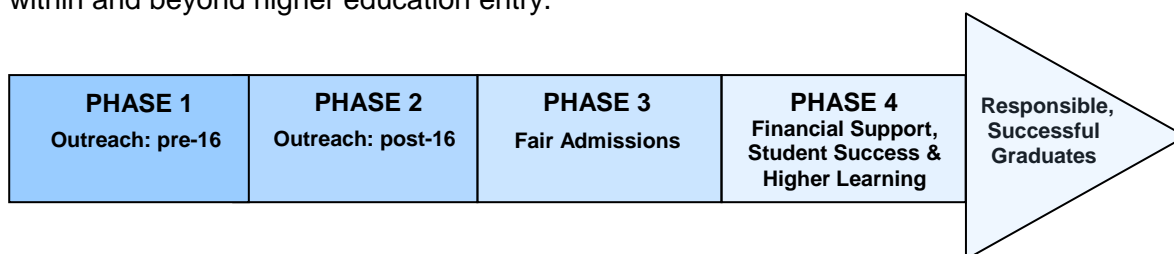


Figure 1: University of Manchester Extended Higher Education Progression Framework

3.1 Outreach pre-16

The specific learner outcomes pursued in our pre-16 activities are outlined in Appendix C. Our additional targeted work with these learners and advisers focuses on the following three areas:

3.1.1 Pre-16 Outreach work to promote access to HE generally Our core Social Responsibility goals already commit us to the development and wellbeing of the City of Manchester, Greater Manchester and England's North West. A key aspect of the University's strategy is to promote access to HE, wherever that might be. We will replace the resource previously allocated from our Aimhigher partnership with institutional funding¹¹. Investment has been made into a pioneering collaborative outreach programme with our neighbouring institution, Manchester Metropolitan University and will target underrepresented learners, schools/colleges and key influencers across Greater Manchester¹². Major aspects of the programme were successfully piloted during 2011/12 and additional investment in staffing and operational activity is taking place from 2012/13 and beyond. The two Universities also collaborate, along with Salford, Bolton and University of Central Lancashire through the *Routes into Languages* North West consortium¹³.

3.1.2 Pre-16 outreach work promoting access to selective universities, including Manchester We will also invest more resource into intensive and targeted pre-16 activities with the most able, disadvantaged students. The Office for Fair Access's report into selective universities¹⁴ has been drawn upon in our plan to increase the scope and coverage of our intensive Manchester Gateway Programme¹⁵ across the sub-region. Outside of Greater Manchester we will coordinate aspects of our pre-16 outreach advice focusing on selective universities with our Russell Group neighbour, the University of Liverpool. As two premier research institutions in the North West, we will work together to share the efficient deployment of peripatetic staff across each of the five areas of the North West in a way that minimises geographical 'cold-spots' across the non-urban parts of the region. The Russell Group's *Informed Choices*¹⁶ guidance on post-16 choices will be drawn upon to deliver effective IAG on subject choices and higher aspirations to pre-16 learners.

¹⁰ Available at www.actiononaccess.org/download.php?f=1148

¹¹ The evidence-base for this is compelling: during the lifetime of the programme there has been a general upward trend in HE participation in Greater Manchester that has exceeded the English average and been fastest among the 40% most deprived postcode areas: see p. 10 – 11, available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>

¹² These include dedicated peripatetic staff; a single presence at school-based career and HE-option evenings for parents and pupils; joint and coordinated campus visits; summer schools; work with looked after children; a single web-portal with other local HEIs to signpost enrichment opportunities; funding a common *Young Persons' Prospectus*; specific events for parents/carers; and delivery of teacher/adviser CPD programmes. Further information is available at <http://www.manchester.ac.uk/undergraduate/schoolsandcolleges/secondary/jointprogramme/>

¹³ Also known as the Community and Lesser-Taught Languages (COLT) Project, this aims to promote and facilitate the teaching and learning of community and lesser taught languages in both mainstream and supplementary schools. Through this scheme University of Manchester staff and students contribute to language enrichment events for Y8 and 9 pupils, the National Spelling Bee for Y7 pupils and deliver talks to schools and colleges. More information is available at www.routesintolanguages.ac.uk

¹⁴ *What more can be done to widen access to highly selective universities?* available at www.offa.org.uk/.../Sir-Martin-Harris-Fair-Access-report-web-version.pdf

¹⁵ See <http://www.manchester.ac.uk/undergraduate/schoolsandcolleges/secondary/gateway/> for information about the Programme and <http://documents.manchester.ac.uk/display.aspx?DocID=4294> p. 5 for evidence of its impact.

¹⁶ See <http://www.russellgroup.ac.uk/informed-choices.aspx> for more information

3.1.3 **Governance** Both of these areas of work will be underpinned by a major new development to enhance the role of University staff in the governance arrangements of local Schools. We have already signed a major Memorandum of Understanding with Manchester City Council to support our most local primary and secondary schools. This will be further developed across Greater Manchester by an innovative new partnership with *School Governors' One Stop Shop* to increase the contribution of University staff to the governance of local schools in the most challenging circumstances¹⁷.

3.2 Outreach post-16

Our post-16 activities will have a more specific focus on access to The University of Manchester and other selective universities. The specific outcomes pursued for learners in our post-16 activities are outlined in Appendix C.

3.2.1 **The Manchester Access Programme (MAP)** MAP is the University's flagship equity programme for Y12/13 students in Greater Manchester from backgrounds under-represented in leading universities¹⁸. Since its development in 2005/06, 525 MAP students have been successful in gaining a place at Manchester and evidence from our cohort of graduates demonstrates they are at least as successful as others in their degree outcomes. It is already the largest sixth form initiative in the UK to target underrepresented learners in Year 12. However, without compromising the quality and personalised nature of the programme, our compelling evidence of its success means we will invest in the expansion of our intake through this programme by a further 50%, so that more than 3% of our undergraduates progress through this route each year. Many more MAP students will be supported into other selective universities, which we also view as a key metric of the programme's success.

3.2.2 **Realising Opportunities Programme (ROP)** Our experience from MAP led us in 2009/10 to form a pioneering and collaborative fair access initiative with 11 other selective universities called the Realising Opportunities Programme¹⁹. Early evidence of ROP's success means we will continue to invest in the programme from this Access Agreement beyond the current HEFCE funding, so that both the local and national infrastructure of the programme can be sustained from 2012/13²⁰.

3.2.3 **Further initiatives** We will invest in a series of enhanced post-16 activities, including: an annual Teacher and Career Adviser Conference focusing on selective universities; the delivery of new finance workshops for sixth form learners and teachers; targeted interventions with local Y12/13 disabled and looked-after children; and enhanced admissions support and advice for local underrepresented learners on our University of Manchester Aspiring Students' Society (UMASS) scheme²¹. This is in addition to the extensive programme of investment we already make and report on each year²². Specific outreach for engaging with Initial Teacher Training (ITT) PGCE students, as well as contextual background on our performance, is included in Appendix C.

3.3 Fair admissions

Appendix D includes the aims and outcomes of our additional admissions work. Three areas of work will receive further prioritisation:

3.3.1 **Contextual data** We are already noted by the Supporting Professionalism in Admissions (SPA) Programme as an exemplar of pioneering practice in the use of contextual data²³.

¹⁷ See our separate Target/Milestone for this initiative.

¹⁸ See <http://www.manchester.ac.uk/undergraduate/map/>

¹⁹ see <https://www.realisingopportunities.ac.uk/>

²⁰ 95% of cohort 1 applied through UCAS, 58% to Russell Group/1994 Group – two thirds of whom are from LPN POLAR2 areas.

²¹ See <http://www.umass.manchester.ac.uk/activities/> for more information

²² For example see our Annual Report on Widening Participation to the Office for Fair Access and the Higher Education Funding Council for England, p. 4, available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>

²³ See http://www.spa.ac.uk/contextual-data/contextual_data_examples.html

From 2012 we will use additional resources in this Access Agreement to invest in the further integration of new data, monitoring and evaluation processes.

3.3.2 Foundation Year 0 Programmes We have instigated distinctive 'Year 0' alternative Foundation Year pathways into key professional and scientific programmes, including Medicine, Dentistry, Pharmacy, Life Sciences, Physical Sciences and Engineering. These students are 1.5 times more likely to come from low participation neighbourhoods compared to other entrance routes²⁴. To ensure their continued attractiveness to students from underrepresented backgrounds we will continue to invest in a generous package of fee discounts and bursaries (see Section 3.4.1) for these programmes.

3.3.3 Support for specific target groups We have achieved the prestigious Buttle Trust Quality Mark for Care Leavers for the excellence of our admissions and support work for learners from care-experienced backgrounds²⁵. We will invest in the resources lost from Aimhigher to deliver continued admissions and outreach support for looked after children. Manchester also has the largest number of disabled students within the Russell Group of Universities and each applicant is assessed following a protocol where allowances are made in offer-making strategies²⁶. The additional costs to support such processes, beyond our HEFCE disability allocation, will be made within this Access Agreement.

3.4 Financial Support, Student Success and Higher Learning

3.4.1 Bursaries, Fee Discounts and The National Scholarship Programme (NSP) In devising our package of bursaries and discounts we have consulted with current students, staff and school/college pupils and drawn on our own research evidence which found that our financial support had the biggest impact in enabling students to 'focus on studies', 'buy books' and 'reduce time spent in paid part-time employment'²⁷. These processes have led to the following principles underpinning our financial support packages:

- financial support will be targeted at those with the most financial need, rather than on any additional academic or subject-specific criteria;
- bursaries will be viewed as a mechanism for facilitating access to the full Manchester experience. This is in contrast to the narrower and contested view that bursary packages may have an impact on pre-entry HE choice;
- notwithstanding the £1,000 cash restrictions placed on us by the Year 1 NSP, students should be empowered to *choose* how to receive their financial support in subsequent years since they differ in their needs, circumstances and dispositions towards money;
- University of Manchester funded awards for students from the lowest household incomes will be simple and indistinguishable from the criteria used to allocate the NSP and its match-funded element.

Within the English Russell Group we have the highest number and third highest proportion of students from the lowest income backgrounds of less than £25k per annum²⁸. Supporting all such students for the duration of their studies, on a similar basis as the NSP, will entail a major additional investment by the University. Following our matched funding of the NSP in Year 1, we have decided to be innovative and empower students with a choice in how they receive their financial support. We will ensure that attractive fee discounts and support packages are offered to low-income students to incentivise take-up of Foundation Year 0 programmes, Year in Industry and Year Abroad options. These will enhance professional employment opportunities for underrepresented learners. We will also offer additional Opportunity Manchester cash awards to students progressing through our Manchester

²⁴ see <http://www.manchester.ac.uk/undergraduate/courses/search2012/courseswithafoundationyear/> and our Annual Report on Widening Participation to the Office for Fair Access and the Higher Education Funding Council for England, p. 19, available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>

²⁵ see <http://www.buttleuk.org/pages/quality-mark-for-care-leavers.html>

²⁶ see Higher Education Statistics Agency Performance Indicators 2009/10 and <http://www.staffnet.manchester.ac.uk/supporting-students/working-with-disabled-students/>

²⁷ See our Annual Report on Widening Participation to the Office for Fair Access and the Higher Education Funding Council for England, available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>, p13, for a summary of these findings,

²⁸ Access Agreement Monitoring Outcomes for 2009/10, Office for Fair Access

Access Programme and from care-experienced backgrounds, generously supported through our alumni community.

Study programme	Fee	Household Income Criteria	Fee Discount / Accommodation Voucher	Cash Bursary
Standard f/t undergraduate: <i>first year</i>	£9,000	Up to £25,000	£2,000 fee discount or accommodation voucher.	£1,000
Standard f/t undergraduate: <i>subsequent study years</i>	£9,000	Up to £25,000	£3,000 cash bursary, fee discount or split	
Standard f/t undergraduate: <i>All years</i>	£9,000	£25,001 to £42,611	£2,000 cash bursary, fee discount or split	
Foundation Year in Engineering & Physical Sciences, Life Sciences, Medical & Human Sciences	£9,000	Up to £25,000	£4,000 fee discount or accommodation voucher	£1,000
Foundation Year in Engineering & Physical Sciences, Life Sciences, Medical & Human Sciences	£9,000	£25,001 to £42,611	£3,000 fee discount or accommodation voucher	£1,000
Year in Industry	£3,000	Up to £25,000	£3,000 fee discount	
Year in Industry	£3,000	£25,001 to £42,611	£1,000 fee discount	
Study Year Abroad ²⁹	£1,350	Up to £25,000	TBD	TBD
Study Year Abroad	£1,350	£25,001 to £42,611	TBD	TBD
Manchester Access Programme	£9,000	Additional to above	n/a	£1,000
Care Experienced Background students	£9,000	Additional to above	n/a	£1,000
ITT PGCE students	£9,000	Financial support provided on a means-tested basis taking account of support from all available sources of repayable and non-repayable funding, as well as residual household income of the trainee. Where the trainee has been means-tested on overall support to have less than £8,500 per annum (which includes <i>any</i> available grant, scholarship, bursary or government loan for maintenance) they will be considered for the Manchester Bursary on the same basis as that above. The amounts and thresholds match those of the Manchester Bursary.		

Table 4: University of Manchester package of fee discounts and bursaries from 2013/14³⁰

- 3.4.2 **Undergraduate Student Success and Retention** We will invest additional resource into measures that will enhance student success and retention. We will also establish a new retention strategy focusing on academic and information literacy and the development and spreading of best practice between academic Schools on 'what works'.
- 3.4.3 **Employability-enhancing initiatives for underrepresented learners** Further to fee discounts for students from the lower household incomes to incentivise spending a year in industry or study/work abroad, we will also pioneer a new programme of work in our Manchester Leadership Programme (MLP), Careers and Employability Division to enhance the employability of students from underrepresented backgrounds.
- 3.4.4 **ITT retention and success measures** Further information about retention and success measures for ITT PGCE students is outlined in Appendix C.

²⁹ New regulations announced for study year abroad fees in May 2012 have not given the University an appropriate opportunity to revise any potential support packages for such students. This information will be confirmed and publicised on our web-pages as soon as possible. A number of financial assumptions have therefore been included in our spreadsheets submitted to OFFA.

³⁰ We may alter support levels for Welsh, Scottish and Northern Irish students when further information is published on arrangements for the separate administrations. Should this be necessary, our principle will be to ensure that the support is equitable between such students.

4. Targets and milestones

Targets and Milestones for this Access Agreement include a broad range of challenging measures to enhance our measurable performance in widening access and participation. These are set out in Appendix E.

5. Monitoring and evaluation arrangements

We intend to monitor and evaluate the measures set out in this agreement through the people and bodies outlined in Appendix F. Research and evaluation is integral to our work, which is illustrated in the Framework in Appendix D This focuses our assessment of impact on learner outcomes. We monitor the reach and scope of our work through a dedicated Widening Participation Database³¹ and target activities using individual, school/college and area level criteria, including our own 'Manchester Prioritisation Model'³². Our evaluation processes involve three strands: short-term evaluation of the impact of individual activities; medium and longer term evaluation of participant outcomes; and specific research on themes relevant to widening access and participation. Where appropriate, we make comparisons with other data and judgments are made, based on evidence, on the extent to which the desired outcomes can be attributed to a particular programme or the work of the University. Specific examples of our assessment of monitoring, targeting and evaluation are provided each year by an annual report we publish for extensive dissemination among key stakeholders and is made available at www.manchester.ac.uk/schoolsandcolleges.

6. Provision of information to prospective students

Following approval of our Access Agreement, we will ensure prospective students have quick access to accurate financial information about the costs and benefits of University of Manchester and higher education study. Our dedicated Scholarships and Bursaries Officer will coordinate the publication of information about new course costs and financial support on our main website and through the UCAS/Student Finance England portals. We will update our specialist *Guide to Student Finance* brochure for prospective students and their advisers and re-develop our specialist webpages that allow students to estimate the costs and support available to them based on different criteria. New engagement and advice tools will also be developed to promote the financial literacy skills for prospective and enrolled students to be able to make informed choices about the options we will offer them in how they receive their support (see 3.4.1). Finally we will establish a dedicated outreach post with a specialism in student finance, so that accurate information on the costs and benefits of HE are integrated into our pre-entry work appropriately for work with learners of all ages.

7. Consulting with Students

The University of Manchester ensures that its student body is fully engaged in all its key decision-making bodies, including those pertaining to widening access and participation. These are set out in Appendix F. Additionally, from 2012/13 the University is pioneering a new partnership with The University of Manchester Students' Union (UMSU) to fund a jointly-coordinated Widening Access Coordinator, based in UMSU and dedicated to further harnessing the engagement of our student body in the design and delivery of key widening participation activities. Finally, the University has initiated for some years a Young Persons' Forum, consisting of local School and College learners from widening participation backgrounds. Meeting each term, the Forum has helped advise the University on the development of its key outreach initiatives and fed into key decisions such as the merits of fee-discounts versus cash support³³.

³¹ See <http://wpdatabase.manchester.ac.uk/>

³² J. Skyrme & M. Crow (2008) 'Targeting outreach activity: a prioritisation model' in *Higher education in diverse communities : global perspectives, local initiatives*

³³ Further information about this forum is available at <http://www.manchester.ac.uk/undergraduate/schoolsandcolleges/post-16/forum/>

8. Equality & Diversity

The University is mindful of its responsibilities under the Equality Act 2010 and has taken steps to ensure the alignment of widening participation and equality objectives³⁴. Five equality objectives have been published, two of which specifically address improving access for disadvantaged groups and degree attainment. A number of activities have been identified to help us achieve these objectives, including:

- Specific targeted outreach work for groups with protected characteristics such as adult learners, BME groups, gender-targeted activities and disabled learners;
- Piloting the anonymous assessment of undergraduate applications in one area of the University;
- Taking part in the Equality Challenge Unit's project 'Equitable admissions into higher education' to further the admission of underrepresented groups;
- Trialling specific programmes to improve degree attainment, monitor effects and evaluate the impact on black and minority ethnic students;
- Routine monitoring of disability, gender and ethnicity data for different outreach and recruitment/admissions.

The expectation is that our Access Agreement will result in improving access and degree outcomes for underrepresented groups, and we do not expect that it will adversely affect students with protected characteristics.

³⁴ Information on the University's equality objectives, monitoring arrangements and work to improve our understanding of equality-specific issues is available at:
www.staffnet.manchester.ac.uk/services/equality-and-diversity/equalityobjectives

University of Manchester Retention Performance (benchmark figures in brackets)

		2007/08	2008/09	2009/10	2010/11
ALL	University of Manchester	4.3% (5.4)	5.4% (4.9)	5.0% (4.3)	5.8 (4.4)
	Russell Group*	4.6%	4.4%	4.2%	4.1%
	England	8.7%	8.4%	7.8%	8.4%
Young	University of Manchester	3.8% (4.7)	4.6% (4.3)	4.5% (3.7)	5.1% (3.8)
	Russell Group	3.9%	3.7%	3.6%	3.5%
	England	7.1%	6.9%	6.4%	7.1%
Mature	University of Manchester	9.6% (12.4)	13.2% (11.6)	9.8% (9.8)	12.5% (10.3)
	Russell Group	11.1%	9.9%	9.3%	9.5%
	England	14.5%	13.9%	12.9%	13.2%
LPN	University of Manchester	5.3% (6.0)	6.5% (5.1)	6.7% (4.6)	8.1% (5.3)
	Russell Group	5.6%	5.0%	5.3%	5.4%
	England	9.6%	9.4%	8.7%	9.9%

Source: Higher Education Statistics Agency Performance Indicators 2010/11

* Russell Group figures for 2010/11 include the expanded 24 HEIs

**Monitored Expenditure from 2009/10 Access Agreements:
English Russell Group**

	Scholarships/Bursaries		Outreach	Total
	£	%	£	%
UCL	5,040,000	33.1	370,000	35.6
Oxford	6,161,000	34.0	0	34.0
Imperial	3,490,000	31.5	80,000	32.3
Warwick	4,884,000	28.1	509,000	31.0
Liverpool	5,748,000	29.0	373,000	30.9
LSE	1,206,000	25.8	210,000	30.5
Manchester	11,031,000	28.8	400,000	29.8
Queen Mary	4,760,000	29.6	0	29.6
Cambridge	5,770,000	29.2	0	29.2
Kings	3,724,000	24.2	260,000	27.2
Birmingham	6,014,000	23.7	386,000	25.3
Nottingham	5,989,000	20.3	1,035,000	24.1
Leeds	7,790,000	22.8	267,000	24.0
Durham	3,653,000	18.8	991,000	23.9
Newcastle	3,857,000	17.4	1,068,000	22.2
York	3,120,000	20.8	152,000	21.8
Sheffield	4,304,000	17.1	1,034,000	21.3
Exeter	3,793,000	19.8	130,000	20.5
Bristol	3,281,000	16.9	641,000	20.2
Southampton	3,868,000	17.8	274,000	19.0

Source: Office for Fair Access Annual Monitoring Outcomes 2009/10

Initial Teacher Training: further information

Context

The University of Manchester is a long established provider of one year postgraduate programmes in primary and secondary initial teacher education leading to a Post Graduate Certificate of Education. The primary programme prepares trainees to teach children between the ages of five and eleven. The secondary programme offers six specialist subjects: English (11-18), Mathematics (11-16 and 11-18), Science (Biology, Chemistry and Physics, 11-16 and 11-18), Physics with Mathematics (11-16 and 11-18), Design and Technology (11-16), Business Education (14-19) and Modern Languages (French, German and Spanish, 11-16 and 11-18). We were inspected in 2011 by Ofsted, which confirmed the PGCE course as 'Outstanding' which "results in high outcomes for trainees, high levels of employment, often within the partnership, and high levels of satisfaction of newly-qualified teachers and employing headteachers."³⁵

Because Manchester's provision of ITT is exclusively at postgraduate level it is not possible, or appropriate, to draw upon the more established indicators for widening access used within our substantive undergraduate Access Agreement with OFFA. Instead, the most recent data published by the TDA has been used which averages out performance across three years on a range of key access and retention/success outcomes, some of which are summarised in Table 1³⁶.

	Minority Ethnic	Male	Disability	First degree > 2:1	QTS	Minority Ethnic in teaching	Male Ethnic in teaching	Male White in Teaching
Primary UoM	4	17	5	74	95	73	100	86
Primary NW	7	19	5	57	90	51	54	75
Primary Russell	6	15	6	77	94	85	100	84
Primary Sector	10	17	5	57	90	67	66	75
Secondary UoM	13	41	4	62	91	75	68	83
Secondary NW	10	35	7	53	87	67	67	80
Secondary Russell	12	36	6	65	90	81	79	88
Secondary Sector	15	37	6	53	87	70	68	80

Table 1: 3 Year benchmarked trends for key primary and secondary access and retention/success performance (07/08, 08/09, 09/10).

This data shows that across both primary and secondary groups, the University's recruitment of underrepresented groups (minority ethnic, male and disabled) is broadly in line with both the Russell Group and North West averages across the years 07/08, 08/09 and 09/10. We recruit significantly higher quality students, as measured by 1:1/2:1 first degrees, than across the rest of the North West and sector. In terms of retention and successful outcomes, student achievement of Qualified Teaching Status (QTS) is higher at the University of Manchester for all groups of learners than those found across the North West and overall sector. This is also true for the proportions entering teaching from minority ethnic groups, male ethnic groups and male white groups.

Fee limits and spend on access

The University's fee structure for 2013/14 for new PGCE ITT students is £9,000 per annum. Because the University offers only postgraduate ITT, the estimated investment in access measures as a proportion of the projected additional fee income above the basic level will be set marginally above the recommended 10% figure. PGCE numbers from 2013/14 are unknown so the estimations in Table 2 are based on them being held constant in future years.

³⁵ The full Ofsted inspection report for 2011 is available at <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70046>

³⁶ More recent internal data for 2010/11 and 2011/12 has also been analysed in preparation for this Agreement.

	AY 2012/13	AY 2013/14	AY 2014/15	AY 2015/16	AY 2016/17
Estimated number of PGCE ITT students	367	367	367	367	367
Fee levels ³⁷	£9,000	£9,000	£9,000	£9,000	£9,000
Estimated total fee income	£3,303,000	£3,303,000	£3,303,000	£3,303,000	£3,303,000
Estimated fee income above the basic level	£1,101,000	£1,101,000	£1,101,000	£1,101,000	£1,101,000
Estimated new system students bursaries (<£25k p.a. / full state support) of £3,000 p.a.	£45,000	£45,000	£45,000	£45,000	£45,000
Estimated new system students bursaries (other OFFA countable groups) of £1,000 p.a.	£2,000	£2,000	£2,000	£2,000	£2,000
Estimated Outreach Measures	£30,250	£31,158	£32,092	£33,055	£34,047
Estimated Success & Retention Measures	£53,450	£55,054	£56,705	£58,406	£60,158
Estimated Total Spend	£130,700	£133,545	£136,577	£139,530	£141,205
Estimated % access spend above basic fee level	11.9%	12.1%	12.4%	12.7%	12.8%

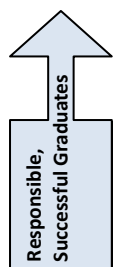
Table 2: Estimated expenditure on access measures

Outreach and retention work

Additional outreach and retention work will consist of the following activities from 2013/14:

- **Diversity Support Coaches** The University will recruit at least 10 current teachers to act as coaches and role models for those with a black or ethnic minority background, a disability or male teachers in the Primary sector. These individuals would help at the recruitment, retention and first employment stages. Some members of the pool would attend open days, act as a coach to 2-3 trainees and maintain that relationship during their first year of training (NQT year). Coaches would be offered two days of supply teacher cover for coaching activities; a free place on the coaching unit to be run by the School of Education; and supply cover will be paid for attendance at open days or other events.
- **Diversity Co-ordinator** A person would be sought to co-ordinate the Diversity Support Coaches as a specific project. They would oversee the coaching programme and support to trainees and NQTs; arrange taster day sessions including liaison with participating schools; and conduct evaluations of the activities against agreed targets.
- **Taster Days** Two new and separate taster day programmes will be organised for under-represented groups in PGCE programmes and the wider teaching profession. These will consist of specific events for:
 - Primary Male Teachers
 - BME primary and secondary Teachers
Each event will consist of time spent in the University, schools and feedback and reflection.
- **Advertising** Awareness would be raised through print and online media for the activities described above to positively attract applicants in the target areas.
- **Casual Administrative Support** The additional organisational arrangements for open days and supporting the coaching programmes are activities not currently supported by the University's PGCE team. Additional administrative resources will be dedicated to supporting these new activities.
- **Placement Travel Support** Support will be offered to trainees incurring significant barriers to gaining access to placements in areas requiring additional travel costs.

³⁷ We may apply annual inflationary increases in line with the amount set by Government each year if/when this is permitted.



		Learner Outcomes	Illustrative Activities and Initiatives	HE	UoM	SEL	UK NW-N West	Reach: GM-GrtManc NW-N West	Sources of Evidence
PHASE 4 Student Success & Higher Learning	Financial Support, Student Success & Higher Learning To provide superb undergraduate teaching, learning and support facilities for all students. To recognise that student success/retention and employability issues must be personalised for different groups of learners.	<ul style="list-style-type: none"> - Development of employability skills, knowledge and networks to make informed career choices. - Students have access to financial support to complete studies successfully, regardless of background. - Graduates are distinguished for their professional employability, leadership qualities and broad liberal education. - Students will have access to a range of personalised support allowing them to take benefit from the full student experience. 	<ul style="list-style-type: none"> - Manchester Leadership Programme - Employability support and internships for underrepresented learners MAP students - Student Success/Retention Support 		✓ ✓		UK UK	<ul style="list-style-type: none"> - Employability outcome statistics - Careers Service usage and uptake - HESA Retention statistics - Employer feedback 	
PHASE 3 Admissions	Admissions To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify and support students of outstanding achievement and potential from all educational backgrounds.	<ul style="list-style-type: none"> - Learners are identified in the admissions process in recognition of their disadvantage and potential - Learners receive additional opportunities to demonstrate potential in the admissions process. 	<ul style="list-style-type: none"> - Contextual Data - Foundation Years - Care leavers - Students with disabilities 		✓ ✓ ✓ ✓		UK UK UK UK	<ul style="list-style-type: none"> - UCAS, HESA & SFE income data at UoM, Russell Group and English levels - Survey feedback and usage statistics - Buttle Trust monitoring returns - Case Studies - Volume and reach of work 	
PHASE 2 Outreach: post-16	Post-16 To identify and attract outstanding students based on their educational potential and merit, irrespective of background.	<ul style="list-style-type: none"> - Comprehensive awareness of different types of HEIs and courses. - Development of skills needed to be a successful university student. - Knowledge and understanding of the costs of university and support available. - Knowledge and skills to make informed decisions about courses, different HEIs and related career aspirations. - Preparedness for the university application process. - Supported university application process e.g. writing personal statements, admissions tests/interviews. 	<ul style="list-style-type: none"> - Manchester Access Programme - <i>Curriculum Enrichment 'Discover Days'</i> - Work with targeted groups including care leavers, BME students and students with disabilities - <i>UMASS</i> - Realising Opportunities - <i>Extended Project</i> - <i>STEM Programme</i> 	✓	✓ ✓ ✓ ✓	✓ ✓	GM/NW NW GM NW UK UK NW	<ul style="list-style-type: none"> - Progression data of MAP, ROP, Discover Day, UMASS students analysed by background - Survey feedback from learners, parents and teachers - Volume and reach of work - Case Studies 	
PHASE 1 Outreach: pre-16	Pre 16 To expand higher education opportunities generally through delivery of a wide-ranging set of outreach programmes designed to raise the aspirations of local students to progress into higher education, including selective HEIs.	<ul style="list-style-type: none"> - An understanding of the language of HE. - An understanding of different universities and courses. - Experience of the HE environment and contact with University staff, students and facilities. - An understanding of progression routes and how educational decisions in school impact on opportunities post-16. - Knowledge of the range of qualifications and careers. - Knowledge and understanding of the cost of university and financial support available. 	<ul style="list-style-type: none"> - Primary Programme - Manchester Gateway Programme - Summer Schools - Collaborative work with MMU - Collaborative work with University of Liverpool - Work with targeted groups including LAC, BAME, pupils with disabilities, G&T - <i>STEM Programme</i> - Academic Subject Enrichment 	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	GM GM GM GM NW GM NW NW	<ul style="list-style-type: none"> - Survey feedback from learners, parents and teachers - Progression data of Gateway and Summer School learners - Case-studies 	
	Key Influencers To provide clear and up-to-date impartial IAG to teachers, advisors, parents and carers.	<ul style="list-style-type: none"> - To provide teachers and careers advisors with opportunities to speak with University recruitment, admissions and academic staff. - To keep advisors abreast of developments in HE, entry requirements, student finance and graduate employability. - To provide parents and carers with impartial information on the benefits of HE, progression pathways and student finance. 	<ul style="list-style-type: none"> - School and College Forum - School and College e-newsletter - Teachers' Conference - Wednesday Parents' Sessions & Open Days - Teacher CPD - Parents' 'Rough Guide to HE' event - Staff Governors' Network 	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	NW UK UK GM GM	<ul style="list-style-type: none"> - Survey feedback from learners, parents and teachers - Case studies 	

Appendix E

Table 5a – Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description	Baseline year	Baseline data	Commentary (or textual description where numerical description is not appropriate)	Yearly milestones/targets (numeric where possible) Check spreadsheets whether they will be over 5 years or 6 years to 2017/18				
					2012-13	2013-14	2014-15	2015-16	2016-17
LPN (HESA Table T1a)	To continue, year-on-year, to out-perform our benchmark in relation to the percentage of new entrants from Low Participation Neighbourhoods and see further progress over time.	Average of 2007-08 2008-09 2009-10	7.5% - 3 year average (6.8% benchmark in 2009-10)	The baseline figure of 7.5% derives from a three year weighted average. The University already performs significantly better than benchmark and further progress will be made over time	To outperform benchmark and obtain a 7.5% progression of students from LPNs	To outperform benchmark and obtain a 7.6% progression of students from LPNs	To outperform benchmark and obtain a 7.7% progression of students from LPNs	To outperform benchmark and obtain a 7.8% progression of students from LPNs	To outperform benchmark and obtain a 7.9% progression of students from LPNs
Low income backgrounds	To ensure The University of Manchester is positioned in the top quartile of the English Russell Group in the recruitment of low-income students.	2012/13	tbv from 2012/13 data	We will establish a baseline for the proportion of low-income students entering Manchester in 2012/13, assess performance against Russell Group peer HEIs thereafter and aim to fall within the top quartile on these peer HEIs.	To establish new baseline against peer HEIs	top quartile of the English Russell	top quartile of the English Russell	top quartile of the English Russell	top quartile of the English Russell
NS-SEC (HESA Table T1a)	To improve performance and narrow the gap against benchmark for the % of students entering Manchester from lower NS-SEC groups.	Average of 2006-07 2007-08 2009-10 (2008-09 used different method)	21.0% - 3 year average (22.8% benchmark in 2009-10)	In 2009/10 the three year weighted average of recruitment from lower socio-economic groups was 21.0% of young, full time entrants. Although it is not by a statistically significant margin, this is still below the benchmark.	Narrow gap against benchmark and obtain 21.0% progression	Narrow gap against benchmark and obtain 21.4% progression	Narrow gap against benchmark and obtain 21.8% progression	Narrow gap against benchmark and obtain 22.2% progression	Narrow gap against benchmark and obtain 22.8% progression
Non continuation: Mature (HESA Table T3a)	To develop a strategy for enhancing retention of mature students.	2009-10	9.8% (9.8% benchmark in 2009-10)	The latest HESA Performance Indicator data show that for 2008/09 entrants, 9.8% of Mature students were no longer in HE by 2009/10 (matching our benchmark of 9.8%).	To develop a strategy to enhance retention	New targets established after 2012/13	To monitor performance against targets	To monitor performance against targets	To monitor performance against targets
Non continuation: LPN (HESA Table T3b)	To develop a strategy for enhancing retention of LPN students.	2009-10	6.7% (4.6% benchmark in 2009-10)	The latest HESA Performance Indicator data show that for 2008/09 entrants, 6.7% of LPN students were no longer in HE by 2009/10 (missing our benchmark by 2.1%).	To develop a strategy to enhance retention	New targets established after 2012/13	To monitor performance against targets	To monitor performance against targets	To monitor performance against targets

Table 5b – Other milestones and targets

Please select milestone/target type from the drop down menu	Description	Baseline year	Baseline data	Commentary (or textual description where numerical description is not appropriate)	Yearly milestones/targets (numeric where possible)				
					2012-13	2013-14	2014-15	2015-16	2016-17
Outreach / WP activity (other)	To ensure the University is working with the most disadvantaged schools and colleges by developing, implementing and monitoring a prioritisation model based on national indicators of school achievement and attainment and pupil disadvantage.	2012/13	n/a		Publish new model and baseline	Monitor against baseline	Monitor against baseline	Monitor against baseline	Monitor against baseline
Outreach / WP activity (collaborative)	To work with partner HEIs in Greater Manchester to ensure that there is a coordinated package of pre-16 IAG and HE progression activities across each of Greater Manchester's 10 local authorities and beyond into 'hard to reach' areas.	2012/13	n/a		Develop and communicate a common programme of work	n/a	n/a	n/a	n/a
Outreach / WP activity (collaborative)	To ensure the effectiveness of the University's Information, Advice and Guidance (IAG) and awareness raising activities promoting access to HE (generally and to selective universities) including collaborative work with MMU and The University of Liverpool.	2012/13	n/a	At least 70% of students taking part in pre-16 outreach activities understand 'more' or 'a lot more' about progressing to university. Also, in an annual survey of teachers at least 70% report that the University's activities add 'more' or 'a lot more' value to their School IAG strategy.	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %
Strategic partnerships	To increase the University's contribution to governance arrangements in local schools, particularly those in challenging circumstances.	2011/12	n/a	We will establish a baseline of current University staff working as Governors in local schools and colleges and aim to increase this number by 50% over the next 5 years, from the 2011 baseline.	To establish baseline	tbd	tbd	tbd	Increase by 50% from the 2011 baseline
Operational targets	Through the work of our Cultural Assets – the Manchester Museum, the Whitworth Art Gallery, the John Rylands Library, and the Jodrell Bank Observatory - the University's distinctive commitment to engagement with the local community will be measured.	2011/12	n/a	The engagement of priority groups such as schoolchildren, people from lower socio-economic groups and ethnic minorities, will be assessed each year through visitor statistics.	Publish each year	Publish each year	Publish each year	Publish each year	Publish each year
Outreach / WP activity (other)	To identify and attract outstanding students based on their educational potential and merit, irrespective of background, through our pioneering Manchester Access Programme.	2010/11	152 MAP students accepted onto a course at the University	To continue to develop the quality and numerical impact of the University's Manchester Access Programme (MAP) to support fair access to The University of Manchester and other research intensive HEIs, with the aim of increasing by 50% the number of students progressing into Manchester.	175	175	228	228	228
Contextual data	To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify outstanding students from all educational	2009/10 & 2010/11	tbd	We will monitor the progression of students admitted with contextual indicators, with a view to establishing targets in due course.	Update our contextual indicators, establish a	tbd	tbd	tbd	tbd

	backgrounds. This will be achieved, in part, by providing admissions decision makers with appropriate quantitative information to enable identification of exceptional applicants from educationally disadvantaged backgrounds.				baseline of entrants and set appropriate targets.				
Student support services	As part of our strategy to provide superb undergraduate teaching, learning and support services for all students we will develop a new strategy and set of activities for enhancing student retention and success, cognisant of students most at risk of non-completion and/or under-attainment.	2011/12	n/a	Work in this area will evolve following a strategic review of success and retention measures.	To establish a strategy and operational plan	tbd	tbd	tbd	tbd
Student support services	To ensure the University is able to communicate accurate financial information to students and understands the impact of its bursary/discount programme.	2010/11	Current financial information and research	This work will involve specialist financial IAG to prospective and enrolled students and research into the benefit and impact of our package of bursaries and discounts.	Publish timely information each year to prospective students and use research findings to inform policy	Publish timely information each year to prospective students and use research findings to inform policy	Publish timely information each year to prospective students and use research findings to inform policy	Publish timely information each year to prospective students and use research findings to inform policy	Publish timely information each year to prospective students and use research findings to inform policy
Student support services	To actively promote student engagement and leadership through involvement of undergraduate and postgraduate volunteers and ambassadors in community and widening participation activities.	2009/10	901 students completed MLP	This work will be monitored principally through uptake within our pioneering Manchester Leadership Programme,	At least 1400 students completing MLP	tbd	tbd	tbd	tbd
Student support services	To produce graduates distinguished around the world for their professional employability, leadership qualities and broad liberal education. As part of this work, we will develop an evaluation strategy for employability that assesses the outcomes for students from lower socio-economic group backgrounds and develops new programmes of support for this cohort.	2011/12	n/a	We will undertake an analysis of key metrics of success for supporting the employability of WP students and develop new employability activities for under-represented learners, beginning with pilot support for Manchester Access Programme students enrolled at the University and expanding thereafter.	To establish a new strategy and implementation programme, including measures of success.	tbd	tbd	tbd	tbd
Postgraduate ITT	Two new and separate diversity outreach events will be organised each year: one for male primary teachers and another for minority ethnic groups. New marketing and targeting techniques, including diversity support coaches and a diversity coordinator, will ensure that at least 35 beneficiaries across both the male and minority ethnic groups are engaged in these opportunities.	n/a	n/a		35 individuals to benefit and impact to be tracked and monitored	35 individuals to benefit and impact to be tracked and monitored	35 individuals to benefit and impact to be tracked and monitored	35 individuals to benefit and impact to be tracked and monitored	35 individuals to benefit and impact to be tracked and monitored
Postgraduate ITT	At least 10 new Diversity Support Coaches will be recruited from within the teaching profession to support new retention and success activities.	n/a	n/a		10 teachers recruited as Diversity Coaches	10 teachers recruited as Diversity Coaches	10 teachers recruited as Diversity Coaches	10 teachers recruited as Diversity Coaches	10 teachers recruited as Diversity Coaches

Groups and individuals responsible for monitoring the Access Agreement

Board of Governors	The Board of Governors is the University's governing body, and carries the ultimate responsibility for the University's overall strategic direction and for the management of its finances, property and affairs generally. Its membership of 25 has a majority of persons who are not employed by the University, known as 'lay' members, with the Chair of the Board of Governors (Mr Anil Ruia, OBE) being appointed from within this category of the membership. Members of the Senate, members of the support staff and a student representative also serve on the Board.
Planning and Resources Committee (PRC)	PRC serves, inter alia, as the primary source of advice to the Board of Governors and the President and Vice-Chancellor on matters relating to the development and allocation of resources of the University. Chaired by the President and Vice-Chancellor, its membership includes the Faculty Vice-Presidents and Deans, the Policy Vice-Presidents, the Registrar and Secretary, the Director of Finance, Director of HR, the Head of the Planning Support Office and the General Secretary of the Students' Union. PRC will have delegated authority to oversee the submission of evaluation and monitoring returns to the Office for Fair Access.
Widening Access Working Group	This group monitors pre-entry outreach and access initiatives and advises PRC on strategic direction, evaluation mechanisms and output performance. It is chaired by the Vice President for Teaching, Learning & Students with academic representation across the four Faculties, senior Professional Support Services staff and the Students' Union.
Teaching & Learning Group	The Teaching and Learning Group is chaired by the Vice-President (Teaching, Learning and Students) and comprises the Associate Deans (Teaching and Learning) and the Head of the Teaching and Learning Support Office. The role of the TLG is: to develop, promote and monitor strategies, policies and procedures for the delivery and enhancement of teaching and learning (undergraduate and postgraduate taught); to develop and monitor policies and procedures for the maintenance of standards and the enhancement of the student experience (undergraduate and postgraduate taught, including collaborative provision). This group monitors and advises on the post-entry retention, support and student experience issues activities contained in this Access Agreement.
Collaborative Monitoring Processes	The national Realising Opportunities Programme has Strategic, Management and Academic Board groups that the University attends to monitor the outcomes and impact of the programme. Local partnership work with MMU and the University of Liverpool will be overseen by two Operations Groups attended by strategic and operational leads for widening participation in each institution.