

# **Access Agreement 2014/15**

**with the  
Office for Fair Access**

**April 2013**

## Introduction

Embedded into The University of Manchester's strategic plan are a set of principles and values that commit us to identifying and attracting the most able students, regardless of their background, and providing a superb higher education and learning experience. The commitments within this Access Agreement build upon those identified in our Access Agreement for 2012/13 as part of a much broader strategy reflected in our three fundamental goals of world-class research, outstanding learning & student experience and social responsibility<sup>1</sup>

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

The University's main fee structure from 2014/15<sup>2</sup> for 'new system' students is as follows:

First degree/ITT	£9,000 p.a.
Work Placement UK/Abroad (non Erasmus)*	£1,800 p.a.
Study Abroad (Erasmus or not) or Erasmus Work Placement	£1,350 p.a.

\*if a student undertakes any Work Placement outside the Erasmus scheme a fee of £1,800 will be charged.

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

### 2. Expenditure on additional outreach and retention measures

#### Assessment of access and retention record

The University of Manchester is an interdisciplinary research-led university with a strong track record of attracting and retaining students from under-represented groups.

**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) POLAR2	Lower Socio-Economic Groups (NS-SEC)	State Schools and Colleges	Disabled Students' Allowance	Low Income Household Students <£25,000
University of Manchester	7.5	20.4	77.0	5.9	25.9
Russell Group <sup>3</sup>	5.7	18.9	74.6	4.7	22.2
England	10.7	30.9	88.5	6.0	N/A
English Russell Group Ranking (numbers)	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	1 <sup>st</sup>
English Russell Group Ranking (proportions)	2 <sup>nd</sup>	5 <sup>th</sup>	6 <sup>th</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>
Standard Benchmark	6.9	22.4	79.9	4.6	N/A
Standard Benchmark Difference	0.6	-2.0	-2.9	1.3	N/A

Table 2: Higher Education Statistics Agency (HESA) Table 1a Performance Indicators 2011/12 and Access Agreement Monitoring Outcomes for 2010/11.

<sup>1</sup> <http://documents.manchester.ac.uk/display.aspx?DocID=14744>

<sup>2</sup> 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.

<sup>3</sup> 24 Russell Group HEIs (20 in England) who join from August 2012.

We have the highest absolute number of students across each of the key widening participation indicators among our peer institutions in the Russell Group, with the exception of the state schools and colleges indicator where we have the second highest. 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 Russell Group institutions that exceed the institutional benchmark for LPN and we also exceed our benchmark for % of students in receipt of Disabled Students' Allowance. Although we are below our benchmark for lower NS-SEC groups, this is not statistically significant. We fall short of our benchmark for state schools and colleges, although this is widely acknowledged as the least valid of the three indicators.

**Retention:** Our retention performance is mixed (see Appendix A). Our overall retention, retention of young students and young students from LPNs is better than the English average, although we do not meet our institutional benchmarks. For mature students we fall below the England average and our institutional benchmark. Measures to improve this are described in Section 3.

**Initial Teacher Training (ITT):** contextual background and assessment of our performance is included in Appendix B.

### Balance of Expenditure

To date, The University of Manchester has invested the highest *absolute* amount into bursaries and scholarships for students from low income and other under-represented groups within the English Russell Group, as measured by OFFA (see Appendix C). The *proportion* of additional fee income invested was also above the average of our peer institutions.

The measures outlined in this Access Agreement are intended to build upon those set out in our Access Agreements for 2012/13 and 2013/14. In this context, The University of Manchester has increased investment from £11m (Pre-2012) to £20.7m (Post-2012) in access measures:

	Pre-2012 2010/11 4 year 'steady state'		Post-2012* 2017/18 4 year 'steady state' <sup>4</sup>	
	£	%	£	%
OFFA countable Bursaries/Discounts <sup>5</sup>	£10.6m	96.4	£18.4m	89.1
Additional Outreach	£400k	3.6	£1.4m	6.7
Additional Retention/Student Success	0	0	£873k	4.2
Total	£11.0m	100	£20.7m	100.0
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)				36.8

\* the additional support for ITT students is included in future projections.

**Table 3:** Projected 2017/18 steady state spend

We begin from a very high baseline of investment and initiatives devoted to widening access and participation<sup>6</sup>. Over the next five years investment will be focused to strengthen our position in the top quartile of English Russell Group universities and to:

<sup>4</sup>In 2012, the proportion of our undergraduate students from households with an income of less than £25k increased significantly. In projecting future expenditure on bursaries for student entry in 2013 and subsequent years a weighted average of the student profile for E2011 and E2012 has been used.

<sup>5</sup> Includes NSP match funding, which is OFFA countable. An equivalent amount is received by the University but is not countable by OFFA.

<sup>6</sup> 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>

- 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, from Pre-2012 levels, the additional resource committed to outreach and retention/student success.

### 3. Access and Student Success measures

The University of Manchester has embedded equity of access, regardless of background, into our core values and mission in every Strategic Plan since 2004. Our commitments are conceptualised through our 'Extended Higher Education Progression Framework' (Figure 1 and expanded more fully in Appendix D). This builds on the work of the HEFCE in developing a national Higher Education Progression Framework<sup>7</sup>, but extends this by recognising that widening access and participation continues within and beyond higher education entry:

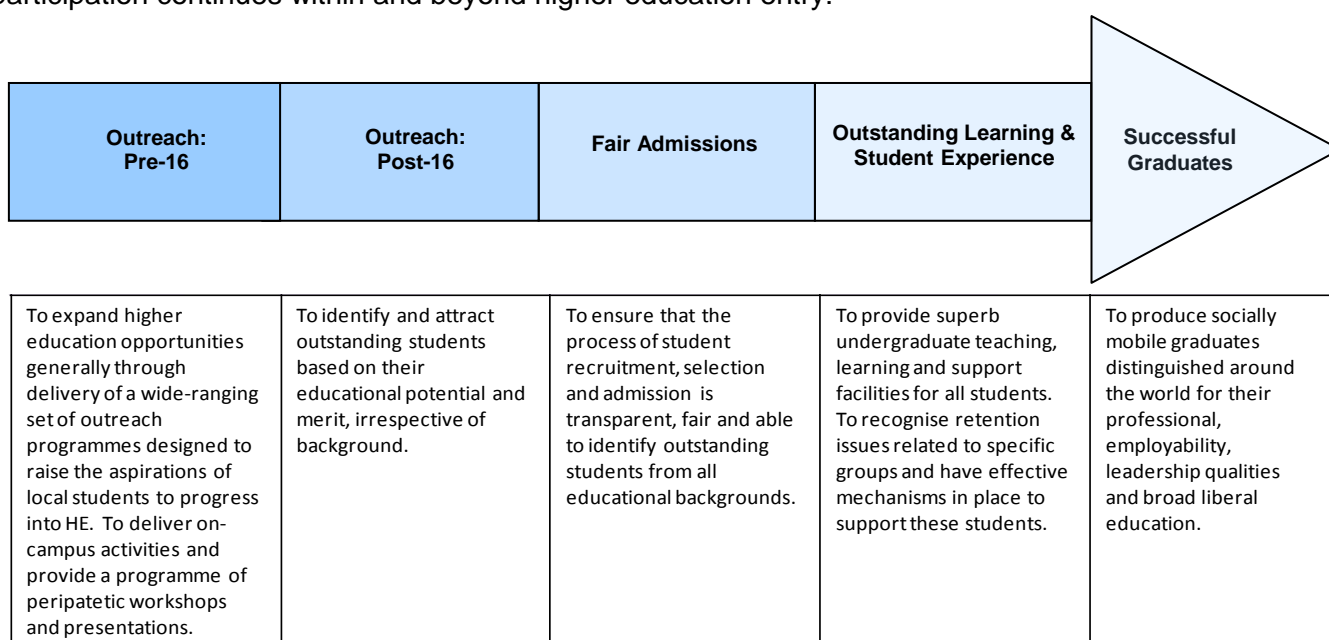


Figure 1: The University of Manchester Extended Higher Education Progression Framework

To reflect the increased emphasis on well targeted and long term outreach work, The University of Manchester has increased investment in outreach activities through its Access Agreement from £400,000 p.a. (Pre-2012) to £1.27m in 2014/15.

#### 3.1. Outreach pre-16

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

3.1.1. **Pre-16 Outreach work to promote access to HE generally.** Our core Social Responsibility goal commits us to improving openness and accessibility by increasing the impact of our interactions with local, regional and international communities, especially those that are disadvantaged or have limited access to the University. We will continue to develop and invest in our pioneering post-Aimhigher collaborative outreach programme with our neighbour, Manchester Metropolitan University, to target underrepresented learners, schools/colleges and key influencers across Greater Manchester<sup>8</sup>. During the

<sup>7</sup> [http://www.heacademy.ac.uk/assets/documents/action-on-access/HE\\_Progression\\_Framework.pdf](http://www.heacademy.ac.uk/assets/documents/action-on-access/HE_Progression_Framework.pdf)

<sup>8</sup> 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; work with looked after children; 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/manchester-higher/>

pilot, the programme engaged with over 3,800 young people and impact data shows that 90% of pupils know more about the benefits of going to university through participating in the programme. The two Universities also collaborate, along with Salford, Bolton and University of Central Lancashire through the *Routes into Languages North West* consortium<sup>9</sup>.

- 3.1.2. **Pre-16 outreach work promoting access to selective universities, including Manchester.** Whilst there is a strong link between the average exam performance of a school and the proportion of pupils progressing to higher education, for many schools in the state system good examination results alone do not always correlate with progression to the most selective universities. Thus a key element of our approach includes intensive and targeted pre-16 activities with the most able, disadvantaged students. The Gateway Programme is the University's initiative for talented pre-16 learners to promote access to selective universities, including The University of Manchester. It provides subject enrichment and higher education awareness activities as well as important information, advice and guidance on different potential HE course choices and careers. A sub-set of these learners also participate in the Gateways Mentoring programme which involves current university students undertaking focused weekly sessions in schools. Mentees are also invited to participate in the University's residential summer school and engage with a series of 'Access Professions' days which focus on careers in Law, Healthcare and Engineering. Outside of Greater Manchester we 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*<sup>10</sup> guidance on post-16 choices has been utilised in delivering effective IAG on subject choices and higher aspirations to pre-16 learners.
- 3.1.3. **RCUK School-University Partnership**<sup>11</sup>. The University was recently awarded funding through RCUK to create and embed a *Research Gateway for Schools and Colleges* to bring contemporary research to life for young people across our local schools and beyond. This is a collaborative programme with a local teaching school and other key educational providers.
- 3.1.4. **Governance.** Our pre-16 outreach is underpinned by a new initiative to encourage more University staff to support the strategic development of local state schools by volunteering as School Governors. In partnership with SGOSS (*School Governors' One Stop Shop*) we will continue to invest in expanding opportunities to increase the contribution of University staff to the governance of local state schools in the most challenging circumstances<sup>12</sup>. In its first year, we more than doubled the number of staff volunteering as Governors with 105 staff now serving as Governors from a baseline of 52.

## 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 D.

- 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-

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<sup>9</sup> 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](http://www.routesintolanguages.ac.uk)

<sup>10</sup> See <http://www.russellgroup.ac.uk/informed-choices.aspx> for more information

<sup>11</sup> See <http://www.rcuk.ac.uk/per/Pages/PartnershipsInitiative.aspx>

<sup>12</sup> See our separate Target/Milestone for this initiative.

represented in leading universities<sup>13</sup>. Since its development in 2005/06, 716 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 Programme<sup>14</sup> to promote fair access and social mobility of students from under-represented groups. The Partnership was awarded the Times Higher Education, Widening Participation Initiative of the year 2011 and in October 2012 featured as an example of good practice in Alan Milburn's report 'University Challenge: How Higher Education Can Advance Social Mobility'. Each of the 12 participating Realising Opportunities institutions has committed future funds to ensure the on-going delivery and development to 2016. The Partnership has set a joint target with regard to progression - that by 2014/15, 40% of students starting the programme will progress to a research-intensive university.

**3.2.3. Further initiatives** We will continue to 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; enhanced admissions support and advice for local underrepresented learners on our University of Manchester Aspiring Students' Society (UMASS) scheme<sup>15</sup> and our Access Visit Days for Access students which provide subject-specific admissions presentations and information and advice on student finance and making a successful UCAS application. This is in addition to the extensive programme of investment we already make and report on each year<sup>16</sup>. Specific outreach for engaging with Initial Teacher Training (ITT) PGCE students, as well as contextual background on our performance, is included in Appendix B.

### **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 data<sup>17</sup>. We will use 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, Engineering and Physical Sciences. These students are 1.5 times more likely to come from low participation neighbourhoods

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<sup>13</sup> See <http://www.manchester.ac.uk/undergraduate/map/>

<sup>14</sup> see <http://www.realisingopportunities.ac.uk/>

<sup>15</sup> See <http://www.umass.manchester.ac.uk/activities/> for more information

<sup>16</sup> 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>

<sup>17</sup> See [http://www.spa.ac.uk/contextual-data/contextual\\_data\\_examples.html](http://www.spa.ac.uk/contextual-data/contextual_data_examples.html)



compared to other entrance routes<sup>18</sup>. 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 recently had our prestigious Buttle Trust Quality Mark for Care Leavers awarded at the 'exemplary' level for the excellence of our admissions and support work for learners from care-experienced backgrounds<sup>19</sup>. A number of areas of good practice have been highlighted including our collaboration with Manchester City Council to host the annual LAC Education Achievement Awards. This brings young people, their carers, parents and social workers to the University and encourages them to consider university as an option. We will continue to invest in the resources lost from Aimhigher to deliver 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 strategies<sup>20</sup>. 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 consulted with current students, staff and school/college pupils and have 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'<sup>21</sup>. This 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 annum<sup>22</sup>. 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

<sup>18</sup> see <http://www.manchester.ac.uk/undergraduate/courses/search2013/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>

<sup>19</sup> see <http://www.buttleuk.org/pages/quality-mark-for-care-leavers.html>

<sup>20</sup> see Higher Education Statistics Agency Performance Indicators 2009/10 and <http://www.staffnet.manchester.ac.uk/supporting-students/working-with-disabled-students/>

<sup>21</sup> 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,

<sup>22</sup> Access Agreement Monitoring Outcomes for 2010/11, Office for Fair Access

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

We have developed and embedded evaluation to capture evidence of the impact of our financial support. This evaluation will be conducted in a series of 3 interlocking phases involving quantitative analysis of the take up and choices made by recipients (cash, fee discount, accommodation discount); quantitative and qualitative feedback and comments from recipients to capture the 'student voice' and perspective; longitudinal evaluation and quantitative analysis of retention and academic performance of recipients.

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
Work Placement UK/Abroad (non Erasmus)*	£1,800	Up to £25,000	£1,800 fee waiver	
Work Placement UK/Abroad (non Erasmus)*	£1,800	£25,001 to £42,611	£900 fee discount	
Erasmus Work Placement	£1,350	Up to £25,000	£1,350	
Erasmus Work Placement	£1,350	£25,001 to £42,611	£675	
Study Abroad (Erasmus or not)	£1,350	Up to £25,000	£1,350	£1,500
Study Abroad (Erasmus or not)	£1,350	£25,001 to £42,611	£675	£1,000
Manchester Access Programme	£9,000	Additional to above	n/a	£1,000
Care Experienced Background	£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 any 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 2014/15<sup>23</sup>

The University of Manchester will invest £799,335 in 2014/15 in student success, retention and employability activities through its Access Agreement, in particular to support staff appointments providing data, student financial advice, employability and retention strategy development. These activities will aim to address the specific challenges which students from widening participation backgrounds often face in making the transition to university study and subsequent employment.

3.4.2. **Undergraduate Student Success and Retention** We will invest additional resource into measures that will enhance student success and retention. In order to take a strategic approach to advancing our work on retention, during 2012/13 we commissioned a full analysis of student retention and student success at the University, including:

- My Manchester Essentials project (covering student retention and progression, well being, and employability);

<sup>23</sup> 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.



- Report on ‘Retention and Success’ (an externally commissioned comparative evaluation on student success and retention for those from widening participation backgrounds);
- An analysis of trends across new Undergraduates 2010-2012 (to investigate whether applications to the University from certain student groups may have been disproportionately affected by the 2012 reforms);
- Factors influencing students’ success project ((to better understand the potential impact of University functions on progression and success for certain student groups).

Recommendations from this work will be agreed by Senate and interventions to address priority areas will be piloted in 2013/14. In 2014/15, building on our evidence base, we will finalise our strategy and programmes of support. All programmes will have a detailed project plan with specific targets and milestones.

- 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 invest additional resource into measures to enhance graduate employability.

In order to take a strategic approach to advancing our work to support graduate employability, we have undertaken an analysis of the employment outcomes of our students from widening participation backgrounds. The findings of this research will inform the development of interventions and new programmes of work to enhance employability outcomes for this cohort.

- 3.4.4. **ITT retention and success measures** Further information about retention and success measures for ITT PGCE students is outlined in Appendix B.

## Targets and milestones

We are firmly committed to widening participation as well as fair access. It is impossible to gain a full picture of the University’s widening participation responsibilities through a focus on HESA Performance Indicators alone, so we also include a range of broader milestones and targets. Our milestones and targets for this Access Agreement are set out in Appendix E.

## 4. Monitoring and evaluation arrangements

Progress in delivering our Access Agreement and widening participation strategy is monitored through the people and bodies outlined in Appendix F. Research and evaluation is embedded into our strategy and is integral to our work, which is illustrated in the Framework in Appendix D and focuses our assessment of impact on learner outcomes. Specific examples of our assessment of targeting and evaluation of outcomes are provided in our annual report on widening participation<sup>24</sup> each year.

- **Monitoring:** since October 2005 we have used a specific password protected online-database that has enabled the systematic collection and analysis of individual, area and school/college-level monitoring data for our vast range of outreach work.
- **Targeting:** ensuring that we are targeting the right students is an essential element of the success of our work. For example, outreach activities where there is an ‘application’ process, data are collected and analysed for all potential participants and for these activities all learners selected are from the target groups. For activities in which targeting is primarily done at an institutional level we have developed our own ‘Manchester Prioritisation Model’, based on pupil

<sup>24</sup><http://documents.manchester.ac.uk/display.aspx?DocID=4294>

attainment and eligibility for Free School meals (FSM), to target our engagement with the most appropriate schools. In addition, and on a regular basis, data collected from participants is analysed to assess whether activities have reached the correct target groups.

- **Evaluation:** our approach to assessing the outcome/impact of our work is built in from the beginning and involves 3 strands:
  - short-term evaluation of individual activities;
  - medium and longer term evaluation of participant outcomes;
  - specific research on themes relevant to widening access and participation.

This involves analysis of data, both statistical and qualitative, and assessment against original aims and objectives. In some cases, comparison is made with other data (e.g. comparison groups, the wider cohort, regional and national data) and judgments made, based on the evidence, to the extent to which the desired outcomes can be attributed to a particular programme or the work of the University. Key performance indicators for WP are then embedded into the University's internal Annual Performance Reviews<sup>25</sup>.

## **5. 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 study at The University of Manchester. One of the principles for our financial support package is that it is simple and easy to understand and our Scholarships and Bursaries Officer will coordinate the publication of information about course fees 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 dedicated web-pages 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). The University regularly seeks feedback from prospective and current students on the clarity of its financial information. Finally we have established a dedicated outreach post with a focus on 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.

## **6. Consulting with Students**

The University works closely with The University of Manchester Students' Union who are represented on each of the committees responsible for overseeing our widening access outreach programmes and developing our financial support packages, for approving the Access Agreement, and for monitoring progress in reaching our targets and milestones (set out in Appendix F). A statement from the Students' Union on their engagement in the development and monitoring of the Access Agreement is included in Appendix G.

In addition, we have allocated funding from our Access Agreement for a new and permanent Widening Access Coordinator based in the Students' Union to:

- create more permanent strategic links between the Students' Union and the University;
- harness the unique contribution the Students' Union can make to the Access Agenda through their student-led approach and engagement of our student body. In 2012, the Students' Union launched a ground-breaking student-led access programme which aims to tackle some of the barriers to university<sup>26</sup>;
- representation in the planning, design and delivery of key widening participation activities.

<sup>25</sup> <http://www.campus.manchester.ac.uk/planningsupportoffice/PSO/PlanningPerformanceReview/OPRS/>

<sup>26</sup> [access http://manchesterstudentsunion.com/top-navigation/student-activities/volunteering/volunteering-column-3-access-all-areas/access-all-areas](http://manchesterstudentsunion.com/top-navigation/student-activities/volunteering/volunteering-column-3-access-all-areas/access-all-areas);

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 support.

## **7. Equality & Diversity**

In preparing this document, the University has taken account of its responsibilities under the Equality Act 2010 and has taken steps to ensure the alignment of widening participation and equality objectives<sup>27</sup>. 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.

The University has published five, evidence based equality objectives two of which specifically address student access and success. 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;
- monitoring of disability, gender and ethnicity data for different outreach and recruitment/admissions activity;
- implementing appropriate actions identified through the Equality Challenge Units project 'Equitable Admission in Higher Education';
- implementing a programme of activities that seeks to address identified differential undergraduate degree attainment supporting progression and furthers understanding in this area;
- fostering good relations between groups by challenging discrimination and stereotypes ensuring there is a comparable level of satisfaction across all of the monitored protected characteristics identified through the University's biennial Student Barometer and the National Student Survey;
- better understanding of the potential impact of University functions on certain student groups and identify future priorities through routine equality data monitoring looking at access, retention, success and progression.

The University's equality objectives are monitored through its Equality and Diversity Forum which provides updates and reports for the appropriate University committees including the Widening Access Working Group and Degree Attainment Advisory Group.

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<sup>27</sup> Information on the University's equality objectives, monitoring arrangements and work to improve our understanding of equality-specific issues is available at:  
<http://www.staffnet.manchester.ac.uk/services/equality-and-diversity/equalityinformation/>

## Appendix A

### The University of Manchester non-continuation, by sub-category, following year of entry (benchmark figures in brackets)

		2007/08	2008/09	2009/10	2010/11	2011/12
<b>ALL</b>	University of Manchester	4.3% (5.4)	5.4% (4.9)	5.0% (4.3)	5.8 (4.4)	5.2 (3.8)
	Russell Group*	4.6%	4.4%	4.2%	4.1%	3.6
	England	8.7%	8.4%	7.8%	8.4%	7.3
<b>Young</b>	University of Manchester	3.8% (4.7)	4.6% (4.3)	4.5% (3.7)	5.1% (3.8)	4.5 (3.2)
	Russell Group	3.9%	3.7%	3.6%	3.5%	3.0
	England	7.1%	6.9%	6.4%	7.1%	6.2
<b>Mature</b>	University of Manchester	9.6% (12.4)	13.2% (11.6)	9.8% (9.8)	12.5% (10.3)	12.2 (8.9)
	Russell Group	11.1%	9.9%	9.3%	9.5%	8.7
	England	14.5%	13.9%	12.9%	13.2%	11.5
<b>LPN</b>	University of Manchester	5.3% (6.0)	6.5% (5.1)	6.7% (4.6)	8.1% (5.3)	6.9 (4.7)
	Russell Group	5.6%	5.0%	5.3%	5.4%	4.9
	England	9.6%	9.4%	8.7%	9.9%	9.0

**Source:** Higher Education Statistics Agency Performance Indicators 2007/08 – 2011/12 and figures show the % of entrants no longer in HE.

\* Russell Group figures from 2010/11 include the expanded 24 HEIs.

### Initial Teacher Training (ITT)

#### 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 both PGCE courses 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."

Achieving outstanding status across both primary and secondary programmes has secured Core allocated numbers till 2014-15. A deliberate, reflective approach is being taken towards a continued expansion of ITT at The University of Manchester through our engagement with School Direct. Of pivotal importance here are our links with a number of partnership schools who have achieved Teaching School status and our relationship with Manchester City Council. Also, worthy of note is our developing relationship with a select group of academy trusts. In respect of the above, the anticipated growth in ITT at the University is being driven by a strong sense of civic responsibility underpinned by a distinct set of beliefs and values and the expertise of the University.

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 1.

	Minority Ethnic	Male	Disability	First degree > 2:1	QTS	Minority Ethnic in teaching	Male Ethnic in teaching	Male White in Teaching
Primary UoM	5	16	4	78	96	75	100	92
Primary NW	7	20	5	60	90	51	47	70
Primary Russell	7	17	7	75	94	79	75	87
Primary Sector	10	19	5	58	90	70	71	79
Secondary UoM	12	40	6	62	92	72	66	84
Secondary NW	9	36	7	55	88	64	64	79
Secondary Russell	11	37	7	66	91	78	74	88
Secondary Sector	15	38	7	56	88	73	71	82

**Table 1:** 3 Year benchmarked trends for key primary and secondary access and retention/success performance (08/09, 09/10, 10/11).

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 08/09, 09/10 and 10/11. 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 2014/15 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 2014/15 are unknown so the estimations in Table 2 are based on them being held constant in future years.

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Estimated number of PGCE ITT students	367	367	367	367	367	367
Fee levels <sup>28</sup>	£9,000	£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	£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	£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	£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	£2,000
Estimated Outreach Measures	£30,250	£31,158	£32,092	£33,055	£34,047	£35,068
Estimated Success & Retention Measures	£53,450	£55,054	£56,705	£58,406	£60,158	£61,963
Estimated Total Spend	£130,700	£133,545	£136,577	£139,530	£141,205	£144,031
Estimated % access spend above basic fee level	11.9%	12.1%	12.4%	12.7%	12.8%	13.1%

**Table 2:** Estimated expenditure on access measures

### Outreach and retention work

Additional outreach and retention work will consist of the following activities from 2014/15:

- **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.

<sup>28</sup> We may apply annual inflationary increases in line with the amount set by Government each year if/when this is permitted.



## Appendix C

### Monitored Expenditure from 2010/11 Access Agreements: English Russell Group

	Scholarships/Bursaries		Outreach	Total
	£	%	£	%
<b>Manchester</b>	<b>10,588</b>	<b>26.1</b>	<b>400</b>	<b>27.1</b>
Leeds	7,907	22.0	400	23.3
Nottingham	6,730	20.3	628	22.2
Birmingham	6,652	24.8	449	26.5
Liverpool	6,386	28.5	377	30.2
Cambridge	6,343	29.5	0	29.5
Oxford	6,095	33.2	661	36.8
University College, London	5,284	32.8	420	35.4
Warwick	4,928	26.9	549	29.9
Sheffield	4,925	18.6	1,237	23.2
Newcastle upon Tyne	4,887	20.0	926	24.0
Queen Mary, London	4,555	26.3	0	26.3
Southampton	4,477	19.8	278	21.0
Imperial College London	4,106	36.1	81	36.8
King's College London	3,884	23.1	339	26.4
Exeter	3,696	18.1	137	18.8
Bristol	3,483	16.8	617	19.8
York	3,412	20.2	157	21.2
Durham	2,676	13.3	1,631	21.5
LSE	1,100	23.0	204	27.3

**Source:** Office for Fair Access Annual Monitoring Outcomes 2010/11

**Extended Higher Education Progression Framework - Illustrative Activities, Learner Outcomes and Evaluation**

<b>Successful graduates</b>	<b>Successful Graduates</b> To produce socially mobile graduates distinguished around the world for their professional, employability, leadership qualities and broad liberal education.	<b>Learner Outcomes</b>	<b>Illustrative Activities and Initiatives</b>	<b>Evidence and Evaluation</b>
<b>Outstanding Learning &amp; Student Experience</b>	<b>Outstanding Learning &amp; Student Experience</b> To provide superb undergraduate teaching, learning and support facilities for all students. To recognise retention issues related to specific groups and have effective mechanisms in place to support these students	<ul style="list-style-type: none"> <li>• Opportunities to build employability skills and knowledge.</li> <li>• The ability to make well-informed choices about future career.</li> <li>• Distinguished for professional employability, leadership qualities and broad liberal education.</li> </ul>	<ul style="list-style-type: none"> <li>• Manchester Leadership Programme</li> <li>• Internships for MAP students</li> <li>• Student Success/Retention Support</li> </ul>	<ul style="list-style-type: none"> <li>• Employability outcome statistics</li> <li>• Careers service usage and uptake</li> <li>• HESA retention statistics</li> <li>• Employer feedback</li> <li>• Student bursary survey</li> </ul>
<b>Fair Admissions</b>	<b>Fair Admissions</b> To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify outstanding students from all educational backgrounds.		<ul style="list-style-type: none"> <li>• Contextual Data</li> <li>• Foundation Years</li> <li>• Care leavers</li> <li>• Students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• UCAS, HESA and SFE income data at UoM, Russell Group and English levels</li> <li>• Survey feedback and usage statistics</li> <li>• Buttle trust monitoring returns</li> <li>• Case studies</li> <li>• Volume and reach of work</li> </ul>
<b>Outreach: Post-16</b>	<b>Post-16</b> To identify and attract outstanding students based on their educational potential and merit, irrespective of background.	<ul style="list-style-type: none"> <li>• Comprehensive awareness of different types of HEIs and courses.</li> <li>• Opportunities to build upon the skills needed to be a successful university student.</li> <li>• An understanding of the financial cost of university and the financial support available.</li> <li>• The ability to make informed decisions about courses, different HEIs and related career aspirations.</li> <li>• Preparedness for the university application process.</li> <li>• Support with the university application process e.g. writing personal statements, preparing for admissions tests/interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Manchester Access Programme</li> <li>• Curriculum Enrichment</li> <li>• Work with targeted groups including care leavers, BME students and students with disabilities</li> <li>• Collaborative work with University of Liverpool</li> <li>• UMASS</li> <li>• Realising Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Progression data of MAP, ROP, Discover Day, UMASS students analysed by background</li> <li>• Survey feedback from learners, parents and teachers</li> <li>• Case studies</li> <li>• Volume and reach of work</li> </ul>
<b>Outreach: Pre-16</b>	<b>Pre 16</b> 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 HE. To deliver on-campus activities and provide a programme of peripatetic workshops and presentations	<ul style="list-style-type: none"> <li>• An introduction to the language of HE.</li> <li>• An understanding of different universities and courses.</li> <li>• Experience of the HE environment and contact with University staff, students and facilities.</li> <li>• An understanding of progression routes and how educational decisions in school impact on opportunities post-16.</li> <li>• An introduction to the range of qualifications and careers.</li> <li>• An introduction to the financial cost of university and the financial support available.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Programme</li> <li>• Manchester Gateways Programme</li> <li>• Summer Schools</li> <li>• Manchester Higher -collaborative programme with MMU</li> <li>• Work with targeted groups including LAC, BME pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Survey feedback from learners, parents and teachers</li> <li>• Progression data of Gateway and Summer school learners</li> <li>• Case studies</li> </ul>
	<b>Key Influencers</b> To provide clear and up-to-date impartial IAG to teachers, advisors, parents and carers.	<ul style="list-style-type: none"> <li>• To provide teachers and careers advisors with opportunities to speak with University recruitment, admissions and academic staff.</li> <li>• To keep advisors abreast of most recent HE developments</li> </ul>	<ul style="list-style-type: none"> <li>• School Governors Network</li> <li>• School and College Forum</li> <li>• School and College e-newsletter</li> <li>• Teachers Conference</li> <li>• Teacher CPD</li> <li>• Parents' Rough Guide to HE</li> <li>• Greater Manchester LAC Forum</li> <li>• Teachers Science Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Survey feedback from learners, parents and teachers</li> <li>• Case studies</li> </ul>

### 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. Board members have a specific role in ensuring that the work undertaken on the Board's behalf, whether by committees or by senior staff, is consistent with corporate objectives and is within the bounds of accepted good practice. 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.



### Our Response to the University of Manchester Access Agreement 2014/15

**We believe this Access Agreement represents and evidences the quality and quantity of access work that can be achieved when an institution takes student engagement seriously and recognises the benefits of working alongside their Students' Union.**

Throughout the design of the Access Agreement, the University of Manchester has consulted in depth with the University of Manchester Students' Union, with full student representation on all relevant decision making bodies. The University strives to work alongside us in partnership to ensure the student voice is integral to this agreement, and we feel fully involved in this process.

The University work collaboratively with us in the delivery, development and evaluation of access work. Beginning this academic year, we have appointed a full time Access Coordinator within the Students' Union, made possible due to funding from the University. This post has enabled us to develop innovative student-led access initiatives, including Access All Areas, our schools outreach program. We commend the increase of University outreach investment from £400k to £1.27m in 2014/15, and wish to see this investment increase, providing it does not come at the expense of cash and in-kind bursaries.

We believe bursaries contribute heavily to the quality of educational experience for students from low-income backgrounds, enabling them to work fewer hours, concentrate on their studies and engage in wider University life. We welcome the University's continued commitment to providing bursary support for all students with household incomes up to £42,611, with full choice under the limitations of the National Scholarship Programme. We believe that students should have the opportunity to get immediate benefit from any bursary award, yet those who do not live in University accommodation in their first year of their studies are limited to a fee discount for any bursary amount after £1000. We are proud to be spearheading the development of a cashless card scheme, to provide an alternative to fee discounts, and are happy to highlight this as an example of where the University has both engaged with the Students' Union and worked to implement our recommendations.

We're glad to see positive action in place to improve the University's retention rates. The recent *What Works?* research from HEFCE and the Paul Hamlyn Foundation states that a strong sense of belonging in HE is at the heart of successful retention and success, and we believe the Students' Union has an essential role to play in this. Once again, we have been fully supported by the University to develop initiatives to support student retention, in particular our Access to Democracy work.

We are proud to work in partnership with the University to provide fair opportunities and chances for students based on merit alone, not only to access education, but to excel at University and beyond.

**Tabz O'Brien-Butcher**  
Women's Officer 2012-13  
Exec Team Access Lead

T O'Brien-Butcher



OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: University of Manchester  
 Institution UKPRN: 10007798

Table 5 - Milestones and targets

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

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	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.	No	average of 2007-08 2008-09 2009-10	7.5% - 3 year average (6.8 benchmark in 2009-10)	perform benchmark and obtain a 7.5% progression of students from LPNs.	perform benchmark and obtain a 7.6% progression of students from LPNs.	perform benchmark and obtain a 7.7% progression of students from LPNs.	perform benchmark and obtain a 7.8% progression of students from LPNs.	perform benchmark and obtain a 7.9% progression of students from LPNs.	perform benchmark and obtain a 7.9% progression of students from LPNs.	The baseline figure of 7.5% derives from a three year weighted average using POLAR 2. The University already performs significantly better than benchmark and further progress will be made over time. .
2	Low-income backgrounds	To ensure The University of Manchester is positioned towards the top quartile of the English Russell Group in the recruitment of low income students.	No	2012/13	tbc	To establish new baseline in Y1 against peer HEIs	Top quartile of the English Russell Group	Top quartile of the English Russell Group	Top quartile of the English Russell Group	Top quartile of the English Russell Group	Top quartile of the English Russell Group	We will establish a baseline for the proportion of low-income students entering Manchester in 2012/13, assess performance against Russell Group HEIs thereafter and aim to fall within the top quartile on these peer institutions.
3	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.	No	average of 2006-07 2007-08 2009-10 (2008-09 used different method)	21.0% (three year average) (22.8%)	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	Narrow gap against benchmark and obtain 22.8% progression	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.
4	Non continuation: Mature (HESA Table T3a)	To develop a strategy for enhancing retention of mature students.	No	2009/10	9.8% (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	To monitor performance against targets	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%).
5	Non continuation: LPN (HESA Table T3b)	To develop a strategy for enhancing retention of LPN students.	No	2009/10	6.7% (4.6%)	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	To monitor performance against targets	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%).
6	Non continuation: LPN (HESA Table T3b)	To develop a strategy for enhancing retention of LPN students.	No	2009/10	6.7% (4.6%)	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	To monitor performance against targets	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%).

**Table 5b - Other milestones and targets**

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Outreach / WP activity (other - please give details in the next column)	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.	Yes	2012/13	n/a	Publish new model and baseline	Monitor against baseline	Monitor against baseline	Monitor against baseline	Monitor against baseline	Monitor against baseline	
2	Outreach / WP activity (collaborative - please give details in the next column)	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.	Yes	2011/12	n/a	Develop and communicate a common programme of work.	n/a	n/a	n/a	n/a	n/a	
3	Outreach / WP activity (collaborative - please give details in the next column)	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.	Yes	2012/13	n/a	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	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.
4	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To increase the University's contribution to governance arrangements in local schools, particularly those in challenging circumstances.	No	2011/12	n/a	To establish baseline	tbd	tbd	tbd	Increase by 50% from the 2011 baseline	Increase by 50% from the 2011 baseline	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.
5	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.	No	2011/12	n/a	publish statistics each year	publish statistics each year	publish statistics each year	publish statistics each year	publish statistics each year	publish statistics each year	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.
6	Outreach / WP activity (other - please give details in the next column)	To identify and attract outstanding students based on their educational potential and merit, irrespective of background, through our pioneering Manchester Access Programme.	No	2010/11	152 MAP entrants	175	175	228	228	228	228	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.
7	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 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.	No	2009/10 & 2010/12	n/a	update our contextual indicators, establish a baseline of entrants and set appropriate targets.	tbd	tbd	tbd	tbd	tbd	We will monitor the progression of students admitted with contextual indicators, with a view to establishing targets in due course.
8	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.	No	2011/12	n/a	To establish a strategy and operational plan	tbd	tbd	tbd	tbd	tbd	Work in this area will evolve following a strategic review of success and retention measures.



9	Student support services	To ensure the University is able to communicate accurate financial information to students and understands the impact of its bursary/waiver programme.	No	2010/11	Current financial information and research	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	Publish timely information each year to prospective students and use research findings to inform policy	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 waivers.
10	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.	No	2009/10	901 students completed MLP	At least 1400 students completing MLP	tbd	tbd	tbd	tbd	tbd	This work will be monitored principally through uptake within our pioneering Manchester Leadership Programme,
11	Postgraduate ITT: Operational targets	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.	No	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	35 individuals to benefit and impact to be tracked and monitored	
12	Postgraduate ITT: Operational targets	At least 10 new Diversity Support Coaches will be recruited from within the teaching profession to support new retention and success activities.	No	n/a	n/a	10 teachers recruited to work as Diversity Support Coaches	10 teachers recruited to work as Diversity Support Coaches	10 teachers recruited to work as Diversity Support Coaches	10 teachers recruited to work as Diversity Support Coaches	10 teachers recruited to work as Diversity Support Coaches	10 teachers recruited to work as Diversity Support Coaches	
13	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.	No	2011/12	n/a	To establish a new strategy and implementation programme, including measures of success.	tbd	tbd	tbd	tbd	tbd	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.

**Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.**