

Access Agreement 2015/16

**with the
Office for Fair Access**

May 2014

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 previous Access Agreements as part of a much broader strategy reflected in our three fundamental goals of world-class research, outstanding learning & student experience and social responsibility.¹

In developing its 2015/16 Access Agreement, the University has also had to take account of recent changes to government funding for widening participation, including the reduction and removal of the National Scholarship Programme (NSP) funding, cuts to HEFCE's Student Opportunity funding and the mainstreaming of the Access to Learning Fund. This Access Agreement has therefore been designed to enable the institution to be flexible and respond to further possible reductions in funding and reflect on the guidance and evidence provided through the National Strategy for Access and Student Success.²

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

The University's main fee structure from 2015/16³ for 'new system' students is as follows:

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

Course Type	Fee
First degree/ITT	£9,000 p.a.
Work Placement year within UK or abroad (not full-year Erasmus)	£1,800 p.a.
Study Abroad year or full-year Erasmus Work Placement	£1,350 p.a.

2. 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 English 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.

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

² <https://www.hefce.ac.uk/whatwedo/wp/currentworktowidenparticipation/natstrat/>

³ 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.

Table 2: Higher Education Statistics Agency (HESA) Table 1a Performance Indicators 2012/13 and Access Agreement Monitoring Outcomes for 2011/12.

	% Low Participation N'hoods (LPN) POLAR 2⁴	% Lower Socio-Economic Groups (NS-SEC 4-7)	% State Schools and Colleges	% Disabled Students Allowance	% Low Income Household Students <£25,000)
The University of Manchester	9.6	25.3	81.4	6.2	27.4
England	11.7	32.8	89	6.7	n/a
English Russell Group (proportion)	6.2	19.7	74.1	5.4	n/a
English Russell Group Ranking (proportion)	1st	2nd	5th	5th	3rd
English Russell Group Ranking (numbers)	1st	1st	1st	1st	1st
UoM Standard Benchmark	7.5	24.2	82.2	5.2	n/a
UoM Standard Benchmark Difference	2.1	1.1	-0.8	1.0	n/a

We have the highest absolute number of students across each of the key widening participation indicators among our peer institutions in the Russell Group and 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 % students from lower socio-economic groups and % of students in receipt of Disabled Students' Allowance. Whilst we fall short of our benchmark for proportion of entrants from state schools and colleges, this is widely acknowledged to be the least valid of the three indicators.

Retention: Our retention performance is mixed (see Appendix A). Our overall retention, retention of mature students, retention of young students and retention of young students from LPNs is better than the English average. However the latest data show that we only meet our institutional benchmark for the retention of mature entrants. Retention is a priority for the University and our strategy and long-term investment will ensure further improvement in the coming years, see Section 3.

Initial Teacher Training (ITT): contextual background and assessment of our performance is included in section 4.3.

3. Access Agreement Expenditure

To date, the proportion of additional fee income invested by The University of Manchester has been above the average of our peer institutions. The University has also 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 B).

We begin from a very high baseline of investment and initiatives devoted to widening access and participation⁵. Over the next five years investment will be focused to strengthen our position in the top quartile of English Russell Group universities and 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;

⁴ In 2012/13, the percentage of our young first time degree entrants from LPNs using POLAR 3 was 8.2%. We performed above our standard benchmark by 1.0% and above our location adjusted benchmark by 0.1%.

⁵ 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>

- increase, from pre-2012 levels, the additional resource committed to access, student success and progression.

4. Access to higher education and The University of Manchester

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 C) which recognises that widening access and participation continues within and beyond higher education entry. This embodies the approach recently set out in OFFA and HEFCE's National Strategy for Access and Student Success.

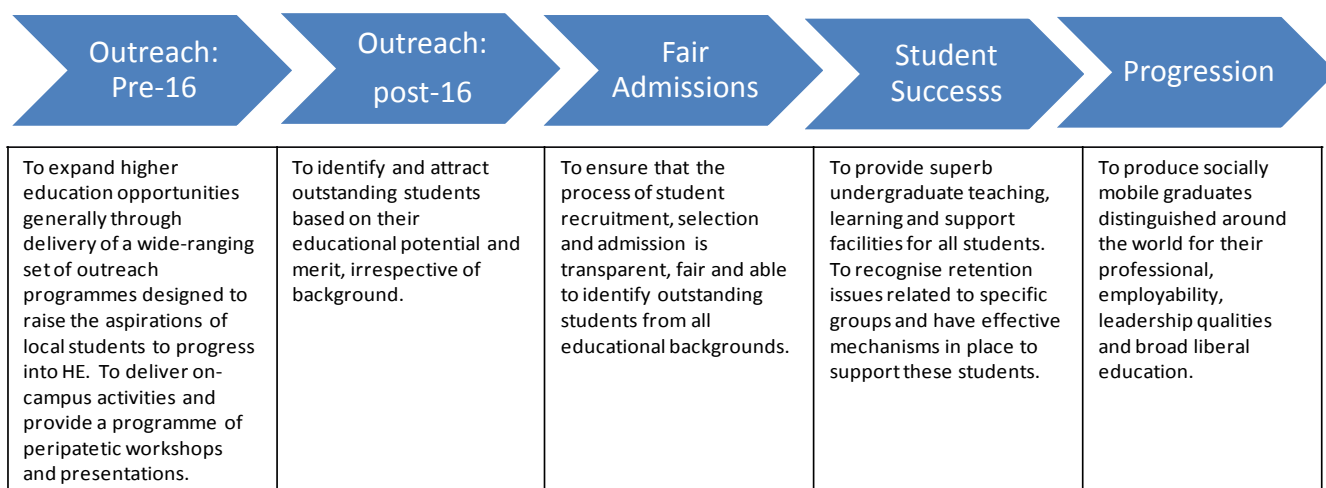


Figure 1: The University of Manchester Extended Higher Education Progression Framework

To reflect the increased emphasis on well targeted and long term outreach work, The University of Manchester has increased investment in outreach through its Access Agreement from £400,000 p.a. (Pre-2012) to £3.2m in 2015/16.

4.1 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 areas:

- **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 continue to develop and invest in our pioneering collaborative outreach programme: Manchester Higher with our neighbour, Manchester Metropolitan University. This programme targets under-represented learners, schools/colleges and key influencers from across Greater Manchester⁶. Following a successful pilot in 2011/12 the programme was expanded in 2012/13 to engage with an increased number of target learners, both on-campus and in schools, resulting in over 10,000 interactions with over 3,800 learners during the year. Impact data from 2012/13 shows that over 90% of pupils know more about the benefits of going to university through participating in the programme and over 92% of pupils better understood the differences between

⁶ 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; specific events for parents/carers; and delivery of teacher/adviser CPD programmes. Further information is available at <http://www.manchester.ac.uk/connect/teachers/students/secondary/widening-participation/manchester-higher/>

school and university. The two Universities also collaborate, along with a number of other North West universities through the Routes into Languages North West consortium.⁷

- **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 Gateways 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. During 2012/13 39 schools from across Greater Manchester took part in the programme, bringing a total of 1373 pupils on to campus. 87.5% of these schools were from Band 1 or 2 in the Manchester Prioritisation Model (MPM)⁸. 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 are working 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'⁹ guidance on post-16 choices has been utilised in delivering effective IAG on subject choices and higher aspirations to pre-16 learners. Together we have developed an information guide for pupils which sets out some of the key decisions learners are faced with at specific transition stages. This is used alongside presentations delivered by staff and students from both Universities.

- **RCUK School-University Partnership Initiative¹⁰** In January 2013, the University was awarded matched 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 group of 12 local partner schools and colleges. The initiative has five flagship projects covering a wide range of subject areas, representing the broad research profile of the University. One of the key targets of this project is to ensure engagement with a diverse range of learners and in particular, to work with schools with high proportions of pupils in receipt of free school meals.
- **Governance** Our pre-16 outreach is underpinned by our successful initiative to encourage more University staff to support the strategic development of local state schools by volunteering as School Governors. In partnership with SGOSS¹¹ - Governors for Schools - we have invested in expanding opportunities to increase the contribution of University staff to the governance of local

⁷ This project aims to promote and facilitate the teaching and learning of community and lesser taught languages in both mainstream and supplementary schools. Eight universities across the North West are involved in the project, these are: The University of Central Lancashire, University of Chester, Edge Hill University, Lancaster University, The University of Liverpool, Manchester Metropolitan University, The University of Manchester and Salford University. More information is available at www.routesintolanguages.ac.uk

⁸ The 'Manchester Prioritisation Model' (MPM) has been developed by The University of Manchester to provide School-level targeting. The model places schools in England into quintiles based on the proportion of pupils on free school meals and key stage 4 performance.

⁹ See <http://www.russellgroup.ac.uk/informed-choices.aspx> for more information

¹⁰ See <http://www.rcuk.ac.uk/per/Pages/PartnershipsInitiative.aspx> and <http://www.supi.manchester.ac.uk/>

¹¹ <http://www.sgoss.org.uk/>

state schools in the most challenging circumstances¹². Since the start of our initiative we have more than doubled the number of staff volunteering as Governors, with 128 staff now serving as Governors from an initial baseline of 53. An important part of this initiative is equipping staff with the necessary knowledge and skills to undertake this role effectively and this is achieved through termly network meetings and an annual Conference as well as online support through social networks. We are currently working on increasing the number of alumni acting as Governors in schools and since launching our alumni campaign we know that 126 alumni are already Governors and a further 124 have registered through SGOSS to become a School Governor. In SGOSS' 2013/14 volunteer recruitment cycle the University was ranked 1st for the number of volunteers recruited, placing it above large multi-national corporations such as the Royal Bank of Scotland, Santander, KPMG and other public sector organisations such as the NHS and the Department for Education. In November 2013, the initiative won a national and international Green Gown award.¹³ The University is also working closely with SGOSS to disseminate good practice from this initiative to other institutions and has produced a joint case study which will feature on the SGOSS website.

4.2 Outreach post-16

Our post-16 (Level 3 learners) work enables prospective higher education (HE) students of all ages to find out about study pathways at The University of Manchester and other research-intensive institutions. The specific outcomes pursued for learners in our post-16 activities are outlined in Appendix C.

- **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 universities¹⁴. Students take part in a range of activities designed to increase their preparedness for university study and to give them the opportunity to demonstrate their potential for higher education. MAP students also benefit from a supported admissions process and should they choose to apply to The University Manchester after completing the programme, they are eligible for an alternative offer. This offer takes into account the 40 UCAS points that successful completion of MAP is worth. MAP students progressing to the University also received a £1000 a year Opportunity Manchester Scholarship for each year of undergraduate study.

Since its development in 2005/06, 886 MAP students have been successful in gaining a place at Manchester and many other MAP students have progressed to study at other research-intensive universities. The impact of the programme is demonstrated through its targeting –with MAP students over 3 times more likely to be from a lower socio-economic group when compared to the University cohort as a whole. Furthermore, students who complete MAP are over twice as likely to be accepted onto a course at Manchester compared to non-MAP applicants from their college and our data show that around half of MAP students need some of their 40 UCAS points alternative offer. Our evaluation and evidence of success has provided the rationale for continuing to invest in MAP and our commitment to expand intake by a further 50%, so that in 2015 at least 228 students will progress to Manchester through this route and other University access programmes.

- **Realising Opportunities (RO)** Since its inception in 2009, the University has been a member of Realising Opportunities (RO), a unique collaborative partnership of research intensive universities developing and delivering a national fair access scheme which promotes social and geographic mobility for students from under-represented groups. Realising Opportunities has a robust

¹² See our separate Target/Milestone for this initiative.

¹³ http://www.eauc.org.uk/green_gown_awards_2013_winners_and_highly_comme

¹⁴ See <http://www.manchester.ac.uk/undergraduate/map/>

evaluation framework which incorporates contextual data, student aspirations and the tracking of students through UCAS.

Realising Opportunities, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research intensive university. Successful completion of RO will result in additional consideration given to applications through UCAS from all Partner universities, and the potential for an alternative offer worth up to 40 UCAS points or equivalent.

Each of the participating institutions has committed future funds to the central operating budget to ensure the on-going delivery and development of RO to 2017. For 2015/16 this will be a maximum of £37,513 per Partner.

- **Mature Learners** We have a long history of extending opportunities to adult learners who wish to progress into higher education and each year we welcome learners of all ages and backgrounds onto our many different programmes of study. We recognise that returning to study as an adult student can present its own challenges, and we provide tailored support and advice including:
 - a specific Adults Returning to Education guide¹⁵;
 - an Adults Returning to Education guidance session with a member of University staff that provides the opportunity to discuss options and to receive relevant information and support;
 - an annual Access Open Day, which provides an opportunity for students undertaking the Access to HE qualification to receive subject-specific admissions information and advice on student finance.

The University is fully aware of the recent national decline in the number of mature students entering higher education and will be reviewing its interventions for this cohort of learners.

- **Further initiatives** In addition, we offer a range of events and activities for post-16 learners, teachers and their advisers. Activities take place both on the University campus and in schools and colleges and examples include¹⁶:
 - Teacher and Career Adviser Conference focusing on selective universities;
 - HE presentations including finance workshops for sixth form learners and teachers;
 - UCAS and school/college higher education conventions;
 - Guided campus visits;
 - University-wide undergraduate open days;
 - University accommodation tours;
 - Subject taster events through our programme of Discover Days;
 - The University of Manchester Aspiring Student Society (UMASS);
 - Support for students undertaking the Extended Project Qualification;
 - Sixth form lecture series where academics deliver talks in local schools and colleges.

4.3 Initial Teacher Training (ITT)

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.

¹⁵ <http://documents.manchester.ac.uk/display.aspx?DocID=18122>

¹⁶ See also <http://www.manchester.ac.uk/undergraduate/schoolsandcolleges/post-16/>

The University was judged 'outstanding' in its most recent Ofsted inspection for its provision of initial teaching training.

Achieving outstanding status across both primary and secondary programmes has secured Core allocated numbers until 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.

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 for undergraduate students. Instead, the University uses data published by the TDA which averages out performance across three years on a range of key access and retention/success outcomes. This data¹⁷ shows that across both primary and secondary groups, the University's recruitment of under-represented groups (minority ethnic, male and disabled) is broadly in line with both the Russell Group and North West averages. 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.

Within its Access Agreement the University has committed to undertaking outreach and retention work to support the access and success of ITT students. The University also provides financial support for eligible students and this is outlined in section 5. Measures to improve access and student success are achieved through the following:

- **Diversity Support Coaches** Diversity coaches are current teachers who are recruited 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 help at the recruitment, retention and first employment stages. Coaches are offered two days of supply teacher cover for coaching activities; a free place on the coaching unit run by our School of Education and Environmental Development; and supply cover for attendance at open days or other events. In 2012/13 the University recruited 11 Diversity Coaches and continues to build on these foundations.
- **Diversity Co-ordinator** This person oversees the coaching programme and: supports trainees and NQTs; arranges taster day sessions including liaison with participating schools; and conducts evaluations of the activities against agreed targets.
- **Taster Days** These taster days are specifically targeted at under-represented groups in PGCE programmes and the wider teaching profession: primary male teachers and BME primary and secondary teachers. These events consist of time spent in the University and in schools.
- **Advertising** Awareness will 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 is offered to trainees incurring significant barriers to gaining access to placements in areas requiring additional travel costs.

¹⁷ TDA 3 year benchmarked trends for key primary and secondary access and retention/success performance (08/09, 09/10, 10/11).

4.4 Access work across the institution

The University has embedded access work across the institution, within its cultural institutions¹⁸ and the Students' Union. Colleagues within these areas of the University work closely with the central Student Recruitment and Widening Participation Team ensuring that activity is closely linked to the University's widening participation strategy and Access Agreement targets.

- **Cultural Institutions** A range of learning programmes spanning all ages are delivered by our Manchester Museum, Whitworth Art Gallery, Jodrell Bank, Race Relations Resource Centre, the University of Manchester Library and the John Rylands Library. Much of this work has a curriculum focus which links to degree courses and research at the University and examples include:
 - opportunities for pupils to engage with collections and experts at The Manchester Museum and The Whitworth Art Gallery;
 - the Race Relations Resource Centre 'Your Future Your Choice' conference for pupils from black and minority ethnic backgrounds;
 - special themed days at the Jodrell Bank Discovery Centre for schools where rates of progression into higher education are traditionally low;
 - access to reference facilities at our Libraries for local sixth form and adult students and their teachers to help with A-level, Access and Extended project work.
- **Students' Union** The University has committed funding from its Access Agreement for a permanent Widening Access Co-ordinator based in the Students' Union. Additional non-staff funding has enabled the post to develop student-led widening access and student success projects. The University is one of few institutions to have taken such a coordinated approach and has shared this good practice with other institutions and Students' Unions. This support of student-led initiatives has allowed for:
 - Permanent strategic and collaborative links between the Students' Union and the University to flourish.
 - Innovative widening participation outreach projects in primary, secondary and sixth form colleges in addition to projects in local libraries, pupil referral units and charities. Students have used a variety of methods to engage a diverse range of local people into education including: Bhangra dancing, gardening, graffiti art, Islam awareness, reading, discussing politics and citizenship, programming robots, celebrating arts and humanities subjects, adopting creative campaigning skills, hosting Students' Union tours and organising Open Day events¹⁹.
 - Students to address issues surrounding student success and retention through the planning and delivery of projects which include academic writing skills and students living at home.
 - Current students developing the skills to plan, design, recruit volunteers, deliver and evaluate the impact of their projects through collaborative training sessions.
 - Students to have their own space to critically engage with access and widening participation in terms of history, economics, politics, theory and sociology with a weekly reading group. As their knowledge and expertise grows, their ability to run successful campaigns on access and participation issues will also continue to develop.

¹⁸ <http://www.manchester.ac.uk/connect/teachers/activities/visitor-attractions/>

¹⁹ <http://manchesterstudentsunion.com/accessallareas>

4.5 Fair admissions

It is the University's goal to admit the most talented students regardless of background. To ensure that all students are able to demonstrate and fulfil their potential, the University has built the following into its admissions framework:

- **Contextual data** Our work on contextual admissions has focused on providing decision-makers with supplementary data about the social and educational background of applicants. Manchester has been hailed as a beacon of good practice in the use of this data²⁰ and we ensure all new admissions staff are properly trained in its principles and use. In 2012 we developed a new methodology²¹ which results in the generation of two contextual flags and we also developed a new admissions statistical report for contextually flagged students, allowing us to track and monitor School level data throughout the yearly admissions cycle. For 2013 entry we achieved a higher % of WP accepted students than applications received in some highly competitive programmes, including Dentistry, partly through the use of contextual data. We are committed to ongoing monitoring, updating and improving data sources and we are therefore investing further resource in contextual admissions through our Access Agreement.
- **Courses with a Foundation Year** Our courses with integrated foundation years²² have been specifically designed to provide students with the best possible grounding for continuing to a wide range of undergraduate degree courses including Medicine, Dentistry, Pharmacy, Life Sciences, Engineering and Physical Sciences. Our data show that students participating in programmes with a Foundation Year are more likely to be from areas with low progression in higher education and from lower socio-economic groups than students on first year direct entry degree programmes. To ensure their continued attractiveness to students from underrepresented backgrounds we will continue to invest in a generous package of bursaries (see section 5) for these programmes.
- **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 backgrounds²³. 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 continue to invest resources to deliver admissions and outreach support for looked after children. Our outreach includes work with pre 16 learners through our Success4Life programme, our Step-up to Uni event for post 16 learners and targeted activities for supporters of young people in care. The University also has a significant number of disabled students and each applicant is assessed following a protocol where allowances are made in offer-making strategies²⁴. The additional costs to support the retention and success of disabled students, beyond our HEFCE disability allocation, will be made within this Access Agreement.

5. Student Financial Support

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

²⁰ http://www.spa.ac.uk/contextual-data/contextual_data_examples.html

²¹ <http://documents.manchester.ac.uk/display.aspx?DocID=8128>

²² <http://www.manchester.ac.uk/undergraduate/courses/foundationyear/foundationyearinformationforukestudents/>

²³ see <http://www.buttleuk.org/pages/quality-mark-for-care-leavers.html>

²⁴ see Higher Education Statistics Agency Performance Indicators 2009/10 and <http://www.staffnet.manchester.ac.uk/supporting-students/working-with-disabled-students/>

support had the biggest impact in enabling students to ‘focus on studies’, ‘buy books’ and ‘reduce time spent in paid part-time employment’²⁵. 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;
- the bursary package will be simple and easy for students to understand.

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 annum²⁶. Supporting all such students for the duration of their studies, will entail a major investment by the University. We will ensure that attractive bursaries are offered to low-income students to incentivise take-up of programmes with a foundation year, Year in Industry and Year Abroad options. These will enhance professional employment opportunities for under-represented learners. We will also offer additional Opportunity Manchester awards to students progressing through our Manchester 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 three interlocking phases involving quantitative analysis of the take up and choices made by recipients; 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. Our evidence from students is that the financial support we offer has a significant and positive impact on their ability to focus on their academic studies.

Table 4: University of Manchester bursaries from 2015/16²⁷

Study programme	Fee	Household Income Criteria	Cash Bursary
Standard f/t undergraduate	£9,000	Up to £17,000	£3,000
Standard f/t undergraduate	£9,000	£17,001 to £25,000	£2,000
Standard f/t undergraduate	£9,000	£25,001 to £35,000	£1,000
Programmes with a foundation year in Engineering & Physical Sciences, Life Sciences, Medical & Human Sciences	£9,000	Up to £17,000	£5,000
Programmes with a foundation year in Engineering & Physical Sciences, Life Sciences, Medical & Human Sciences	£9,000	£17,001 to £25,000	£4,000
Programmes with a foundation year in Engineering & Physical Sciences, Life Sciences, Medical & Human Sciences	£9,000	£25,001 to £35,000	£2,000
Work Placement UK/Abroad (non Erasmus)	£1,800	Up to £17,000	£1,800
Work Placement UK/Abroad (non Erasmus)	£1,800	£17,001 to £25,000	£1,200
Work Placement UK/Abroad (non Erasmus)	£1,800	£25,001 to £35,000	£600
Erasmus Work Placement	£1,350	Up to £17,000	£1,350
Erasmus Work Placement	£1,350	£17,001 to £25,000	£900
Erasmus Work Placement	£1,350	£25,001 to £35,000	£450
Study Abroad (Erasmus or not)	£1,350	Up to £17,000	£3,000
Study Abroad (Erasmus or not)	£1,350	£17,001 to £25,000	£2,000

²⁵ 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,

²⁶ Access Agreement Monitoring Outcomes for 2011/12, Office for Fair Access

²⁷ 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.

Study Abroad (Erasmus or not)	£1,350	£25,001 to £35,000	£1,000
Manchester Access Programme	£9,000	Additional to above	£1,000
Care Experienced Background	£9,000	Additional to above	£1,000
ITT PGCE students	£9,000	Financial support is 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.	

6. Student Success and Progression

Through its Access Agreement, the University of Manchester will invest £1,800,000 in 2015/16 in student success and progression. In particular, this will support staff appointments providing data, student financial advice²⁸, employability and retention strategy development. Our 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 or further study. In 2013/14 the University brought together many of its student-facing services into one hub called the 'Atrium'.²⁹ This is a new, multifunctional space where students can access information, guidance and advice on a range of aspects relating to student success and progression. Specialist advisers are available for students to discuss issues relating to careers, volunteering, managing money, support and well-being. We will continue to develop the use of this space with feedback from students.

6.1 Student Success

Through its Access Agreement, the University is investing additional resource into measures that will enhance student success and retention. The University has commissioned a full analysis of student retention and success which will inform its strategy in this area. The University has also invested in resource to support institutional data analysis and research so that our interventions are evidence-based. Our strategy to improve the retention of all students, and specifically those from WP target groups, will be built on the following:

1. **Further research** to better understand the factors influencing students' success. This research will inform the piloting of targeted interventions and approaches that will shape our strategy.
2. **Development and enhancement of existing activities including:**
 - **My Learning Essentials**³⁰ which provides students with a suite of academic support resources and tools. This support is provided online and face-to-face, through workshops and drop-ins. This enables students to access support when they want to and in the way that best suits their learning needs and preferences. Student engagement will be monitored and evaluation undertaken to evidence the effectiveness of this resource.
 - **Peer Support** through Peer Mentoring and Peer Assisted Study Sessions. This approach to study support enhances the quality, quantity and diversity of student learning within a

²⁸ This support is provided through a dedicated Money Adviser post <http://www.studentnet.manchester.ac.uk/crucial-guide/financial-life/student-money-adviser/>

²⁹ <http://www.manchester.ac.uk/study/experience/student-life/university/student-support/>

³⁰ <http://www.library.manchester.ac.uk/academicsupport/mylearningessentials/>

discipline and involves students as partners in their learning experience. It also provides students with a supportive environment to assist the transition to higher education.

3. Development of new activities through My Manchester Plus. My Manchester Plus will bring My Learning Essentials into a single portal together with support for well-being and progression. There are three strands to My Manchester Plus:

- **My Learning** to enable students to get the most out of their academic studies by supporting their academic and personal development;
- **My Wellbeing** to enable students to feel good and function well;
- **My Future** to enable students to prepare for their future after they leave the University.

Content will be based on self-evaluation tools and support to empower students. It will emphasise the importance of personalisation in learning and skills development and aim to instil a strong sense of ownership in students for their personal and skills development, supported by Academic and Personal Advisers. Skills development will be promoted as an opportunity to enhance success for students of all abilities and will acknowledge that the development of an enhanced awareness of their own skills and abilities is a competency in itself.

6.2 Student Progression

The University of Manchester has conducted research into the impact of a student's background on their likelihood to be in a positive graduate destination six months after graduation in order to inform its employability strategy for WP students. An initial analysis of a three-year Destinations of Leavers from Higher Education (DLHE) dataset (08/09-10/11) found that:

- graduates from low-income households (<£25k per annum) were significantly less likely to be in a positive destination 6 months after graduation, compared with those graduates from higher income households;
- graduates from lower socio-economic backgrounds were significantly less likely to be in a positive destination at six months from graduation than those from higher socio-economic backgrounds.

In addition, in order to determine in which areas the gaps between WP and non-WP students are greatest, we have examined the proportion of WP students within each Academic Group for our 2013/14 cohort and compared this with previous DLHE outcomes.

Based on our institutional research and national evidence, the University will undertake a range of initiatives designed to improve the employability and graduate destinations of its WP students. These include:

- **Further research** While our early research suggests that certain cohorts of WP graduates are at a disadvantage with regards to employability, it is unclear to what extent these findings can be explained by other factors (e.g. subject studied, degree outcome). The next stages of analysis, therefore, will aim to control for these factors.
- **Targeted activities** As with all students, WP students will be able to access employability support throughout their student life cycle, starting from pre-entry, induction and first year activities, and through graduation. The strategy will also recognise that the gap is more pronounced in certain academic disciplines, and targeted work will be undertaken in these areas. Activities will be

monitored and evaluated and will include: mentoring, paid internships, work experience travel bursaries and support to enhance specific employability skills such as networking.

7. Targets, milestones and monitoring

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 in our Access Agreement.

7.1 Monitoring and evaluation arrangements

Progress in delivering our Access Agreement and widening participation strategy is monitored through the people and bodies outlined in Appendix D. Research and evaluation is embedded into our strategy and is integral to our work, which is illustrated in the Framework in Appendix C 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 participation³¹ each year and key performance indicators for WP are embedded into the University's internal Annual Performance Reviews³².

- **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 attainment and eligibility for Free School meals (FSM), to ensure schools with the highest levels of disadvantage are prioritised for our outreach work. 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 three 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.

³¹<http://documents.manchester.ac.uk/display.aspx?DocID=4294>

³²<http://www.campus.manchester.ac.uk/planningsupportoffice/PSO/PlanningPerformanceReview/OPRS/>

8. 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 information about course fees and financial support will be published 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 our dedicated web-pages³³ that allow students to estimate the costs and support available to them based on different criteria. Engagement and advice tools will be used to develop financial literacy skills for prospective and enrolled students and to support them in making informed choices in how to use the financial support available. The University regularly seeks feedback from prospective and current students on the clarity of its financial information.

9. Consulting with Students

In section 4 we highlighted the work that is being undertaken by the Access Coordinator post within the Students' Union. In addition the University also works closely with the elected Student Officers who make up the Students' Union's Executive Team. Through the Student Officers, the Union is represented on each of the committees responsible for overseeing our widening access and student success programmes, developing our financial support packages, approving the Access Agreement, and for monitoring progress in reaching our targets and milestones. A supporting statement from the current General Se is

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 student financial student package.

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

The University has published five, evidence based equality objectives that it will strive to achieve by 2016³⁴ - two of which specifically address student access and success. In addition to these objectives there is a vast amount of work that takes place to promote and support equality and diversity across our student body, including:

- proactive and specific targeted outreach work for groups with protected characteristics such as adult learners, BME groups, gender-targeted activities and disabled learners;
- established and well-developed support mechanisms for students with disabilities. We have concluded a major review of our Disability Support Office (DSO)³⁵ and a new group has been

³³ <http://www.manchester.ac.uk/study/undergraduate/student-finance/uk-eu/funding/>

³⁴ Information on the University's equality objectives, monitoring arrangements and work to improve our understanding of equality-specific issues is available at <http://documents.manchester.ac.uk/display.aspx?DocID=12924>

³⁵ <http://www.dso.manchester.ac.uk/>

launched to ensure decision making is made in a collegial and shared environment, and to facilitate the sharing of knowledge and expertise more widely;

- implementing a programme of activities that seeks to address identified differential undergraduate degree attainment and supporting further understanding in this area. For example, a 'early warning system' is being piloted in academic schools to inform the development of appropriate services and support to ensure all students reach their potential;
- 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 Student Barometer and the National Student Survey;
- further 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.
- work with the Students' Union on a 'Dignity at Study' campaign which promotes the message of zero tolerance to harassment and discrimination.

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.

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	2012/13
ALL	University of Manchester	4.3% (5.4)	5.4% (4.9)	5.0% (4.3)	5.8% (4.4)	5.2% (3.8)	4.1% (3.7)
	Russell Group*	4.6%	4.4%	4.2%	4.1%	3.6%	3.5%
	English Russell Group	4.1%	3.9%	3.8%	3.9%	3.4%	3.1%
	England	8.7%	8.4%	7.8%	8.4%	7.3%	6.6%
Young	University of Manchester	3.8% (4.7)	4.6% (4.3)	4.5% (3.7)	5.1% (3.8)	4.5% (3.2)	3.6% (3.1)
	Russell Group	3.9%	3.7%	3.6%	3.5%	3.0%	2.8%
	English Russell Group	3.4%	3.2%	3.3%	3.3%	2.8%	2.6%
	England	7.1%	6.9%	6.4%	7.1%	6.2%	5.7%
Mature	University of Manchester	9.6% (12.4)	13.2% (11.6)	9.8% (9.8)	12.5% (10.3)	12.2% (8.9)	8.6% (8.7)
	Russell Group	11.1%	9.9%	9.3%	9.5%	8.7%	8.5%
	English Russell Group	10.9%	9.6%	9.5%	9.8%	9.2%	7.8%
	England	14.5%	13.9%	12.9%	13.2%	11.5%	10.3%
LPN	University of Manchester	5.3% (6.0)	6.5% (5.1)	6.7% (4.6)	8.1% (5.3)	6.9% (4.7)	7.0% (4.0)
	Russell Group	5.6%	5.0%	5.3%	5.4%	4.9%	4.7%
	English Russell Group			5.1%	5.4%	4.8%	4.8%
	England	9.6%	9.4%	8.7%	9.9%	9.0%	8.0%

Source: Higher Education Statistics Agency Performance Indicators 2007/08 – 2012/13 and figures show the % of entrants no longer in HE.

* Russell Group figures from 2010/11 include the expanded Russell Group membership.

Appendix B

Monitored expenditure since 2008/09 on OFFA-countable access measures

Higher education institutions	Expenditure on		Academic Year			
	Bursaries and scholarships (£000)	Outreach (£000)	2008-09	2009-10	2010-11	2011-12
University of Manchester	10,548	400	30.5	29.8	27.1	27.3
University of Leeds	8,185	400	26.8	24.0	23.3	22.9
University of Birmingham	7,943	462	22.9	25.3	26.5	27.8
University of Nottingham	7,536	1,312	23.4	24.1	22.2	25.0
University of Liverpool	7,385	400	31.8	30.9	30.2	33.1
University of Cambridge	7,190	0	25.5	29.2	29.5	33.0
University of Oxford	6,435	1,868	31.0	34.1	36.8	41.6
University College London	5,565	676	35.5	35.6	35.4	35.2
University of Newcastle upon Tyne	5,035	1,302	23.0	22.2	24.0	25.0
University of Sheffield	4,821	1,679	19.0	21.3	23.2	22.9
University of Warwick	4,681	774	31.2	31.0	29.9	29.1
Imperial College London	4,548	83	32.1	32.3	36.8	40.7
Queen Mary, University of London	4,542	0	30.8	29.6	26.3	24.6
University of Southampton	4,366	658	17.5	19.0	21.0	20.7
King's College London	3,806	1,768	20.6	27.2	26.4	29.4
University of Bristol	3,683	786	20.2	20.2	19.8	20.2
University of Exeter	3,658	143	22.8	20.5	18.8	17.5
University of York	3,562	116	20.5	21.8	21.2	20.0
University of Durham	2,198	1,975	22.4	23.9	21.5	20.2
London School of Economics and Political Science	1,150	215	28.0	30.5	27.3	28.3

Source: Office for Fair Access Annual Monitoring Outcomes 2011/12

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

	Aims	Learner Outcomes	Illustrative Activities and Initiatives	Evidence and Evaluation
Successful graduates	To produce socially mobile graduates distinguished around the world for their professional, employability, leadership qualities and broad liberal education.	<ul style="list-style-type: none"> •Opportunities to build employability skills and knowledge. •The ability to make well-informed choices about future career. •Distinguished for professional employability, leadership qualities and broad liberal education. 	<ul style="list-style-type: none"> • Manchester Leadership Programme •Student Experience Internships •Work experience travel bursaries 	<ul style="list-style-type: none"> •Employability outcome statistics and DLHE data •Careers service usage and uptake of internships and work experience travel bursaries
Outstanding Learning & Student Experience	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"> •Students are able to make the most of their studies through support for their academic and personal development and well-being. 	<ul style="list-style-type: none"> •Peer Assisted Study Support and peer mentoring •My Learning Essentials •My Manchester Plus •University student financial support 	<ul style="list-style-type: none"> •HESA retention statistics •Employer feedback •Student bursary survey
Fair Admissions	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"> •Students are admitted to the University based on their potential to succeed. 	<ul style="list-style-type: none"> •Use of Contextual Data • Foundation Years •Support for care leavers and students with disabilities through the admissions process 	<ul style="list-style-type: none"> •UCAS, HESA and SFE income data at UoM, Russell Group and English levels •Survey feedback and usage statistics •Case studies •Volume and reach of work
Outreach: 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. •Opportunities to build upon the skills needed to be a successful university student. •An understanding of the financial cost of university and the financial support available. •The ability to make informed decisions about courses, different HEIs and related career aspirations. •Preparedness for the university application process. •Support with the university application process e.g. writing personal statements, preparing for admissions tests/interviews. 	<ul style="list-style-type: none"> •Manchester Access Programme •Curriculum Enrichment •Work with targeted groups including care leavers, BME students and students with disabilities •Collaborative work with University of Liverpool •UMASS • Realising Opportunities 	<ul style="list-style-type: none"> •Progression data of MAP, RO, Discover Days, UMASS students analysed by background •Survey feedback from learners, parents and teachers •Case studies •Volume and reach of work
Outreach: 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 HE. To deliver on-campus activities and provide a programme of peripatetic workshops and presentations.	<ul style="list-style-type: none"> •An introduction to 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. •An introduction to the range of qualifications and careers. •An introduction to the financial cost of university and the financial support available. 	<ul style="list-style-type: none"> • Primary Programme •Manchester Gateways Programme •Summer Schools •Manchester Higher -collaborative programme with MMU •Work with targeted groups including LAC, BME pupils 	<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 most recent HE developments 	<ul style="list-style-type: none"> •School Governors Network •Schools and Colleges Forum •E-Advantage newsletter for teachers and advisers •Teachers and Advisers National Conference • CPD opportunities for teachers and advisers •Parents' Guide to HE •Greater Manchester LAC Forum •Teachers STEM Conference 	<ul style="list-style-type: none"> •Survey parents, carers and teachers •Case studies

Groups and individuals responsible for monitoring the Access Agreement

<p>Board of Governors</p>	<p>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.</p>
<p>Planning and Resources Committee (PRC)</p>	<p>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.</p>
<p>Widening Access Working Group</p>	<p>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.</p>
<p>Teaching & Learning Group</p>	<p>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.</p>
<p>Collaborative Monitoring Processes</p>	<p>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.</p>

Our Response to the University of Manchester Access Agreement 2015/16

The University of Manchester Students' Union believes that this Access Agreement is a brilliant example of what can be achieved when an institution understands the broad range of challenges in accessing and achieving potential in Higher Education, as well as the benefits that come from working with their Students' Union.

Throughout the process of bringing this Access Agreement together, the University has consulted with the Students' Union. There is student representation on every key decision making body of the University, and key individuals in the University have met regularly with student representatives to discuss in depth the University's access offer. This is an Access Agreement that has the student voice at the heart of it.

While it is fantastic to see that The University of Manchester continues to perform towards the top end of the Russell Group when it comes to widening participation, it is encouraging that this isn't a complacent Access Agreement. We're pleased that the University has commissioned a full analysis of student retention and success; it recognises that enhancing access to education doesn't stop once the students are through the door. We look forward to working with the University to identify and tackle the causes behind student drop-out.

The area that has seen the most discussion between the Students' Union and the University this year has been the bursary package. With the National Scholarship Programme being cut, and the significant changes to the Access to Learning Fund and Student Opportunity Funding, there have been some tough decisions to make around where money is best spent. We have been consulted every step of the way with regards to how to keep the Manchester offer working for students. Despite this challenging climate, the University of Manchester is still offering a generous bursary package and it is pleasing to see that the core principles that underpin student support in this University have not changed due to funding cuts.

We are also pleased to see that the Access Agreement highlights some of the extraordinary work being done by our students, work that is co-ordinated by the University-funded Students' Union Access Co-ordinator. This post is the best example of a Students' Union and a University working in partnership to achieve a common goal, that of widening access to Higher Education, as well as providing valuable volunteering opportunities to the students who lead the Access projects.

The outreach work done by the University and Students' Union Access team has been described by Professor Les Ebdon as sector-leading, and we are immensely proud that by working together, we are showing that students as well as staff can be instrumental in widening access to higher education.

Grace Skelton
General Secretary 2013-14