

Access Agreement 2016/17

**with the
Office for Fair Access**

April 2015

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 and student experience and social responsibility.¹

Our approach to widening participation is 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 student life-cycle approach adopted by the National Strategy for Access and Student Success² and which underpins OFFA’s five year strategic plan.

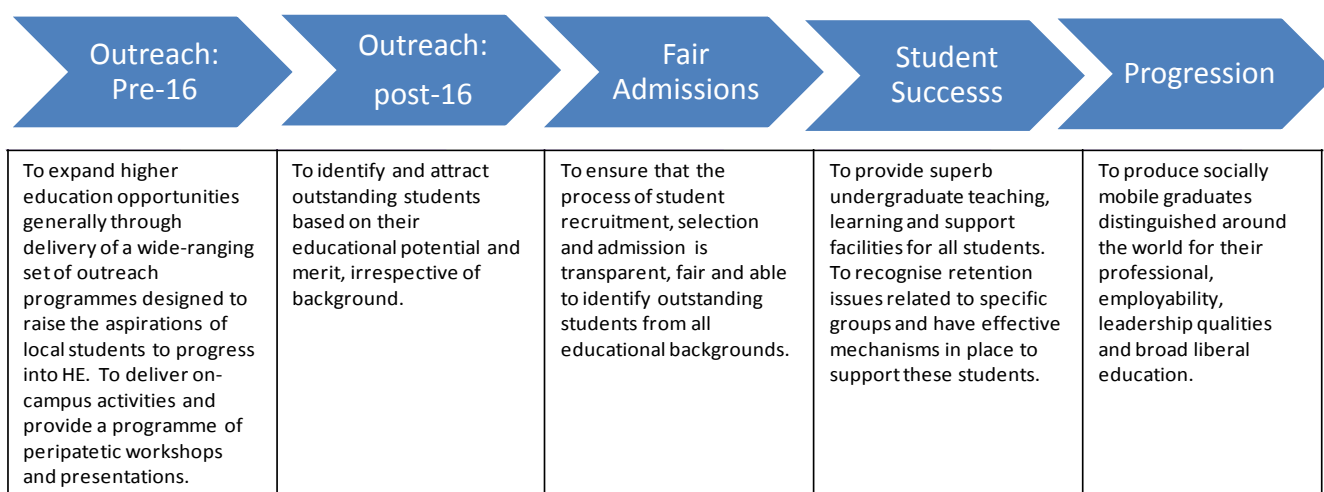


Figure 1: The University of Manchester Extended Higher Education Progression Framework

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

The University’s main fee structure from 2016/17³ for new students is as follows:

Table 1: 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.

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

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299689/bis-14-516-national-strategy-for-access-and-student-success.pdf

³ This fee structure will apply to students for the duration of their studies. The University notes OFFA’s advice that institutions will be able to revisit fee levels and student financial support should there be any changes to these following the general election in May 2015.

2. Assessment of access and retention record

The University of Manchester is an interdisciplinary research-led institution with a strong track record of attracting 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.

Table 2: Higher Education Statistics Agency (HESA) Table 1a Performance Indicators 2013/14 and Access Agreement Monitoring Outcomes for 2012/13.

	% Low Participation N'hoods (LPN) POLAR 3	% Lower Socio-Economic Groups (NS-SEC 4-7)	% State Schools and Colleges	% Disabled Students Allowance	% New System students in receipt of full state support
The University of Manchester	7.9	23.8	82.3	6.7	30.4
England	10.9	33.1	89.4	6.7	n/a
English Russell Group (20 HEIs)	6.0	20.0	75.5	5.4	n/a
English Russell Group Ranking (20 HEIs)	Joint 4th	Joint 3rd	5th	5th	4th
UoM Standard Benchmark	7.2	24.3	82.9	5.7	n/a
UoM Standard Benchmark Difference	0.7	-0.5	-0.6	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 English Russell Group and we also perform towards the top end of this group for the proportion of learners from these backgrounds. We are one of the five Russell Group institutions that exceed the institutional benchmark for LPN and we also exceed our benchmark for % of students in receipt of the Disabled Students' Allowance.

Student success: 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 HESA data shows that we do not meet our institutional benchmarks, although our overall retention has improved over the last 6 years. Improving continuation rates for all students is a priority for the University and we have committed to monitoring and subsequently setting targets to improve the continuation rate of learners from low-income backgrounds. We have also undertaken analysis of students' attainment and have committed in our targets and milestones to explore further the differences in attainment between specific groups of students.

Student progression: We have used the Destination of Leavers from Higher Education (DLHE) data to understand what happens to widening participation students when they graduate from the University. Our analysis shows that students from low-income backgrounds are less likely to be in a positive graduate destination six months after graduation, although our most recent DLHE data shows that this gap is starting to close. To reduce this gap further, the University has developed a WP employability framework informed by our data analysis which aims to improve the employability outcomes of low-income students through the delivery of targeted interventions. This framework is outlined in section 6.2.

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. Contextual background and assessment of our performance is included in section 7.

3. Access Agreement Expenditure

To date, the proportion of additional fee income invested by The University of Manchester through its Access Agreement has been above the average of our peer institutions (see Appendix B).

We begin from a very high baseline of investment and initiatives devoted to widening access and participation⁴. 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;
- continue our significant investment in the level of resource committed to access, student success and progression.

A summary of our Access Agreement expenditure in 2016/17 and in steady state is provided below.

OFFA Countable Expenditure % of higher fee income (HFI)	2016-17 (Expenditure)	2016-17 (% of HFI)	2019-20	2019-20
Access expenditure	£3,296,000	5.6%	3,601,628	6.0%
Student success expenditure	£1,530,000	2.6%	1,671,872	2.8%
Progression expenditure	£824,000	1.4%	900,407	1.5%
Expenditure on financial support	£18,362,487	31.1%	15,938,167	26.6%
Total expenditure / % of higher fee income	£24,012,487	40.6%	22,112,074	36.8%

4. Access to higher education and The University of Manchester

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 to c. £3.3m in 2016/17.

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

⁴ 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>

with local, regional and international communities, especially those that are disadvantaged or have limited access to the University. Our widening participation work begins in primary school through visits to campus, using student volunteers to support literacy development and an interactive website⁵. Our cultural institutions coordinate and deliver extensive learning programmes with primary schools and are collaborating to deliver one of the University's Social Responsibility Signature Programmes⁶ targeting primary pupils in the most disadvantaged areas of Manchester. At secondary school level, much of work to raise awareness of higher education is delivered in collaboration with other HEIs, details of which are provided in section 4.3.

- **Pre-16 outreach work promoting access to selective universities and courses, including the University of 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 2013/14, 36 schools from across Greater Manchester took part in the programme bringing a total of 1470 pupils on to campus. 83% of these schools were from Band 1 or 2 in the Manchester Prioritisation Model (MPM) which enables us to target schools with above average numbers of students in receipt of free school meals. Our Mentoring programme provides current university students as mentors for Y10 students in target schools who are identified by teachers as having the potential to succeed at a selective university. This six week programme takes place in school and includes an academic session delivered by a current PhD student. Mentees are also invited to participate in the University's residential summer school and engage with our 'Access Professions' days which focus on careers in Law and Healthcare where students from a widening participation background are traditionally under-represented.

- **RCUK School-University Partnership Initiative** In January 2013, the University was awarded matched funding through RCUK to create and embed a 'School University Partnership Initiative'⁷ to bring contemporary research to life for young people across local schools and beyond. 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. To date the University has delivered a range of activities and programmes to engage students and teachers with our research and explore links with the school curriculum. The University has committed to embed the initiative within its widening participation work once the funding from RCUK ends.
- **School Governance** Our pre-16 outreach is strengthened by our successful initiative to encourage more University staff and alumni to support the strategic development of local state schools by volunteering as school governors. In partnership with SGOSS⁸ - Governors for Schools - we have invested in expanding opportunities to increase the contribution of University staff and our alumni

⁵ Our Children's University of Manchester website is featured in the Russell Group's Opening Doors publication, section 2, p 1-2.

⁶ <http://www.russellgroup.org/Russell%20Group%20Opening%20doors%20Jan%202015%20-%20complete.pdf>

⁷ <http://www.socialresponsibility.manchester.ac.uk/signature-programmes/cultural-access/>

⁸ <http://www.supi.manchester.ac.uk/>

⁸ <http://www.sgoss.org.uk/>

to the governance of state schools in the most challenging circumstances⁹. Since the start of this initiative, we have nearly trebled the number of staff volunteering as governors, with 152 staff now serving as governors from an initial baseline of 53. Through expanding this initiative to our alumni community, we have been able to increase its reach and impact. We have already received a positive response with an increasing number of alumni being placed as school governors in schools across England. 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. 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 media channels. In November 2014, the initiative was awarded the Times Higher Award for Outstanding contribution to the Local Community. The University is working closely with SGOSS to disseminate good practice from this initiative to other institutions and has produced a joint case study featured on the SGOSS website. We will also be working alongside other organisations as part of the SGOSS Ambassador Programme to support and champion the work of SGOSS in improving governance in state schools and colleges.¹⁰

- **Work with parents and carers** The University recognises the importance of engaging parents and carers with higher education progression and does this through a number of different outreach activities. Our annual 'Parents' Guide to Higher Education' invites parents and carers of young people the University has engaged with over the academic year, to attend campus, meet with staff and current students and receive an overview of higher education and how best to support their children in achieving their potential. In addition a number of outreach programmes offer specific sessions for parents, including our annual Y7 Gateways Parents Evening and our Gateways celebration event which saw over 200 learners, parents and family members attend in 2014/15. We also host events aimed at parents and carers through our Manchester Access Programme.

4.2 Outreach post-16

Our post-16 work enables prospective higher education students to find out about studying 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 universities¹¹. 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 worth 40 UCAS points or equivalent. MAP students progressing to the University also receive a £1000 a year scholarship for each year of undergraduate study.

Since its development in 2005/06, 1119 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 2.5 times more likely to be from a low household income 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

⁹ See our separate Target/Milestone for this initiative.

¹⁰ <https://www.sgoos.org.uk/employers/ambassadors.html>

¹¹ <http://www.manchester.ac.uk/undergraduate/map/>

our data shows that around half of MAP students need some of their 40 UCAS points. Our evaluation and evidence of success has provided the rationale for development of a national widening access programme to complement MAP and the University's other widening access activities for post-16 students.

- **Distance Access Scheme (DAS)** DAS is our new national widening access programme to support students from less advantaged backgrounds and their transition to the University. Through utilising online resources and methods, students undertake a DAS module designed to enhance their study skills and further develop subject specific knowledge and research skills. Students who have successfully completed the DAS are eligible for an alternative offer worth 20 UCAS points.
- **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 guide¹²;
 - 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's proportion of mature students has remained fairly constant despite the recent national decline in the number of mature students entering higher education.

In addition to the above, 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 include¹³:

- 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)¹⁴;
- Support for students undertaking the Extended Project Qualification;
- Academic Guest lecture series through which academics deliver talks in local schools and colleges.

4.3 Collaborative Work

The University is committed to working in partnership to increase access to higher education, delivering joint programmes with other HEIs and organisations. Through collaboration the University has been able to increase the reach and impact of its widening participation work.

¹² <http://documents.manchester.ac.uk/display.aspx?DocID=18122>

¹³ See also <http://www.manchester.ac.uk/undergraduate/schoolsandcolleges/post-16/>

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

- **Manchester Higher** 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 Manchester. Following a successful pilot in 2011/12 Manchester Higher has continued to expand to engage with an increased number of target schools and learners year on year through activities on-campus and in schools. During 2013/14 over 900 learners attended a campus visit and the programme had interactions with over 7000 learners and parents through outreach activities off campus. Impact data from 2013/14 shows that 94% of pupils knew more about the benefits of going to university and 97% of pupils better understood the differences between school and university following their campus visit. Manchester Higher also provides pre-entry support for disabled learners through collaborative campus visits for both pre and post 16 learners. The two Universities also collaborate, along with a number of other North West universities through the Routes into Languages North West consortium.
- 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'¹⁵ 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.
- **National Networks for Collaborative Outreach (NNCO)** Manchester Higher provided the foundation for the successful application for Greater Manchester Higher to HEFCE as part of the National Networks for Collaborative Outreach (NNCO) project. Through this partnership we will provide a range of awareness-raising programmes for schools in Greater Manchester, as well as working collaboratively to maximise the impact of our respective outreach programmes and minimise duplication.

In addition to the regional Greater Manchester Network, the University is also a member of the HEFCE funded National Network for the Education of Care Leavers. This will enable the University to further develop its support for young people who have experienced time in care by sharing best practice and evidence with colleagues in other institutions.

The Russell Group WP Association has provided a forum for collaborative work across these highly selective institutions for many years. As well as providing peer support for senior WP staff, the group plans and delivers collaborative activity including the biennial Teachers' Conference and practitioner networks. Through the NNCO, the Association has recently been awarded some HEFCE funding to develop and deliver CPD materials for teachers to support the progression into selective universities. If successful, this may be extended to include selective courses more generally.

- **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

¹⁵ See <http://www.russellgroup.ac.uk/informed-choices.aspx> for more information

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

The programme has matured and has established long-standing collaborative relationships across the university, college and school sectors. Each of the participating universities has committed future funds to the central operating budget to ensure the on-going delivery and development of RO to 31 July 2017. For 2016/17 this will be a maximum of £37,000 per Partner.

- **Collaboration with other organisations** The University of Manchester enjoys strong links with a number of 3rd sector organisations and charities, working closely with The Tutor Trust, Teach First, the Brilliant Club and SGOSS – Governors for Schools. The University funds two £500 scholarships each year for aimed at supporting University of Manchester graduates from a widening participation background during their first year of Teach First.

4.4 Target Groups

In addition to outreach programmes highlighted in sections 4.1 – 4.3, the University undertakes a range of activities targeted at specific groups of learners which OFFA identify as being underrepresented in HE. These targeted activities complement the opportunities already provided to learners through our extensive outreach programmes by tailoring support and information specific to their needs. Much of this work, in particular our work with young people who have been in care and disabled learners, is delivered collaboratively with other HEIs and organisations in Greater Manchester.

- **Looked After Children (LaC) and care leavers** Work to support these learners is delivered collaboratively across the four main HEIs in Greater Manchester (The University of Manchester, Manchester Metropolitan University, the University of Salford and the University of Bolton.) This includes the joint delivery of the annual Greater Manchester Care Leavers' Awards and the provision of information and guidance for key influencers including social workers and foster carers. The universities work closely with local authorities in Greater Manchester and have supported the delivery and enhancement of Manchester's Care to Change Council.¹⁶ 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. The universities work together to deliver outreach activities for Looked After Children and care leavers which include the pre-16 Success4Life programme and a post-16 Step-up to Uni event.
- **Young Carers** The University has begun to explore ways in which young carers can be targeted for outreach work in the future. From 2015/16, young carers will be a specific target group for our Greater Manchester Higher activities and also reported on through the learner information we collect as part of our Gateways programme, providing a benchmark for future activity.

¹⁶ http://www.manchester.gov.uk/info/100010/social_care_and_support/6538/our_pledge_to_looked_after_children_and_care_leavers

- **Disabled students** Disabled students are a named target group for many of the University's outreach activities. In addition, we run outreach activities for disabled students in collaboration with Manchester Metropolitan University. These events have included targeted activities for learners with a specific disability (D/deaf learners and pupils with Autism Spectrum Disorders (ASD)). In 2014/15 we are piloting a new event aimed at post-16 disabled learners and their parents/carers and will provide an overview of the support available from both universities and support provided through external agencies.
- **BME students** Work to increase the participation of BME groups in HE is coordinated through a dedicated post which works across the University and the Ahmed Iqbal Ullah Education Trust.¹⁷ Activities include a 'Your Future Your Choice Conference', a programme of events for schools around Black History Month and Refugee Week in addition to tailored workshops and mentoring with secondary schools.

4.5 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 include:
 - opportunities for pupils to engage with collections and experts at The Manchester Museum and The Whitworth Art Gallery;
 - 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 Qualification 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:
 - Access All Areas as a popular volunteering arm of the Students' Union to develop under the collaborative leadership of an elected student committee and the Access Project Co-ordinator;
 - permanent strategic and collaborative links between the Students' Union and the University to flourish and become embedded e.g. with volunteering arms Student Action and RAG; with societies; with elected student exec team; with student media Mancunion newspaper, Fuse TV and Fuse FM;
 - innovative widening participation outreach projects in primary, secondary and sixth form colleges in addition to projects in local libraries, Pupil Referral Units and children's centres. Students have used a variety of methods to engage a diverse range of local people into

¹⁷ <http://www.racearchive.org.uk/>

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

education including: Indian dance, gardening, filming workshops, revision sessions, reading, programming robots, learning arts and humanities subjects, adopting creative campaigning skills, hosting Students' Union tours and organising Open Day events;

- students to address issues surrounding student success and retention through the planning and delivery of projects which include hosting the Consider Postgrad event with the aim of widening participation in postgraduate education;
- current students developing the skills to plan, design, recruit volunteers, deliver and evaluate the impact of their projects through 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 through reading groups, film events, training sessions and meetings. As their knowledge and expertise grows, their ability to run successful campaigns on access and participation issues continues to develop;
- students to become progressive future leaders and experts in inclusive education, access and widening participation;
- positive and inspiring links to be established between pupils from priority schools and current University students who have an infectious enthusiasm for their subject and extra-curricular activities.

4.6 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. Clear and transparent information about our contextual data processes is provided to applicants¹⁹ and we ensure all new admissions staff are properly trained in its principles and use. In 2012 we developed a new methodology²⁰ 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 throughout the admissions cycle. Our monitoring shows the impact our contextual data processes have in some of most selective courses, particular in Medicine and Dentistry. 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 years²¹ 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 and Engineering and Physical Sciences. Our data shows that students participating in programmes with a Foundation Year are more likely to be from areas with low progression to 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 under-represented backgrounds we will continue to invest in a generous package of bursaries (see section 5) for these programmes.
- **Support for specific target groups within the admissions processes** The University has held the Buttle Trust Quality Mark for Care Leavers since 2009. This is awarded to HEIs who provide a

¹⁹ <http://www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data/>

²⁰ <http://documents.manchester.ac.uk/display.aspx?DocID=8128>

²¹ <http://www.manchester.ac.uk/undergraduate/courses/foundationyear/foundationyearinformationforukestudents/>

high level of support to care leavers through their admission processes and into university study. The Student Support Adviser (SSA), based in the Atrium²², is the named institutional contact for care leavers. The SSA contacts students before their arrival at Manchester, offering a joint face to face meeting with the University's Student Money Adviser to discuss support requirements. These initial meetings outline the support on offer at the University, as well as information about our scholarships for care leavers, advice on accommodation, money and budgeting, settling in and adjusting to university life. The SSA maintains close contact with care leavers at the institution who wish to receive ongoing support during their degree. 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 strategies²³. The University also has well-established procedures in place to ensure disabled students are fully supported through the admissions processes.

5. Student Financial Support

In devising our bursary provision we consulted with current students and have drawn on our own research evidence which has led to the following principles underpinning our financial support packages:

- bursary 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 are in the top quartile for the percentage of students from the lowest income backgrounds²⁴. Supporting all such students for the duration of their studies necessitates 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 scholarships to students progressing through our Manchester Access Programme and those from care-experienced backgrounds, generously supported by our alumni community. In 2016/17 the University has committed £18,401,487²⁵ to student financial support. For 2015/16 the University adjusted its bursary package in response to the end of the National Scholarship Programme. For 2016/17, the University has made further adjustments in response to continuing government policy and funding changes. An overview of our 2016/17 student financial support is outlined in table 4.

We have developed and embedded evaluation to capture evidence of the impact of our financial support. In December 2012, we began a three phase evaluation plan of our 'Manchester Bursary' for students from low household incomes. The first phase of the plan involved a quantitative analysis of the take up and choices made by recipients (cash, fee discount, accommodation discount), which enabled us to gather insights into how students preferred to receive their bursary amounts. During 2013, we began work on Phase 2 and qualitative research to reflect 'the Student Voice' using an online survey

²² The Atrium is a student-facing support and guidance centre offering a wide range of advice on issues related to student success and progression. Further information is provided in section 6.

²³ see Higher Education Statistics Agency Performance Indicators 2009/10 and <http://www.staffnet.manchester.ac.uk/supporting-students/working-with-disabled-students/>

²⁴ Access Agreement Monitoring Outcomes for 2012/13, Office for Fair Access

²⁵ Predicted steady state expenditure for student financial support is £15, 977,167.

and series of one-to-one semi-structured interviews with bursary recipients to gain a more in-depth understanding of students' financial situations. This confirmed that:

- students had concerns around budgeting, with many of the students stating that they were unable to rely on additional financial support from their families;
- without the student bursary, students felt that they would struggle to get the most out of university life, with a number stating that it would have an impact on their studies or their ability to partake in certain social aspects of university;
- without the student bursary, students indicated they would have had to make different choices such as living at home or taking up additional part-time work to cover essential living costs.

The third part of our evaluation plan will be to carry out a quantitative analysis of the retention of recipients as well as an analysis of their academic performance. The University is also undertaking work to further understand disadvantage to ensure that its financial support is targeted at students most in need or hardship.

Table 4 provides a summary of our student financial support for 2016/17 which is available to eligible OFFA countable students. We have also committed £200,000 to support students who find themselves in financial hardship following the mainstreaming of the Access to Learning fund in 2014.

Table 4: University of Manchester bursaries from 2016/17²⁶

Study programme	Fee ²⁷	Household Income Criteria	Cash Bursary
Standard f/t undergraduate	£9,000	£0 to £25,000	£2,500 p.a.
Standard f/t undergraduate	£9,000	£25,001 to £35,000	£1,000 p.a.
Programmes with a foundation year in Engineering & Physical Sciences, Life Sciences, Medical & Human Sciences	£9,000	£0 to £25,000	£5,000
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	£0 to £25,000	£1,800
Work Placement UK/Abroad (non Erasmus)	£1,800	£25,001 to £35,000	£900
Erasmus Work Placement	£1,350	£0 to £25,000	£1,350
Erasmus Work Placement	£1,350	£25,001 to £35,000	£675
Study Abroad (Erasmus or not)	£1,350	£0 to £25,000	£2,500
Study Abroad (Erasmus or not)	£1,350	£25,001 to £35,000	£1,000
Manchester Access Programme	£9,000	Additional to above	£1,000 p.a.
Care Experienced Background	£9,000	Additional to above	£1,000 p.a.
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 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 awards to standard f/t undergraduate 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

²⁶ As noted by OFFA in the 2016/17 guidance, the University may need to revisit its student financial support should there be any significant changes to student finance arrangements following the general election.

²⁷ In the absence of government confirmation of 2016/17 fee levels, following OFFA's guidance, the University has based its fee levels on 2015/16.

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 finance web-pages²⁸. Current students can access financial advice from the University's Money Advisor based in the Atrium and we are developing financial management toolkits which will be available to both current and prospective students. The University also seeks feedback from prospective and current students on the clarity of its financial information.

6. Student Success and Progression

Through its Access Agreement, the University of Manchester will invest £2,354,000 in 2016/17 into student success and progression²⁹. In particular, this will support staff appointments providing data, student financial advice³⁰, employability and further development of our retention strategy. 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 progression into employment or further study. In 2013/14 the University brought together many of its student-facing services into a single hub called the Atrium.³¹ This is a 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, studying abroad, managing money, support and well-being. We will continue to develop the use of this space with feedback from students.

6.1 Student Success

The University has commissioned a full analysis of student retention which will inform its strategy in this area and has invested in resource to support institutional data analysis and research into student retention and attainment. Our initial findings from this analysis show that there is a gap in the retention and attainment between WP and non-WP students and we have therefore set targets for monitoring and improving these outcomes within our Access Agreement. Our strategy to improve the success of all students, and specifically those from WP target groups, will be built on the following:

- **Research** to better understand the factors influencing students' retention and attainment. This research will inform the piloting of targeted interventions and approaches that will shape our strategy.
- **Development and enhancement of existing activities.** We will continue to develop and enhance existing activities which support student success, including:
- **My Learning Essentials**³² 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.

²⁸ <http://www.manchester.ac.uk/study/undergraduate/student-finance/>

²⁹ £1, 530, 000 has been committed to support student success and £824,000 for progression.

³⁰ This support is provided through a dedicated Money Advisor post <http://www.studentnet.manchester.ac.uk/crucial-guide/financial-life/student-money-adviser/>

³¹ <http://www.manchester.ac.uk/study/experience/student-life/university/student-support/>

³² <http://www.library.manchester.ac.uk/academicsupport/mylearningessentials/>

- **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 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.
- **Development of new activities through My Manchester.** An online platform, My Manchester is designed to improve the way information reaches students, so that it is timely and targeted. The platform will enable the promotion of specific information, opportunities and interventions to be targeted at specific groups of students. Within this platform are two new significant areas of development, My Manchester Plus and My Students. Content will be based on self-evaluation tools and support to empower students. My Manchester Plus will emphasize 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. Within My Manchester Plus there are three strands.
 - **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, to support retention, attainment and progression;
 - **My Future** to enable students to prepare for their future after they leave the University.

My Students is an online platform through which Academic Advisers can easily view information about their students, including attainment data and learning opportunities. Through this online tool, students will be able to share the self-assessments and development pathways they undertake through My Manchester Plus with their academic adviser. Advisers will have access to students' targets and milestones and will be able to discuss progress towards these during Academic Adviser meetings. My Students will provide Academic Advisors with easily accessible information to monitor a student's progress and attainment, enabling them to highlight potential issues at an early stage and make appropriate interventions.

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.

Based on our institutional research and national evidence, the University has developed and will implement a WP employability framework. 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 through to graduation. The WP employability framework will also recognise that there is a gap

in the positive graduate destinations of low-income students and that this gap is more pronounced in certain academic disciplines. Through this framework the University will:

- provide WP students with outstanding employability support throughout the student life cycle, starting from pre-entry engagement and continuing throughout their academic studies to graduation and employment or further study;
- increase WP students' uptake of work experience, such as placements and internships, volunteering and co-curricular opportunities; and help to improve their global awareness;
- identify and collaborate with employers and alumni committed to improving social mobility on a range of employability initiatives;
- conduct ongoing research to understand the impact of a student's background on their likelihood to be in a positive graduate destination six months after graduation and the differences in employability between WP and non-WP students. We will also keep up-to-date on national research and benchmark with other institutions;
- develop an evaluation strategy that assesses all activities for effectiveness, informs the development of new programmes and identifies measures of success for this cohort.

7. 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. The primary programme prepares trainees to teach children between the ages of five and eleven. The secondary programme offers six specialist subjects: English, Mathematics, Science (Biology, Chemistry and Physics) Design and Technology, Business Education and Modern Languages (French, German and Spanish). 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."

In addition to the core allocated numbers, a deliberate, reflective approach is being taken towards a continued expansion of ITT at The University of Manchester through our engagement with School Direct and Teach First. 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.

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 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 the table 5.

Table 5: 3 Year benchmarked trends for key primary and secondary access and retention/success performance (10/11, 11/12, 12/13). Figures are given in percentages.

	Minority	Male	Disability	First degree 2:1 and above	QTS	Minority Ethnic in Teaching	Male Ethnic in Teaching	Male White in Teaching
Prim UoM	7	19	4	90	96	85	67 (n=2)	95
Prim NW	8	22	7	67	91	67	61	78
Prim Russell	8	20	7	80	93	82	76	91
Prim Sector	11	22	7	64	90	79	79	85
Sec UoM	13	38	7	62	91	75	67	88
Sec NW	11	36	7	59	90	75	74	82
Sec Russell	11	37	8	70	91	80	76	89
Sec Sector	15	38	7	62	88	79	76	85

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 the Russell Group and North West averages across the years 10/11, 11/12 and 12/13. Our percentage of male students from minority ethnic groups and their subsequent transition into teaching is lower than the Russell Group and sector averages. Within our Access Agreement targets and milestones we have committed to improving the number of male students from ethnic minority groups starting and completing a PGCE course and subsequently progressing into a teaching career.

8. 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.

8.1 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 Widening Participation Annual Report³³ and key performance indicators for WP are embedded into the University's internal Annual Performance Reviews³⁴.

- **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 is 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

³³<http://documents.manchester.ac.uk/display.aspx?DocID=4294>

³⁴<http://www.campus.manchester.ac.uk/planningsupportoffice/PSO/PlanningPerformanceReview/OPRS/>

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.

9. Consulting with Students

In section 4.5 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 Widening Access Lead of the Union's Executive is included as Appendix E.

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 packages.

10. Equality & Diversity

In line with its responsibilities under the Equality Act 2010, the University will review and publish its Equality Objectives in April 2016. Consideration will be given to student gender, disability, race, religion or belief and sexual orientation in relation to access, attainment, progression and experience. The University's equality objectives are agreed by the Planning and Resource Committee and monitored through its Equality and Diversity Forum.

Through involvement in the Race and Gender Equality Charter Marks, the University will ensure a strategic approach to action on student attainment, diversity in the curriculum and progression into academia for students from underrepresented groups. The objectives set by the University to achieve the Race and Gender Charter Marks will align with the University's key performance indicators and widening participation activities. Within our Access Agreement targets we have committed to monitoring the differences in degree attainment between certain groups of students and will seek to understand and develop approaches to address differential attainment for under-represented groups.

In addition work will continue in the following areas:

- Targeted outreach activity with prospective students as outlined in section 4.4;
- Activities to address identified differential undergraduate degree attainment. 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;
- Action to challenge discrimination and stereotypes around mental health through work on the University's Time to Change pledge;
- The implementation of student sexual orientation monitoring and ensuring the support that is provided for LGBT students is clear. The University will aim to achieve a 10/10 score on Stonewalls Gay by Degree University Guide checklist.
- Improving the reporting and support mechanisms in place for those students who feel they have experienced bullying, harassment or discrimination.

The University has also committed additional resource in its Access Agreement to support disabled students when the changes to the Disabled Students Allowance (DSA) are implemented in September 2016. Although at the time of producing this Access Agreement specific details about this provision are still at the development stage, the ongoing priority will be to ensure that students with disabilities have access to a range of high-quality support services throughout their studies. The University's Disability Support Office (DSO) will continue to work closely with Academic Schools and from September 2015 will be introducing School-based Service Level Agreements which will coordinate the provision of support for students with disabilities.

Following the implementation of the new DSA changes in September 2016, the University has committed to appointing an Academic Disability Lead and a Disability Coordinator in each Academic School. Both these roles will be supported by the Disability Support Office and will provide additional support and resources for students at each stage of their academic career.

Table 1: The University of Manchester non-continuation, by sub-category, following year of entry (benchmark figures in brackets)

		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
ALL	University of Manchester	5.4% (4.9)	5.0% (4.3)	5.8% (4.4)	5.2% (3.8)	4.1% (3.7)	4.3% (3.9)
	Russell Group*	4.4%	4.2%	4.1%	3.6%	3.5%	3.6%
	English Russell Group	3.9%	3.8%	3.9%	3.4%	3.1%	3.4%
	England	8.4%	7.8%	8.4%	7.3%	6.6%	7.0%
Young	University of Manchester	4.6% (4.3)	4.5% (3.7)	5.1% (3.8)	4.5% (3.2)	3.6% (3.1)	3.5%(3.3)
	Russell Group	3.7%	3.6%	3.5%	3.0%	2.8%	3.0%
	English Russell Group	3.2%	3.3%	3.3%	2.8%	2.6%	2.8%
	England	6.9%	6.4%	7.1%	6.2%	5.7%	5.7%
Mature	University of Manchester	13.2% (11.6)	9.8% (9.8)	12.5% (10.3)	12.2% (8.9)	8.6% (8.7)	11.3% (9.5%)
	Russell Group	9.9%	9.3%	9.5%	8.7%	8.5%	9.0%
	English Russell Group	9.6%	9.5%	9.8%	9.2%	7.8%	8.9%
	England	13.9%	12.9%	13.2%	11.5%	10.3%	12.0%

Source: Higher Education Statistics Agency Performance Indicators 2008/09 – 2013/14 and figures show the % of entrants no longer in HE.
 * Russell Group figures from 2010/11 include the expanded Russell Group membership.

Table 2: HESA Data Non-Continuation of low Household Income (below £25,000) students

	Entrants 2010	Entrants 2011	Entrants 2012	Average
Low Household Income Non-Continuation	155	144	121	420
Total Low Household Income	1718	1682	1559	4959
Low Household Income Non-Continuation	9.0%	8.6%	7.8%	8.5%
Low Household Income Continuation	91.0%	91.4%	92.2%	91.5%

Appendix B

Monitored expenditure since 2009/10 on OFFA-countable access measures

	Overall expenditure (% higher fee income)				Overall expenditure (£000)	Institution al financial support (£000)	Outreach (£000)	Student success (£000)	
	2009-10	2010-11	2011-12	2012-13	2012-13	2012-13	2012-13	2012-13	
University of Manchester	29.8	27.1	27.3	30.8	13,474	11,524	1,230	720	
University of Leeds	24.0	23.3	22.9	31.9	13,414	12,197	1,173	44	
University of Birmingham	25.3	26.5	27.8	35.6	12,697	8,416	1,738	2,543	
University of Oxford	34.1	36.8	41.6	51.0	11,817	7,968	3,100	749	
University of Nottingham	24.1	22.2	25.0	28.0	11,452	9,656	1,532	264	
University of Liverpool	30.9	30.2	33.1	38.4	9,656	7,200	409	2,047	
University of Sheffield	21.3	23.2	22.9	28.3	8,885	5,944	2,022	919	
University of Cambridge	29.2	29.5	33.0	31.8	7,883	7,138	745	0	
University College London	35.6	35.4	35.2	37.7	7,870	6,470	1,300	100	
University of Newcastle upon Tyne	22.2	24.0	25.0	25.9	7,494	5,427	1,762	305	
University of Bristol	20.2	19.8	20.2	26.0	7,352	5,428	1,022	901	
University of Exeter	20.5	18.8	17.5	27.0	6,951	5,116	917	919	
University of Southampton	19.0	21.0	20.7	24.0	6,772	5,800	854	119	
University of Warwick	31.0	29.9	29.1	31.3	6,700	5,502	1,198	0	
University of York	21.8	21.2	20.0	30.9	6,594	4,888	1,385	320	
King's College London	27.2	26.4	29.4	28.0	6,277	4,483	526	1,268	
University of Durham	23.9	21.5	20.2	26.4	6,164	3,407	2,733	24	
Imperial College London	32.3	36.8	40.7	45.3	5,733	5,222	511	0	
Queen Mary, University of London	29.6	26.3	24.6	26.3	5,644	5,033	129	482	
London School of Economics and Political Science	30.5	27.3	28.3	42.2	2,267	1,730	360	177	
					TOTAL	165,096	128,550	24,644	11,901

Source: Office for Fair Access Annual Monitoring Outcomes report 2012/13

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 •Employer feedback •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 and internal data •Student bursary research and impact study
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 •Distance Access Scheme •Curriculum Enrichment including Discover Days •Work with targeted groups including care leavers, BME students and students with disabilities •UMASS • Realising Opportunities 	<ul style="list-style-type: none"> •Progression data of MAP, RO, Discover Days, •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 •Y10 residential Summer School •Greater Manchester Higher NNCO •Work with targeted groups including LAC, BME pupils and students with disabilities •Collaborative work with University of Liverpool 	<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 •National Teachers and Advisers 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 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 (TLG)</p>	<p>The Teaching and Learning Group (TLG) is chaired by the Vice-President for 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> <p>The new Greater Manchester Higher NNCO is overseen by a Steering Group, made up of representatives from all partner institutions, who will be responsible for implementing a set of evaluation measures for this work.</p>



Our Response to the University of Manchester Access Agreement 2016/17

The University of Manchester Students' Union (UMSU) believes that this Access Agreement demonstrates the University's consistent dedication to Widening Participation in an increasingly challenging and marketised Higher Education sector. The University clearly recognises complex issues of access and achieving potential for different groups in HE. We are particularly pleased with the University's partnership with the Students' Union in outreach work and consultation of current students. This will ensure student voice is at the heart of decision making.

This Access Agreement has been the result of a consultation between the University and the Students' Union. A member of the Executive Team sat on the governance body that oversaw the development of the document. UMSU feels this is particularly important when considering the proposed changes to the bursary offer.

The paper comes at a time of significant change for HE funding - The National Scholarship Programme was cut whilst there are expected changes to The Disabled Students' Allowance. It is encouraging to see the University's commitment to finding the resources to ensure these cuts don't prevent future learners from Widening Participation (WP) backgrounds accessing higher education. Despite the challenging climate, the University of Manchester is still offering a suitable bursary package. Student feedback shows financial support of bursaries is crucial to the continuation of their studies. This comes at a time when the gap between advantaged and disadvantaged learners progressing to Higher Education is still immense.

UMSU are 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 a prime example of a Students' Union and University working in partnership to achieve a common goal. It also provides valuable volunteering opportunities to the students who lead the Access All Areas projects. The forthcoming summer conference hosted by students demonstrates how UMSU are sector leading in their work. This work would not be financially viable without The University.

The Union have been particularly impressed with the holistic life-cycle approach demonstrated in this agreement. The institution's extensive use of research to inform policy is welcomed. It is particularly useful when looking at clear academic attainment gaps for specific WP groups. We look forward to working with the University to tackle these issues and ensure our students have the opportunity to reach their full potential.

Ellen McLaughlin
Community Officer

2016/17 Access Agreement Targets and Milestones

Statistical Targets

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body											
Reference number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
1	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To continue, year-on-year, to increase the percentage of new entrants from Low Participation Neighbourhoods and ensure that we are in top quartile of the English Russell Group.	No	Average of 11-12/12-13/13-14	7.4%	To obtain 7.9% of entrants from LPNs and ensure that we are in top quartile of the English Russell Group	To obtain 8.1% of entrants from LPNs and ensure that we are in top quartile of the English Russell Group	To obtain 8.3% of entrants from LPNs and ensure that we are in top quartile of the English Russell Group	To obtain 8.5% of entrants from LPNs and ensure that we are in top quartile of the English Russell Group	To obtain 8.7% of entrants from LPNs and ensure that we are in top quartile of the English Russell Group	We have established a baseline using the most recent 3 years of HESA verified data for POLAR 3
2	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	To continue, year-on-year, to increase the percentage of new entrants from lower NS-SEC groups and ensure that we are in top quartile of the English Russell Group.	No	Average of 09-10/10-11/11-12/12-13/13-14	22.3%	To obtain 22.6% of entrants from NS-SEC classes 4-7 and ensure that we are in top quartile of the English Russell Group	To obtain 22.9% of entrants from NS-SEC classes 4-7 and ensure that we are in top quartile of the English Russell Group	To obtain 23.2% of entrants from NS-SEC classes 4-7 and ensure that we are in top quartile of the English Russell Group	To obtain 23.5% of entrants from NS-SEC classes 4-7 and ensure that we are in top quartile of the English Russell Group	To obtain 23.8% of entrants from NS-SEC classes 4-7 and ensure that we are in top quartile of the English Russell Group	
3	Other statistic - Low-income backgrounds (please give details in the next column)	To ensure The University of Manchester is positioned towards the top quartile of the English Russell Group for the proportion of students from low income households.	No	English Russell Group	n/a	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	
4	Other statistic	To continue, year-on-year, to improve the continuation rate of young and mature full time entrants from low household incomes.	No	Entrants in 10-11/11-12/12-13	91.5%	Monitor and publish %	Monitor and publish %	To set targets from 2017-18	To monitor performance against target	To monitor performance against target	We will continue to improve the continuation rates of students from low household incomes as indicated by a University of Manchester internal measure.

Targets relating to outreach, student success and progression work: Outreach

Table 7b - Other milestones and targets.											
Reference Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
5	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 targeting schools using indicators of achievement and pupil disadvantage in our	No	2010-2013	70%	At least 70% of schools are from the highest priority bands in our	At least 70% of schools are from the highest priority bands in our	At least 70% of schools are from the highest priority bands in our	At least 70% of schools are from the highest priority bands in our	At least 70% of schools are from the highest priority bands in our	

		Manchester Prioritisation Model (MPM)				Manchest er Prioritisi on Model.	Manchest er Prioritisi on Model.	Manchest er Prioritisi on Model.	Manchest er Prioritisi on Model.	Manchest er Prioritisi on Model.	
6	Outreach / WP activity (collaborat ive - please give details in the next column)	Working with local, regional and national partnerships, we will develop and deliver a range of activities to support care leavers, before and during their time at the University.	No	n/a	n/a	Monitor and publish details of our partnershi p work	Monitor and publish details of our partnershi p work	Monitor and publish details of our partnershi p work	Monitor and publish details of our partnershi p work	Monitor and publish details of our partnershi p work	
7	Outreach / WP activity (other - 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).	No	n/a	n/a	At least 70% of students taking part in pre-16 outreach activities understan d more about progressin g to university. In an annual survey of teachers at least 70% report that the University' s activities add value to their School IAG strategy.	At least 70% of students taking part in pre-16 outreach activities understan d more about progressin g to university. In an annual survey of teachers at least 70% report that the University' s activities add value to their School IAG strategy.	At least 70% of students taking part in pre-16 outreach activities understan d more about progressin g to university. In an annual survey of teachers at least 70% report that the University' s activities add value to their School IAG strategy.	At least 70% of students taking part in pre-16 outreach activities understan d more about progressin g to university. In an annual survey of teachers at least 70% report that the University' s activities add value to their School IAG strategy.	At least 70% of students taking part in pre-16 outreach activities understan d more about progressin g to university. In an annual survey of teachers at least 70% report that the University' s activities add value to their School IAG strategy.	
8	Strategic partnershi ps (e.g. formal relationshi ps with schools/co lleges/emp loyers)	To increase the number of University staff and alumni placed as governors in state schools with a focus on supporting the most disadvantaged schools.	No	2014	246	258	270	283	297	312	To increase the number of placed governors by 5% each year.
9	Operational targets	To monitor, using our Manchester Prioritisation Model, the engagement of the most disadvantaged schools in the education programmes delivered by the University's cultural institutions: Museum, WAG, Ryland's Library, Jodrell Bank.	No	n/a	n/a	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	
10	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, Distance Access Programme and related activities	No	2010	152 MAP entrants	228	250	275	300	325	
11	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	n/a	n/a	Monitor and report on this each year	Monitor and report on this each year	Monitor and report on this each year	Monitor and report on this each year	Monitor and report on this each year	

Targets relating to outreach, student success and progression work: Student Success

Table 7b - Other milestones and targets.											
Reference Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
12	Student Success	We will continue to pilot and develop activities for enhancing student retention and success, cognisant of students most at risk of non-completion and/or under-attainment.	No	n/a	n/a	Report on the activities and beneficiaries each year	Report on the activities and beneficiaries each year	Report on the activities and beneficiaries each year	Report on the activities and beneficiaries each year	Report on the activities and beneficiaries each year	
13	Student Success	We have found that with both the descriptive and statistical analysis that there is evidence of differential attainment for certain student groups. We will continue to develop appropriate services and support to ensure all students are able to reach their academic potential.	No	n/a	n/a	Monitor and seek to understand and develop approaches to address differential attainment	Monitor and seek to understand and develop approaches to address differential attainment	Monitor and seek to understand and develop approaches to address differential attainment	Monitor and seek to understand and develop approaches to address differential attainment	Monitor and seek to understand and develop approaches to address differential attainment	
14	Student support services	To provide a hardship fund to support WP students with costs they could not have foreseen or budgeted for. Alongside this, the University will develop tools to support students to manage their finances.	No	n/a	n/a	Monitor applications to hardship fund by students from low household income groups and the uptake of financial management support.	Monitor applications to hardship fund by students from low household income groups and the uptake of financial management support.	Monitor applications to hardship fund by students from low household income groups and the uptake of financial management support.	Monitor applications to hardship fund by students from low household income groups and the uptake of financial management support.	Monitor applications to hardship fund by students from low household income groups and the uptake of financial management support.	

Targets relating to outreach, student success and progression work: Student Progression

Table 7b - Other milestones and targets.											
Reference Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
15	Student success	To achieve a year-on-year increase in the percentage of WP students in positive employment destinations as recorded in the DLHE, whilst also aspiring to narrow any gap between WP and non-WP students achieving successful employability outcomes.	No	Average of 08/09, 09/10, 10/11, 11/12 and 12/13	68.9% of WP students in positive destinations. 4.4% gap between WP and non WP students in positive destinations.	70% And to narrow the gap between WP and non-WP students achieving successful employability outcomes.	70.5% And to narrow the gap between WP and non-WP students achieving successful employability outcomes.	71% And to narrow the gap between WP and non-WP students achieving successful employability outcomes.	71.5% And to narrow the gap between WP and non-WP students achieving successful employability outcomes.	72% And to narrow the gap between WP and non-WP students achieving successful employability outcomes.	

Targets relating to Initial Teaching Training (ITT)

Table 7b - Other milestones and targets.											
Reference Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
16	Postgraduate ITT: Operational targets	Increase the recruitment, completion, attainment and progression rates of BME students undertaking ITT courses.	No	n/a	n/a	To monitor and report on recruitment, completion, attainment and progression of BME students	To monitor and report on recruitment, completion, attainment and progression of BME students	To monitor and report on recruitment, completion, attainment and progression of BME students	To monitor and report on recruitment, completion, attainment and progression of BME students	To monitor and report on recruitment, completion, attainment and progression of BME students	
17	Postgraduate ITT: Operational targets	To provide at least 10 Diversity Support Coaches recruited from within the teaching profession to support new retention and coaching activities with the aim of raise confidence and self-esteem in teaching of targeted group.	No	n/a	n/a	Monitor and publish outcomes for targeted groups	Monitor and publish outcomes for targeted groups	Monitor and publish outcomes for targeted groups	Monitor and publish outcome for targeted groups	Monitor and publish outcomes for targeted groups	