

# **Access Agreement 2017/18**

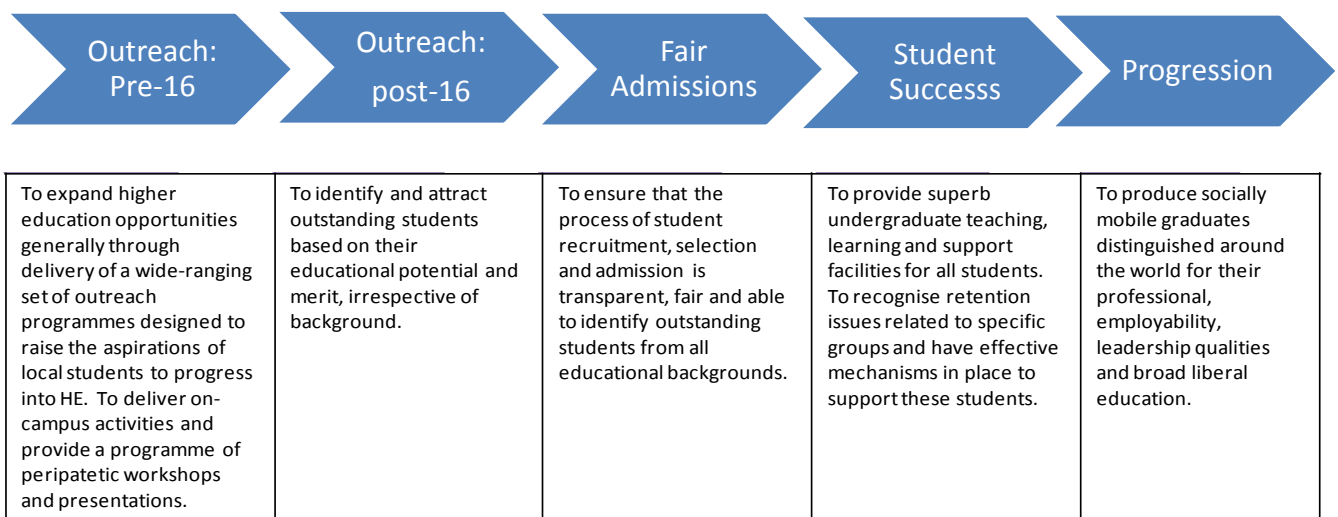
**with the  
Office for Fair Access**

**April 2016**

## 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.<sup>1</sup>

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 Success<sup>2</sup> and which underpins OFFA’s five year strategic plan.



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

The UK higher education system continues to face a number of major funding and regulatory changes, including the announcement in July 2015 of the removal of the government maintenance grant for students from the lowest household incomes. The University remains determined to support talented students and ensure financial issues to not present an obstacle for learners to access the full student experience. This Access Agreement has also been developed in the context of changes to the Disabled Students Allowance, changes to HEFCE’s widening participation funding and new government targets to improve social mobility. The University has responded to these changes and priorities when determining its access and student success activities and the level of investment which supports these.

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

<sup>1</sup> <http://documents.manchester.ac.uk/display.aspx?DocID=25548>

<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299689/bis-14-516-national-strategy-for-access-and-student-success.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299689/bis-14-516-national-strategy-for-access-and-student-success.pdf)

The University's main fee structure from 2017/18<sup>3</sup> for new students is as follows:

**Table 1:** fee structures regulated by OFFA for 2017/18:

<b>Course Type</b>	<b>Fee</b>
First degree/ITT	£9,250 p.a.
Work Placement year within UK or abroad (not full-year Erasmus)	£1,850 p.a.
Study Abroad year or full-year Erasmus Work Placement	£1,385 p.a.

The University intends to increase undergraduate tuition fees for home students in line with inflation from 2017/18, and in each subsequent academic year of the course, subject to government regulations on fee increases. The inflation uplift suggested for 2017/18 is 2.8% based on RPIX which is included in the table above.

## **2. Assessment of performance**

The University of Manchester is an interdisciplinary research-led institution with a strong track record of attracting students from under-represented groups. The University evaluates its performance in widening participation against a range of measures, including:

- recruitment and retention data published by the Higher Education Statistics Agency (HESA);
- national research and reports;
- internal registration, student success and progression management information data;
- monitoring and evaluation of our widening participation activities.

### **2.1 Access**

Within the English Russell Group of universities we have a strong record of recruiting students from under-represented backgrounds. Appendix A outlines our absolute and relative performance according to the main Higher Education Statistics Agency (HESA) and Office for Fair Access (OFFA) indicators.

In 2014/15 the University had the highest absolute number of students from state schools and colleges and LPNs among our peer institutions in the English Russell Group and we also performed towards the top for the proportion of learners from these backgrounds. We exceeded the institutional benchmark for LPN and we also exceeded our benchmark for % of students in receipt of the Disabled Students' Allowance.

From a baseline of 7.4%, we have seen an increase in the proportion of entrants from LPNs, achieving 7.9% in 2013/14 and 8.6% in 2014/15. Whilst our internal management data for 2015/16 suggests that this will drop back to 7.8%, it is close to our Access Agreement target of 7.9% and remains well above the 5% stated in OFFA's strategic plan for the proportion of students from LPNs entering selective institutions.

We continue to increase the proportion of students from household incomes of less than £25,000 p.a. from 27.7% in 2012/13 to 29.9% in 2013/14, an increase of 2.2%.

In setting its NS-SEC target, the University increased its baseline from 21% to 22.3% in its 2016/17 Access Agreement. In 2014/15 the University recruited 21.5% students from lower NS-SEC groups, which is a fall of

2.3% on 2013/14 and 3.1% below our benchmark. However our internal data indicates that we will see an improvement in the proportion of entrants from lower socio-economic groups in 2015/16. Whilst the HESA NS-SEC indicator will not be published after 2016, the University intends, at least initially, to continue monitoring its student profile by NS-SEC.

Analysis of HESA data for 2013/14 shows that 23.2% of the University's first degree new entrants were from BME groups, compared to an average for the Russell Group of 18.1%. Our most recent data for entry in 2015 shows an increase in students from Home/EU BME students, to 25.9%. There was a significant increase to 4.3% in the proportion of Black Home/EU students entering The University of Manchester.

## **2.2 Student success**

Our overall retention, retention of mature students, retention of young students and retention of young students from LPNs is better than the English average and has been improving over the last 7 years. 3.8% of young and mature first degree entrants from 2013/14 were no longer in HE by 2014/15, matching our benchmark of 3.8%.

We have identified through our internal data that continuation rates for students from low household incomes (Appendix B) are not as strong as the cohort as a whole, and we have therefore set targets from 2017/18 to improve the continuation rate of learners from low-income backgrounds. In addition, our internal statistical analysis has also shown that students on foundation year courses, students living in their parent/guardians home and students with lower entry qualifications are most vulnerable to leaving the University. For students who choose to live at home while studying, the Students' Union support and services include a 'Students Living at Home Society', transport buddy system, day trips and networking events. Conversely, students who have completed the Manchester Access Programme (MAP) are significantly less likely to leave the university early, with feedback suggesting the practical advice they receive, their greater institutional familiarity and the friendship networks they develop during the programme all aid the transition to University.

We aim to provide superb teaching, learning and support services for all students - however we also recognise that 'one size does not fit all'. We have undertaken an analysis of students' attainment which has revealed that certain WP and BME student groups at the University have lower degree outcomes than others with the same prior educational attainment. We have committed in our Access Agreement targets and milestones to explore further the differences in attainment and are developing approaches aimed at addressing differential attainment, for example, analysis to understand the profile of students accessing support services, considering the profile of students delivering peer mentoring programmes and local activities to promote inclusivity in Academic Schools.

## **2.3 Student progression**

The University is committed to enhancing progression opportunities for students from underrepresented groups. Our analysis of Destination of Leavers from Higher Education (DLHE) data shows that students from low-income backgrounds are less likely to be in a positive graduate destination six months after graduation. Having identified this gap, we have developed a WP Employability Framework which aims to improve the employability outcomes of low-income students through the delivery of targeted interventions including support to ensure equality of access to work experience placements.

## **2.4 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 Appendix C. Within our Access Agreement

targets and milestones we have committed to deliver and report on a programme of work to support male students and students from BME groups starting and completing a PGCE course and subsequently progressing into a teaching career.

### 3. Monitoring and evaluation arrangements

Progress in delivering our Access Agreement and widening participation strategy is monitored through the people and bodies outlined in Appendix E. The University's Widening Access Working Group, chaired by the Vice President for Teaching, Learning & Students with academic representation across the Faculties, senior Professional Support Services staff and the Students' Union, utilise expertise and ensure full consultation in the development of the Access Agreement.

Research and evaluation is embedded into our strategy and is integral to our work, which is illustrated in the Framework in Appendix D and focuses our assessment of outcomes and impact. Specific examples of our assessment of targeting and evaluation of outcomes are provided in our Widening Participation Annual Report<sup>4</sup>. Our approach includes:

- **Targeting:** ensuring that we are targeting the right students for our access, student success and progression activity is an essential element of our work. We use a range of indicators and approaches dependent upon the aim/objective of the activity, the delivery or intensity and what data are available. Where appropriate, we also monitor the effectiveness of our targeting; for example, by analysing the postcodes of pupils who have taken part in key outreach programmes.
- **Monitoring:** key performance indicators for WP are embedded into the University's internal Annual Performance Reviews<sup>5</sup>. In addition, we also collect a range of internal monitoring data, for example, since 2005 we have used a specific online database for the systematic collection and analysis of individual, area and school/college-level monitoring data for our vast range of outreach work.
- **Evaluation:** our approach to assessing the outcome/impact of our activity involves:
  - short-term evaluation of individual activities;
  - medium and longer term evaluation of participant outcomes.Evaluation is embedded in our plans and we analyse the outcomes and impact of our outreach, student success and progression interventions each year. The results from our evaluation enable us to assess the effectiveness of our activity, and change or adapt this as necessary; it has also helped to inform priorities for our work. For example, our Careers Service monitors its activities, both quantitatively and qualitatively, in order to ensure that the University is able to achieve its ambition and Access Agreement target of a year-on-year increase in the proportion of WP students in positive employment destinations.
- **Specific Research:** involves analysis of data, both statistical and qualitative, and comparison is made with other data (e.g. comparison groups, the wider cohort, regional and national data).

#### 3.1 Student financial support

We are committed to ensuring that financial issues do not present an obstacle for learners to access the full student experience. We have one of the largest cohorts of students from low household incomes and we are undertaking a range of research to further understand the impact of our financial support. The first phase of

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<sup>4</sup><http://documents.manchester.ac.uk/display.aspx?DocID=4294>

<sup>5</sup><http://www.campus.manchester.ac.uk/planningsupportoffice/PSO/PlanningPerformanceReview/OPRS/>

research has 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 financial support. Phase 2, 'The Student Voice', involved an online survey which was distributed to 1,422 recipients of the Manchester Bursary and focused on the impact the award had on students' experiences of university life. In addition, and in conjunction with the Students' Union, we also analysed data from a series of 20 one-to-one semi-structured interviews with bursary recipients to gain a more in-depth understanding of students' financial situations and their experiences as bursary recipients. Our evaluation has also explored the principle of student financial need - the difference between the cost of attendance and expected expenditure (e.g. tuition, accommodation, living expenses) and income (e.g. government maintenance grants and loans, financial support from the University, income from part-time work). The next phase of our evaluation will be to undertake a statistical analysis of the retention and academic performance of recipients.

The outcomes of the research have helped to inform the provision of our financial support packages; for example, we moved to a more flexible student choice model and have ensured that the greatest financial support is targeted at students from the lowest household incomes. We will also aim to draw on the instruments and resources that OFFA is producing to support institutional evaluation of the impact of financial support.

#### 4. 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.

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 student success and progression.

A summary of our Access Agreement expenditure in 2017/18 and in steady state is provided below.

OFFA Countable Expenditure % of higher fee income (HFI)	2017/18 (Expenditure)	2017/18 (% of HFI)	2020/21 (Expenditure)	2020/21 (% of HFI)
Access expenditure	£3,744,880	6.6%	£4,092,131	6.5%
Student success expenditure	£1,406,000	2.5%	£1,706,118	2.7%
Progression expenditure	£848,720	1.5%	£927,419	1.5%
Expenditure on financial support	£17,860,859	31.5%	£14,248,771	22.7%
Total expenditure / % of higher fee income	£23,860,459	42.1%	£20,974,440	33.4%

#### 5. 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 £3,744,880 in 2017/18.

The University undertakes a range of activities targeted at specific groups of learners which OFFA identifies 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. We are committed to the delivery of longer term outreach work and a key element of our approach includes intensive and targeted pre-16 activities with the most able, disadvantaged students. 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. The specific learner outcomes pursued in our pre-16 activities are outlined in Appendix D.

### **The Manchester Gateways Programme**

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. The Gateways Programme is a programme of sustained intervention. Working with pupils from Y7–Y11 it provides the opportunity for the same cohort of students to visit the University at each stage of their secondary education meaning that we work with the same pupils over a 5 year period. This long-term approach means that awareness of higher education as well as information; advice and guidance on progression to higher education are embedded within the learner's school curriculum. The programme also provides support for parents in the form of Gateways Parents events which provide information and guidance on how parents can best support their son/ daughter with their educational choices.

To ensure that the University is working with the most disadvantaged schools and colleges we give priority to bands 1 and 2 schools in our Manchester Prioritisation Model for the Gateways programme. During 2015/16, 45 schools from across Greater Manchester took part in the programme bringing a total of 1740 pupils on to campus. **91%** of these schools were from Band 1 or 2 in the Manchester Prioritisation Model (MPM).<sup>6</sup> This model enables us to target schools with above average numbers of students in receipt of free school meals.

The impact of these activities is measured at regular intervals during the programme and learner outcomes are measured after each intervention. We will continue to track Gateways participants through the HEAT database and UCAS to inform the longer term impact of this work.

### **The Brilliant Club**

As part of our commitment to longer-term outreach, The University of Manchester is working with The Brilliant Club<sup>7</sup> to widen access to highly selective universities for underrepresented groups. This initiative mobilises researchers to bring academic expertise into state schools and places doctoral and postdoctoral researchers in schools and sixth form colleges to deliver programmes of university-style tutorials to small groups of pupils. Working with pupils from key stage 2 through to key stage 5, this initiative targets pupils at non-selective state schools. Through our partnership with the Brilliant Club, pupils visit the University over the course of the programme, and receive information, advice and guidance sessions about higher education. The experience supports pupils to develop the knowledge, skills and ambition that help them to secure places at the UK's leading universities. We will continue to strengthen this partnership with the Brilliant Club and extend these opportunities to even more learners in 2017/18.

### **Looked After Children (LaC) and care leavers**

We deliver a range of activities to support care leavers. Much of the work to support these learners is delivered collaboratively across four of the Greater Manchester HEIs (The University of Manchester, Manchester

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<sup>7</sup> <http://www.thebrilliantclub.org/>

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.<sup>8</sup> A number of areas of good practice have been highlighted including our collaboration with Manchester City Council to host the annual LAC Education Achievement Awards. This brings young people, their carers, parents and social workers to the University and encourages them to consider university as an option. 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**

Young carers is a specific target group for our Greater Manchester Higher activities and we continue to monitor numbers from this group. We also report on the number of young carers through the learner information we collect as part of our Gateways programme, providing a benchmark for future activity. Through the work of the Students' Union, the University has developed links with Manchester Carers Centre and plans to develop a linked support network for student carers. A range of off-campus student leaflet guides for living at home students, mature students, student parents and student carers have been developed to assist students from these target groups in accessing university support:

[https://issuu.com/manchestersu/docs/ocstudentcarers\\_online](https://issuu.com/manchestersu/docs/ocstudentcarers_online)

### **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 2015/16 we ran for the second time an event aimed at post-16 disabled learners and their parents/carers which provided 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.<sup>9</sup> Activities include a 'Your Future Your Choice project', a programme of events for schools around Black History Month and Refugee Week in addition to tailored workshops and mentoring in secondary schools.

## **5.1 Contribution to progress of sector**

The University is committed to contributing to the sector's understanding of effective practice. We do this through the sharing of research and best practise and by working in partnership to deliver programmes in collaboration with other HEIs and organisations to increase access to higher education. Through these partnerships, the University has been able to increase the reach and impact of its widening participation work. Examples of the ways in which the University is contributing to the growth of the sector and increasing the evidence based for best practice are provided below.

### **Greater Manchester Higher NNCO**

Manchester is part of Greater Manchester Higher, one of the HEFCE-funded National Networks for Collaborative Outreach, which we have sustained beyond the lifetime of the HEFCE funding. Greater Manchester Higher is a collaborative network of higher education providers in Greater Manchester (GM) who are working together to

<sup>8</sup>[http://www.manchester.gov.uk/info/100010/social\\_care\\_and\\_support/6538/our\\_pledge\\_to\\_looked\\_after\\_children\\_and\\_care\\_leavers](http://www.manchester.gov.uk/info/100010/social_care_and_support/6538/our_pledge_to_looked_after_children_and_care_leavers)

<sup>9</sup><http://www.racearchive.org.uk/>



provide HE outreach activities to all state schools and colleges. Greater Manchester Higher aims to improve the provision of information, advice and guidance about progression routes to higher education (HE) and also provides information about the variety of HE options for learners and their key influencers. During 2015-16, over 170 schools have engaged with Greater Manchester Higher with over 6,200 learners participating in activities.

Through this Network, we will contribute to the development of a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. We will use the Network as an opportunity to share best practice, grow the evidence base for what works and identify cold spots within our region. We are committed to continuing with this partnership to make best use of combined resource and to avoid duplication. It will also allow us to extend our reach to work with even more schools in areas and regions with low participation rates. In line with this commitment, we have included in our 2017/18 Access Agreement a specific target for our Greater Manchester Higher collaborative work.

### **White Working Class Boys Mentoring Project**

Following the recent Ministerial letter to the Director of Fair Access to Higher Education, and the subsequent Access Agreement guidance, asking the sector to "improve participation amongst young white males from lower socio-economic groups," through our Greater Manchester Higher Partnership we have commissioned Brightside10 to deliver a unique online mentoring intervention with a targeted group of learners from this cohort across Greater Manchester in 2016. This project aims to address the barriers which prevent white males from working class backgrounds from achieving their academic potential, and accessing higher education and work-related experiences. Evaluation from this pilot will inform how we develop future activities with this targeted cohort.

### **Realising Opportunities**

The University of Manchester is 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. RO has a robust evaluation framework which incorporates contextual data, student aspirations and the longitudinal tracking of students through the HEAT database and UCAS. In October 2015, UCAS undertook analysis of applicant data for RO students. The results demonstrated that RO is robust in its dual targeting of high attaining students from disadvantaged backgrounds; provided evidence of elevated application, offer and entry rates for RO students applying to HE against a UCAS-identified control group; highlighted that RO seems to 'neutralise' background differences across the different measures of disadvantage, and suggests that RO participants are more successful at getting offers from research intensive universities.

### **Pathways to Law**

In collaboration with The Sutton Trust and other HEI Partners, the University's School of Law is proud to be a part of the innovative Pathways to Law programme, a widening participation scheme which inspires and supports academically-able state school students in year 12 and 13 from non-privileged backgrounds who are interested in a career in law. Being a part of Pathways to Law since its inception in 2007, has enabled us to widen our access to Law at the University, ensuring that those students who are most capable of succeeding are best prepared for an academic law course, equipping them with information at a much earlier stage in their schooling so they are able to apply for a degree with a strong academic profile and relevant work experience.

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<sup>10</sup> <http://www.thebrightsidetrust.org/>

## **Advancing Access Project**

The University of Manchester is a partner in Advancing Access, a national collaboration of 24 selective universities. We are working together with schools and colleges to develop and deliver continuing professional development (CPD) for teachers and advisors that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities. We are delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location. Advancing Access complements the excellent work already carried out at Manchester and other partner institutions by engaging those areas that have historically been hard to reach and may be in geographic 'cold spots'. It is a cost-effective approach to equipping teachers and advisors with the information they need to advise students with confidence. Initially funded through HEFCE's collaborative outreach network scheme, further funding options are currently being explored in order to sustain this work.

## **The National Education Opportunities Network (NEON)**

NEON is the professional organisation for access to HE in England with over 60 Higher Education Institution (HEI) members. It represents the only member-based national vehicle developing collaborative relationships through professional development specifically focused on widening access to HE. In 2017/18 NEON will be providing opportunities for professional development and collaboration in the government key priority areas of Black and Minority Ethnic (BME) learners, supporting those with disabilities, enabling greater progression for white disadvantaged males, as well as in the ensuring improvements in the evaluation of access to higher education work. Membership of NEON allows The University of Manchester to improve the quality and range of its access work by being part of a collaborative national community of practice. NEON will be extending its work through to 2017/18 providing its members the opportunity to draw on the strength of collaborative working to strengthen their work across the student lifecycle encompassing success, retention and progression work as well as outreach.'

## **Delivering and Sharing Research**

Members of the Widening Participation and Outreach team and academic colleagues across the University are involved in research that is of benefit to the sector. We are committed to sharing our findings and experiences so that they may enhance the impact of widening participation work across the sector and advance the progress of the sector as a whole. Specific examples include:

- Drawing on research commissioned by the Sutton Trust, Dr Steve Jones (Senior Lecturer at Manchester), has recently undertaken research to produce a report on the personal statement process<sup>11</sup> and has contributed to HEFCE's research into the causes of differential outcomes.<sup>12</sup>
- A journal article on the University's Success4Life Project, a 10 week project working with young learners from a care experienced background, was recently published in the Widening Participation and Lifelong Learning Journal.<sup>13</sup>
- We regularly contribute to national conferences, delivering papers and workshops to share best practise and to learn from widening participation practitioners in other higher education institutions. For example, we have shared our approach and findings from the evaluation of our student financial support at the OFFA Conference in 2015 and at a symposium organised by the Centre for Evaluation and Monitoring (CEM) and held at Durham University in April 2016. In July 2016, members of the widening participation team will deliver a paper at the national NEON Summer Symposium on our flagship post-16 widening participation programme. The paper will draw on 10 years' worth of experience and impact data to share information on types of pre-entry support and progression.

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<sup>11</sup> <http://www.suttontrust.com/researcharchive/making-a-statement/>

<sup>12</sup> [http://www.hefce.ac.uk/media/hefce/content/pubs/2014/201403/HEFCE2014\\_03.pdf](http://www.hefce.ac.uk/media/hefce/content/pubs/2014/201403/HEFCE2014_03.pdf)

<sup>13</sup> <http://dx.doi.org/10.5456/WPLL.17.4.116>

## **Teacher CPD**

The University delivered a range of CPD activities for teachers which develop skills and knowledge to support the information, advice and guidance they provide to students.<sup>14</sup> Each year the University runs a National Teachers Conference, the aim of which is to equip teachers with information, advice and guidance to assist them in supporting young people in to higher education. We also have a conference specifically for teachers of maths and science, which provides teachers with the latest research and tools to integrate new knowledge into their teaching and raises awareness of STEM undergraduate courses.<sup>15</sup>

## **5.2 Access to The University of Manchester**

Our post-16 work enables prospective higher education students to find out about studying at The University of Manchester and other research-intensive institutions.

### **Manchester Access Programme (MAP)**

The Manchester Access Programme is our flagship widening access programme for local Y12/13 students who come from under-represented backgrounds. Through MAP, students take part in a series of events and activities to enable them to develop the necessary skills to be successful university students. MAP students also benefit from a supported admissions process called 'Decision Manchester' through which they can receive advice and guidance from University staff and an early decision on their application should they wish to apply to Manchester. Since its development in 2005, 1,344 MAP students have been successful in gaining a place at The University of Manchester with many also progressing to other research intensive universities. MAP students receive an offer of two A-level grades (or equivalent) below the standard offer for a course at Manchester, recognising the additional work they have completed during the programme which includes an academic assignment. Our analysis has shown that around two thirds of the MAP students who progress to Manchester need some of or all the differential lower offer. MAP students regularly comment on how the programme has given them confidence to apply to The University of Manchester and highly competitive courses.

### **Manchester Distance Access Scheme (MDAS)**

The Manchester Distance Access Scheme is our new national widening access programme to support Y13 students from under-represented backgrounds make the transition to a university style of learning prior to starting an undergraduate course. The scheme comprises of two elements - an online study skills module and an academic piece of work related to the subject the student has applied to study at degree level. Students who successfully complete the scheme will be eligible for one A-level grade (or equivalent) towards their offer at Manchester. The success of our Manchester Access Programme has led to the development of MDAS to significantly expand our reach and work with target students from outside our local area.

### **Mature Students**

We have a long history of extending opportunities to mature students who wish to progress into higher education and each year we welcome learners of all ages and backgrounds onto our 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. Adult learners who are considering returning to education to pursue a degree, or who have already applied to Manchester, can sign up for an Adults Returning to Education Session. This is a one-to-one meeting with a member of staff that provides the opportunity to ask any questions and to receive relevant information and support about progressing to higher education. We also offer tailored sessions for adult learners at our undergraduate open days. These include an Adults Returning to Education workshop and a 'drop in

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<sup>14</sup> <http://www.manchester.ac.uk/connect/teachers/teacher-events-resources/>

<sup>15</sup> <http://www.manchester.ac.uk/connect/teachers/teacher-events-resources/conferences/maths-science-teachers/>

session' which provide the opportunity for visitors to speak to mature students who are currently studying at the University. We produce the Adults Returning to Education Guide which contains information, advice on guidance on accessing higher education.<sup>16</sup>

### 5.3 Access work across the institution

The University has embedded access work across the institution, within its cultural institutions<sup>17</sup> 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 their current studies.

#### 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 a 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** - a popular volunteering arm of the Students' Union. More information on this project can be found on page 15 of our Widening Participation Annual Report;<sup>18</sup>
- **The embedding of permanent strategic and collaborative links** between the Students' Union and the University e.g. with Student Action; societies; elected student exec team;
- **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 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;

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<sup>16</sup> <http://documents.manchester.ac.uk/display.aspx?DocID=18122>

<sup>17</sup> <http://www.manchester.ac.uk/connect/teachers/activities/visitor-attractions/>

<sup>18</sup> <http://documents.manchester.ac.uk/display.aspx?DocID=4294>

- **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.

The future priorities of the Students' Union are to encourage more HEIs to work in partnership with their Students' Union to develop and deliver student-led widening participation outreach programmes.

### **Widening Participation in Academic Schools**

Academic Schools across the University deliver a range of widening participation and outreach projects and colleagues from across the University also feed in to the work of the central widening participation and outreach team providing subject-specific content.

Examples of some of the projects and initiatives delivered by Academic Schools across the University are provided below.

#### **Faculty of Engineering and Physical Sciences**

- Big Engineering Project: hands-on activities for KS4 and post-16 students where students tackle real-world problems using engineering laboratories;
- The Kilburn Club: supports teachers in the delivery of computer science in schools and colleges to include more WP schools and colleges;
- Nuclear Physics Headstart Summer School: aims to reduce the gender imbalance in the take-up of Physics at university;
- Preparation for HE: summer school for students studying BTEC and Access to HE courses to prepare them for HE teaching and assessment in one of our engineering disciplines;
- Cryptography Competition: increasing the number of WP schools participating in this national competition.

#### **Faculty of Humanities**

- Pre University courses: courses ranging from 5 to 8 weeks for Year 13 students in Economics and social sciences, Social Anthropology and Politics;
- Mature Student Interview Support: interview support sessions for mature students;
- Read with SEED: using PGT students to support Greater Manchester primary schools in reading practice to increase literacy levels;

#### **Faculty of Life Sciences**

- Teacher Summer School: three day teacher summer school to update teachers on current research and provide the tools to communicate this to pupils and inspire them to study science;
- Year 12 Research Experience pilot: practical workshops and research lab visits targeted at students from low participation neighbourhoods.

#### **Faculty of Medical and Human Sciences**

- Emergency Room: The event focuses on how doctors and nurses work together delivered through interactive workshops for year 9 pupils;
- Discover Medicine: event for year 12 students;
- Access to Dentistry: practical workshops targeted at post-16 students from low participation neighbourhoods;

- Learning together, learning from each other: campus-based event targeted at deaf primary school pupils and supporting the training of teachers of the deaf.

#### 5.4 Fair admissions

Ensuring fair access for students, irrespective of background, is a key priority for The University of Manchester. To ensure that all students are able to demonstrate and fulfil their potential, the University has built the following into its admissions framework:

- **Contextual admissions** provides 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 applicants<sup>19</sup> and we ensure all new admissions staff are properly trained in its principles and use. We have developed a weekly report on admissions statistics for contextually flagged students, allowing us to track and monitor data throughout the admissions cycle. In the 2014/15 admissions cycle, 11,461 undergraduate applications were contextually flagged for additional consideration. We are committed to ongoing monitoring and evaluation of the impact of the use of contextual data and we will undertake further research to investigate whether offer rates for contextually flagged students is consistent with other students, for any given level of prior attainment.
- **Courses with a Foundation Year**<sup>20</sup> 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 the state school sector, more likely to be mature and more likely to be from areas with low progression to higher education or 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 6) for these programmes.
- **Support for specific target groups within the admissions processes**  
The Student Support Adviser (SSA), based in the Atrium<sup>21</sup>, is the named institutional contact for care leavers. The SSA contacts students before their arrival at Manchester, offering them 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 strategies<sup>22</sup>. The University also has well-established procedures in place to ensure disabled students are fully supported through the admissions processes.

## 6. Student Financial Support

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

<sup>20</sup> <http://www.manchester.ac.uk/undergraduate/courses/foundationyear/foundationyearinformationforukeustudents/>

<sup>21</sup> 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.

<sup>22</sup> see Higher Education Statistics Agency Performance Indicators 2009/10 and <http://www.staffnet.manchester.ac.uk/supporting-students/working-with-disabled-students/>

The University's evaluation framework for assessing the impact of its financial support is outlined in section 3. The University publishes its financial support packages on its website<sup>23</sup> along with information about the government support students can access. The table below provides a summary of our Manchester Bursary for 2017/18 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.

Study programme	Criteria	Cash Bursary
Standard f/t undergraduate	Students from household incomes £0 to £25,000	£2,000 p.a. for the duration of the course
Standard f/t undergraduate	Students from household incomes £25,001 to £35,000	£1,000 p.a. for the duration of the course
Programmes with a foundation year	Students from household incomes £0 to £25,000	£4,000
Programmes with a foundation year	Students from household incomes £25,001 to £35,000	£2,000
Work Placement (non-Erasmus)	Students from household incomes £0 to £25,000	£1,850
Work Placement (non-Erasmus)	Students from household incomes £25,001 to £35,000	£925
Erasmus Work Placement	Students from household incomes £0 to £25,000	£1,385
Erasmus Work Placement	Students from household incomes £25,001 to £35,000	£693
Study Abroad	Students from household incomes £0 to £25,000	£2,000
Study Abroad	Students from household incomes £25,001 to £35,000	£1,000

In addition to the Manchester Bursary, the University awards an Undergraduate Scholarships for students who meet the following criteria:

- All students who have successfully completed the Manchester Access Programme and started an undergraduate course at the University will receive a £1,000 award in their first year. Students from households where the income is below £25,000 per year will receive the award for each year of their study;
- Students under the age of 25 who have been in public care for a minimum of three months since the age of 11 will receive £1,000 a year throughout the duration of their undergraduate course.

Students can also access a range of information, advice and guidance relating to financial matters through the University's Student Advice and Guidance Service and the University's Student Money Adviser.<sup>24</sup>

The University has also undertaken a project with the Contact Theatre<sup>25</sup> which aims to create video content to shed light on the types of financial difficulties students encounter, told by students themselves. The project was introduced was to develop further understanding on the best ways to communicate with students on a varied list of topics. This project involved working closely with current students and Contact Theatre Creative Experts to

<sup>23</sup> <http://www.manchester.ac.uk/study/undergraduate/student-finance/>

<sup>24</sup> <http://www.studentsupport.manchester.ac.uk/finances/>

<sup>25</sup> <http://contactmcr.com/hire-us/creative-experts/>

develop video content which would be relevant to students. The expected outcomes of the video and the project are that students are more informed on the issue of finances and to increase awareness about the range of support services they can access.

## **7. Student Success and Progression**

Through its Access Agreement, the University of Manchester will invest £2,254,720 in 2017/18 into student success and progression<sup>26</sup>. In particular, this will support staff appointments providing financial advice and guidance to students, support for disabled students, careers support and data management information. We are also prioritising further development of our retention strategy and work to better understand differential attainment. Our activities will aim to address the specific challenges which students from widening participation backgrounds can face in making the transition to university study and subsequent progression into employment or further study.

### **7.1 Student Success**

The University has adopted an inclusive approach to support for current students, underpinned by two clear ambitions – no barriers to studying, no boundaries to learning – to ensure that all students fulfil their potential.<sup>27</sup> As outlined in section 2, internal analysis of the attainment outcomes of students has shown differences between groups of students. The main findings from this analysis show that:

- After controlling for A-level entry qualifications, students from higher income household were more likely to gain a good degree. The only A-level entry qualification categories where lower income household students gained a higher proportion of good degrees were at the top end of the scale (AAAA and AAAB).
- The data was similar when looking at the performance of students from LPNs. A higher proportion of non-LPN students gained a good degree across the A-level entry level categories and the gap in attainment was widest for AAB students (66.7% compared to 78.3%).
- Parental education level was a significant factor in attainment with students with HE educated parents performing better at University.
- Students from higher socio-economic backgrounds were significantly more likely to gain a good degree than those from more disadvantaged backgrounds.
- Asian and in particular Black students performed less well than White students at the University.

Analysis has also been undertaken of the performance of students who meet the University's criteria to receive a contextual data flag.<sup>28</sup> This analysis showed that:

- our findings are consistent with the recent HEFCE research<sup>29</sup> which found that students from the most disadvantaged areas<sup>30</sup> have consistently lower HE degree outcomes than those with the same prior educational attainment from other areas.

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<sup>26</sup> £1, 406, 000 has been committed to support student success and £848,720 for progression.

<sup>27</sup> The University's vision for Teaching, Learning and the Student Experience

<http://documents.manchester.ac.uk/display.aspx?DocID=26813>

<sup>28</sup> See section 5 for information about the University's contextual data processes

<sup>29</sup> [http://www.hefce.ac.uk/media/hefce/content/pubs/2014/201403/HEFCE2014\\_03.pdf](http://www.hefce.ac.uk/media/hefce/content/pubs/2014/201403/HEFCE2014_03.pdf)

<sup>30</sup> Using either the Income Deprivation Affecting Children Index (IDACI), which measures in a local area the proportion of children under the age of 16 who live in low-income households, or Participation of Local Areas (POLAR), which measures in a local area the proportion of young people who go onto higher education)



- the regression analysis showed that the differences in attainment between WP and non-WP students are significant ( $p < 0.001$ ) and this takes into account other key variables that have been shown to impact on attainment levels including entry qualifications, gender, ethnicity, school type and academic subject.

Further research and analysis is being undertaken to better understand the reasons for these patterns of differential attainment which is being led by the University's Associate Vice-President for Teaching, Learning and Students. Researchers at the University have contributed to the HEFCE's research into the causes of differential attainment.<sup>31</sup> This has led to a project funded by the University's Centre for Higher Education Research, Innovation and Learning (CHERIL) into inclusive learning to understand the barriers and enablers for inclusive classrooms and student experiences.

In addition the University is evaluating existing initiatives to assess the engagement of and impact on different groups of students. This will include the University's well-established peer support programmes and the academic skills support provided through My Learning Essentials<sup>32</sup> and the Learning Commons. Initial analysis shows that a higher proportion of students who are PASS Leaders<sup>33</sup> are from LPNs and state schools/colleges (11% and 84.6% respectively) than the eligible cohort (8.4% and 81.1%). Analysis of PASS Leaders by lower socio-economic status shows a lower proportion of students from this group in this role, 20.3% compared with 22.7%. Our analysis of DLHE outcomes for PASS Leaders shows that these students were significantly more likely to be in a positive destination than graduates who had not enrolled in any mentoring schemes (82.8% compared to 67.4%), and were significantly more likely to be in graduate level work or study, and less likely to be unemployed. Further work is currently being undertaken to understand the engagement of different groups with these support programmes and the impact on outcomes for individual students. An example of this work includes research undertaken in the University's School of Psychological Sciences to better understand career engagement amongst students. This focused on the characteristics of self-efficacy, social support, conscientiousness and optimism. This has led to the creation of a programme of career development and support for UG Psychology students which builds the characteristics that lead to positive engagement. We will then be able to use the evaluation of this approach to consider whether it is applicable to other aspects of student engagement.

The University has continued to develop new activities to support students through My Manchester, including My Manchester Plus. The My Manchester Plus project was initiated to develop a range of self-reflection tools and support to empower students to take ownership of their learning, personal development, wellbeing and employability. This project was based around 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.

Concurrently the University had determined a need to redevelop the existing My Manchester in line with student needs and expectations. As a result the two projects were brought together as the My Manchester Improvement project. My Manchester Improvement has delivered a significant programme of work over the past 18 months including:

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<sup>31</sup> [http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Causes\\_of\\_differences\\_in\\_student\\_outcomes/HEFCE2015\\_diffout.pdf](http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Causes_of_differences_in_student_outcomes/HEFCE2015_diffout.pdf)

<sup>32</sup> <http://www.library.manchester.ac.uk/services-and-support/students/support-for-your-studies/my-learning-essentials/>

<sup>33</sup> <http://www.peersupport.manchester.ac.uk/what-is-peer-support/what-is-pass/>

- A significant upgrade of the My Manchester platform with improved search, navigation, design, and user experience;
- Eight new microsites bringing University resources, policies, and support together according to core student experience themes rather than University structures;
- Three new self-reflection tools for My Learning, My Wellbeing and My Future which support students to reflect on their own skills and experience and consider options for future development (live in May 2016);
- A new resource bank of student opportunities aligned to the self-reflection tools enabling students to take ownership of their own development and enhance their skills and experience (live in May 2016);
- An agreed set of principles for student digital services and communication to ensure consistently accessible services and information (live in July 2016).

Throughout this project the University has worked closely with the student body with student representation on the steering group and project committee and a diverse student user group who supported requirements gathering, user testing and iterative feedback on new digital content. We are currently working with a smaller group of students working as researchers to improve our understanding of the barriers and enablers for students when accessing our services, digitally or face to face.

Further work is also being undertaken to develop the My Students element of this project. My Students aims to suite of data about their students to Academic Advisers, and for students to be able to share the outputs of their self-reflection and planning activities from My Manchester Plus. Whilst this work is still ongoing, an initial iteration went live across the University in October 2015 presenting profile, attainment and progression data to Academic Advisors via a web application.

## **7.2 Disabled Students**

As already detailed in section 2, the University is performing well for disabled student numbers and the University wants to continue to see itself as a destination of choice for disabled students. A disability should not be a barrier to Higher Education and/or The University of Manchester.

Support for disabled students is provided through the University's Disability Advisory and Support Service and Counselling Service. In the context of the Government's changes to the Disabled Students' Allowance (DSA) the University has reviewed its approach to disabled student support. The defining principles for the University's approach to supporting disabled students are:

- All interventions should be aimed at helping students become more independent and autonomous.
- All interventions should be supported by an accessible curriculum.
- Where appropriate and possible, for the benefit of efficiency and effectiveness, technological solutions should be implemented.
- Decisions should be based on supporting data.

A key part of the University's plans is the development of a new Centre for Assistive Learning/Learning Differences & Inclusive Practice (note: title to be confirmed) where students and staff can go for support (e.g. advice or materials). This would, for example, include providing study techniques for students or how to make teaching materials more inclusive for staff. Such a facility will particularly be of assistance for students with Specific Learning Disabilities (e.g. Dyslexia) and Autism Spectrum Disorders (e.g. Asperger's). This will be a welcoming place that builds students' confidence and enables the development of individualised skills. Some of

the solutions will involve more and/or better use of technology and the training of our students and staff to apply it.

### **7.3 Student Progression**

National research has highlighted that graduates from Widening Participation (WP) backgrounds are at a disadvantage in terms of accessing certain professions. The Careers Service has undertaken additional local research using the Destinations of Leavers from Higher Education (DLHE) data, which has shown that University of Manchester graduates from low income households are less likely to be in graduate level work or study six months after graduation than non-WP graduates. This data, along with qualitative data collected through annual focus groups with current WP students, has informed the development of our WP Employability Strategy, which sets out the services and opportunities we offer to WP students in order to both improve their employability outcomes and also ensure the gap in outcomes narrows.

The Careers Service supports the University's WP mission from pre-entry, through undergraduate studies and beyond. Our pre-entry support includes targeting WP students through University Open Day and Visit Day talks on the benefits of Higher Education, supporting colleagues in the delivery of bespoke WP events and championing social mobility issues with graduate recruiters. Initiatives for current WP students include enhanced support for discrete WP groups including MAP undergraduates, Care Leavers and Mature Students in conjunction with the analysis of attendance data from across the Careers Service to identify areas of need for bespoke WP focused Faculty, School and Programme level activities. Alongside work with students, the Careers Service initiated and now leads the North West WP Careers Consultants forum to allow HEIs to share good practice in this area and is also undertaking activity alongside other university colleagues in a legacy project following the HEFCE PSS pilot which will research students' aspirations and perceived barriers for entering PGT study and will also identify bespoke PGT on-course support needs for WP students.

The Careers Service additionally supports disabled students through a range of tailored activities, including regular sessions on disclosure, disability friendly employers and extended careers guidance appointments. We recognise that disabled students have many barriers to finding appropriate employment and that bespoke events and one-to-one support are effective ways of offering enhanced assistance to this group. We identify and collaborate with employers committed to improving their recruitment of disabled graduates and recent feedback from a disability friendly employer event has been very positive. Students stated that they were now more knowledgeable about their equality rights and on recruitment processes, more confident about disclosing their disability to a potential employer, and more informed on people and organisations that are there to advise or support them.

The Careers Service have also developed the Student Experience Internship (SEI) programme, which in 2015 placed 77 students in 8 week, paid, summer internship positions, either within the University or in local charities/not-for-profit organisations. Of these 77 students, 39 were from a Widening Participation background (51%). Through participating in the SEI 2015 programme, students were able build up their levels of work experience and utilise their key skills in a professional environment. In addition to the internship opportunity, students received an exclusive Development Support Programme. Taking place throughout the summer, this series of specialised events and workshops aimed to ensure that students were able to effectively translate the experience they had obtained into clear competencies when applying for graduate opportunities. Students from a WP background offered overwhelmingly positive feedback upon conclusion of their SEIs, citing significant increases in confidence in their ability to network, as well more clarity in what career they wanted to pursue upon graduation.

We also recognise that one of the biggest barriers students can face when attempting to secure work experience is the financial costs involved. Often these opportunities are unpaid or the level of remuneration is relatively low in comparison to the salary offered and the location of the work. To combat this, the Careers Service offers a Work Experience Bursary scheme which allows full time undergraduate students to apply for up to £1000 to assist with accommodation, travel and care costs. In the academic year 2014/15 88 students from a Widening Participation background were awarded support towards their work experience. Feedback showed that not only did our students gain valuable work experience to add to their CV and made useful networking connections, but several also received job offers on the back of their work opportunity.

The impact of this work can be seen in the steady improvements in the employability outcomes for WP students. The gap between WP students and their non-WP counterparts has also begun to narrow. Taking a five year average of DLHE data, the percentage of graduates from low income households in either graduate level work or study increased by 2% in the most recent year, and the gap decreased from 4.4% to 3.6%. It is hoped that through the continued development of the schemes outlined above, this trend will continue and will be evidenced further in the outcomes of future graduates.

#### **7.4 Access to postgraduate study**

The University of Manchester is increasingly focussing on issues related to widening access to Postgraduate study, both taught and research. The University was a member of the Sheffield-led HEFCE-funded project, Widening Access to Postgraduate Study and the Professions, and undertook a significant amount of activity across all four strands of the project: Finance (including pilot Scholarship Schemes), Information, Advice and Guidance, Academic Innovation and Understanding the Student. Although the Project formally completed in August 2015, the University has continued to undertake work around these core themes.

In 2015/16, it has provided a total of £695,000 to match-fund 139 HEFCE Postgraduate Scholarships to students from disadvantaged backgrounds. The scheme has had a notable impact on the profile of PGT students, with nearly half of the Scholars coming from a BME background. The University is committed to maintaining a diverse postgraduate student profile in the context of the new postgraduate student loan and is considering the introduction of its own institutional scholarship scheme, along the lines of the HEFCE Postgraduate Scholarship Scheme. The University is also looking at ways of supporting the progression of postgraduate taught students from a widening participation background into postgraduate research.

The University is developing the Information, Advice and Guidance provided on postgraduate study, particularly for students from Widening Participation backgrounds. The University Careers Service is proactive in promoting graduate opportunities (which include PGT study) to our WP cohort and, together with members of the HEFCE consortium, we are looking at ways to enhance the understanding of interventions to support progression to postgraduate study, via targeted careers-led interventions to undergraduate students from underrepresented backgrounds. We are also considering ways to enhance and target on-course support for postgraduate students from a widening participation background. Proposals are currently taking shape, but at this stage include developing an understanding of the support needs of different subgroups during transition to PGT in order to aid retention, interviews to understand the way in which WP students engage with University life during their PGT programme, and targeted interventions to support WP students with an interest in progression to PGR.

### **8. Consulting with Students**

In section 5.3 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 monitoring progress against our targets and milestones.

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.

## **9. Equality & Diversity**

In line with its responsibilities under the Equality Act 2010, the University has reviewed and published its Equality Objectives in April 2016.

The University has committed to take action to further understand and address any differential outcomes of undergraduate students in relation to access, retention, attainment and progression to a positive graduate destination in relation to disability, ethnicity, gender and socio-economic status.

Measurable outcomes include:

- An annual increase in the proportion of UK BME undergraduate students entering University until they are at least representative of the proportion nationally;
- A reduction in the attainment gap of UK BME students until their attainment is comparable to UK White students;
- An improved retention rate for Black students that is in line with other ethnic groups;
- Disabled students access, retention, attainment levels are comparable to non-disabled students.

To achieve this University will:

- Establish a differential attainment task and finish group that will review and implement related actions included in the University's Race Equality Charter Mark action plan;
- Pilot a student ambassador programme that will use a co-production model to identify activities that support inclusive learning environments for groups that experience differential outcomes;
- Increase the independence and employability of disabled students by providing a range of in-house services, opportunities and resources designed to enhance the Student Experience;
- Continue to improve our level of Athena Swan awards in all STEM Schools in the University and all school in the Faculty of Humanities will work towards awards.

To support these measures and actions a review of how we monitor differential outcomes of undergraduate students in relation to access, retention, attainment and progression to a positive graduate destination by disability, ethnicity, gender and socio-economic status will be undertaken. This will ensure we are able to continually monitor the impact of these activities across these equality groups.

In addition to this targeted work we will endeavour to better understand the potential impact of University functions on certain groups by improving disclosure rates and reporting mechanisms for age, disability, ethnicity, caring responsibilities, religion or belief (including lack of belief), sexual orientation and gender reassignment.

## Appendix A

### Higher Education Statistics Agency (HESA) Performance Indicators 2014/15\* and Access Agreement Monitoring Outcomes for 2013/14\*\*

<b>Table 1a: Participation of under-represented groups in higher education: Young full-time first degree entrants 2014/15</b>	<b>% Low Participation N'hoods (LPN) POLAR 3*</b>	<b>% Lower Socio-Economic Groups (NS-SEC 4-7)*</b>	<b>% State Schools and Colleges*</b>	<b>% Disabled Students Allowance*</b>	<b>% New System students in receipt of full state support**</b>
The University of Manchester	8.6	21.5	82.4	7.0	29.9
OFFA Access Agreement target 2019/20	8.7	23.8	n/a	n/a	n/a
England	11.3	33.4	89.6	7.3	n/a
English Russell Group (20 HEIs)	6.4	20.2	75.8	5.8	n/a
English Russell Group Ranking (20 HEIs)	4 <sup>th</sup>	7th	6th	4th	3rd
UoM Standard Benchmark	7.6	24.6	82.8	5.8	n/a
UoM Standard Benchmark Difference	1	-3.1	-0.4	1.2	n/a

### Higher Education Statistics Agency (HESA) Performance Indicators (2010/11 - 2014/15)

	2011/12		2012/13		2013/14		2014/15	
	UoM*	ERG**	UoM	ERG	UoM	ERG	UoM	ERG
% Low Participation N'hoods (LPN) POLAR 2/3***	6.2	5.5	8.2	6.0	7.9	6	8.6	6.4
% Lower Socio-Economic Groups (NS-SEC 4-7)	20.4	18.3	25.3	19.7	23.8	20	21.5	20.2
% State Schools and Colleges	77	72.5	81.4	74.1	82.3	75.5	82.4	75.8
% Disabled Students Allowance	5.9	4.7	6.2	5.4	6.7	5.8	7.0	5.8
% students in receipt of full state support (new system)	27.4	22.5	30.4	24.7	29.9	24.0	n/a	n/a

\* UoM = The University of Manchester

\*\*ERG = English Russell Group

\*\*\*LPN data for 2010/11 is POLAR 2; data for 2011/12 onwards is POLAR 3

n/a – not available

**The University of Manchester non-continuation (not in HE), by sub-category, following year of entry (benchmark figures in brackets)**

		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
<b>ALL</b>	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)	3.8% (3.8)
	Russell Group*	4.4%	4.2%	4.1%	3.6%	3.5%	3.6%	3.6%
	English Russell Group	3.9%	3.8%	3.9%	3.4%	3.1%	3.4%	3.4%
	England	8.4%	7.8%	8.4%	7.3%	6.6%	7.0%	7.1%
<b>Young</b>	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)	3.3% (3.3)
	Russell Group	3.7%	3.6%	3.5%	3.0%	2.8%	3.0%	3.1%
	English Russell Group	3.2%	3.3%	3.3%	2.8%	2.6%	2.8%	2.9%
	England	6.9%	6.4%	7.1%	6.2%	5.7%	5.7%	5.9%
<b>Mature</b>	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%)	8.9% (9.2)
	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%	9.2%
	England	13.9%	12.9%	13.2%	11.5%	10.3%	12.0%	11.8%

**Source:** Higher Education Statistics Agency Performance Indicators 2008/09 – 2014/15 and figures show the % of entrants no longer in HE.  
 \* Russell Group figures from 2010/11 include the expanded Russell Group membership.

**HESA Data Non-Continuation of low household income (below £25,000) students**

The data below is based on HESA PI data and is for students leaving the University of Manchester. Non-Continuation rates for First Degree Young and Mature new entrants (2008-2013). Figure in bracket is the corresponding continuation rate

New Entrant Year	Students from households with incomes below £25,000	All students	Gap
2008	10.1% (89.9)	7.8%	2.3%
2009	9.1% (90.9)	8.2%	0.9%
2010	9.1% (90.9)	7.7%	1.4%
2011	8.6% (91.4)	6.3%	2.3%
2012	7.8% (92.2)	7.1%	0.7%
2013	8.1% (91.9)	6.1%	2.0%

**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 the following specialist subjects: English, Mathematics, Science (Biology, Chemistry and Physics), 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, SCITTs 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 Training and Development Agency for Schools (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 (11/12, 12/13, 13/14). 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	21	4	93	95	88	80 (n=4)	92
Prim NW	8	24	7	71	91	73	71	82
Prim Russell	8	22	7	82	93	86	92	88
Prim Sector	11	22	7	67	90	84	85	87
Sec UoM	14	38	7	65	89	82	80	93
Sec NW	11	36	7	64	90	80	79	86
Sec Russell	11	38	8	73	92	87	85	90
Sec Sector	15	37	7	66	89	85	82	88

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 11/12, 12/13, 13/14. Our percentage of male students from minority ethnic groups and their subsequent transition into teaching is lower than the Russell Group and sector averages. However, this has increased by 2 in Primary. Within our Access Agreement targets and milestones we have committed to deliver a programme of work to support male students and students from BME groups starting and completing a PGCE course and subsequently progressing into a teaching career.



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

	Aims	Learner Outcomes	Illustrative Activities and Initiatives	Evidence and Evaluation
<b>Successful graduates</b>	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"> <li>•Opportunities to build employability skills and knowledge.</li> <li>•The ability to make well-informed choices about future career.</li> <li>•Distinguished for professional employability, leadership qualities and broad liberal education.</li> </ul>	<ul style="list-style-type: none"> <li>• Manchester Leadership Programme</li> <li>•Student Experience Internships</li> <li>•Work experience travel bursaries</li> </ul>	<ul style="list-style-type: none"> <li>•Employability outcome statistics and DLHE data</li> <li>•Student feedback</li> <li>•Careers Service usage and uptake of internships and work experience travel bursaries</li> </ul>
<b>Outstanding Learning &amp; Student Experience</b>	To provide superb undergraduate teaching, learning and support facilities for all students. To recognise retention issues related to specific groups and have effective mechanisms in place to support these students.	<ul style="list-style-type: none"> <li>•Students are able to make the most of their studies through support for their academic and personal development and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>•Peer Assisted Study Support and peer mentoring</li> <li>•My Learning Essentials</li> <li>•My Manchester Plus</li> <li>•University student financial support</li> </ul>	<ul style="list-style-type: none"> <li>•HESA retention statistics and internal data</li> <li>•Student bursary research and impact study</li> </ul>
<b>Fair Admissions</b>	To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify outstanding students from all educational backgrounds.	<ul style="list-style-type: none"> <li>•Students are admitted to the University based on their potential to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>•Use of Contextual Data</li> <li>• Foundation Years</li> <li>•Support for care leavers and students with disabilities through the admissions process</li> </ul>	<ul style="list-style-type: none"> <li>•UCAS, HESA and SFE income data at UoM, Russell Group and English levels</li> <li>•Survey feedback and usage statistics</li> <li>•Case studies</li> <li>•Volume and reach of work</li> </ul>
<b>Outreach: Post-16</b>	To identify and attract outstanding students based on their educational potential and merit, irrespective of background.	<ul style="list-style-type: none"> <li>•Comprehensive awareness of different types of HEIs and courses.</li> <li>•Opportunities to build upon the skills needed to be a successful university student.</li> <li>•An understanding of the financial cost of university and the financial support available.</li> <li>•The ability to make informed decisions about courses, different HEIs and related career aspirations.</li> <li>•Preparedness for the university application process.</li> <li>•Support with the university application process e.g. writing personal statements, preparing for admissions tests/interviews.</li> </ul>	<ul style="list-style-type: none"> <li>•Manchester Access Programme</li> <li>•Distance Access Scheme</li> <li>•Curriculum Enrichment including Discover Days</li> <li>•Work with targeted groups including care leavers, BME students and students with disabilities</li> <li>•University of Manchester Aspiring Students Society (UMASS)</li> <li>• Realising Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>•Progression data of MAP, RO, Discover Days,</li> <li>•Survey feedback from learners, parents and teachers</li> <li>•Case studies</li> <li>•Volume and reach of work</li> </ul>
<b>Outreach: Pre-16</b>	To expand higher education opportunities generally through delivery of a wide-ranging set of outreach programmes designed to raise the aspirations of local students to progress into HE. To deliver on-campus activities and provide a programme of peripatetic workshops and presentations.	<ul style="list-style-type: none"> <li>•An introduction to the language of HE.</li> <li>•An understanding of different universities and courses.</li> <li>•Experience of the HE environment and contact with University staff, students and facilities.</li> <li>•An understanding of progression routes and how educational decisions in school impact on opportunities post-16.</li> <li>•An introduction to the range of qualifications and careers.</li> <li>•An introduction to the financial cost of university and the financial support available.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Programme</li> <li>•Manchester Gateways Programme</li> <li>•Y10 residential Summer School</li> <li>•Greater Manchester Higher NNCO</li> <li>•Work with targeted groups including LAC, BME pupils and students with disabilities</li> <li>•Collaborative work with the University of Liverpool</li> </ul>	<ul style="list-style-type: none"> <li>•Survey feedback from learners, parents and teachers</li> <li>•Progression data of Gateway and Summer school learners</li> <li>•Case studies</li> </ul>
<b>Key Influencers</b>	To provide clear and up-to-date impartial IAG to teachers, advisors, parents and carers.	<ul style="list-style-type: none"> <li>•To provide teachers and careers advisors with opportunities to speak with University recruitment, admissions and academic staff.</li> <li>•To keep advisors abreast of most recent HE developments</li> </ul>	<ul style="list-style-type: none"> <li>•School Governors Network</li> <li>•Schools and Colleges Forum</li> <li>•E-Advantage newsletter for teachers and advisers</li> <li>•National Teachers and Advisers Conference</li> <li>• CPD opportunities for teachers and advisers</li> <li>•Parents' Guide to HE</li> <li>•Greater Manchester LAC Forum</li> <li>•Teachers STEM Conference</li> </ul>	<ul style="list-style-type: none"> <li>•Survey parents, carers and teachers</li> <li>•Case studies</li> </ul>

**Groups and individuals responsible for monitoring the Access Agreement**

<p><b>Board of Governors</b></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><b>Planning and Resources Committee (PRC)</b></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><b>Widening Access Working Group</b></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 &amp; Students with academic representation across the four Faculties, senior Professional Support Services staff and the Students’ Union.</p>
<p><b>Teaching &amp; Learning Group (TLG)</b></p>	<p>The Teaching and Learning Group (TLG) is chaired by the Vice-President for Teaching, Learning and Students and comprises senior Faculty representatives for 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 and activities contained in this Access Agreement.</p>
<p><b>Disability Consultative Group (DCG)</b></p>	<p>The Disability Consultative Group (DCG) oversees the University’s activities for disabled students including developments around an inclusive curriculum.</p>
<p><b>Collaborative Monitoring Groups</b></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>

**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	

