

Access Agreement 2018/19

**with the
Office for Fair Access**

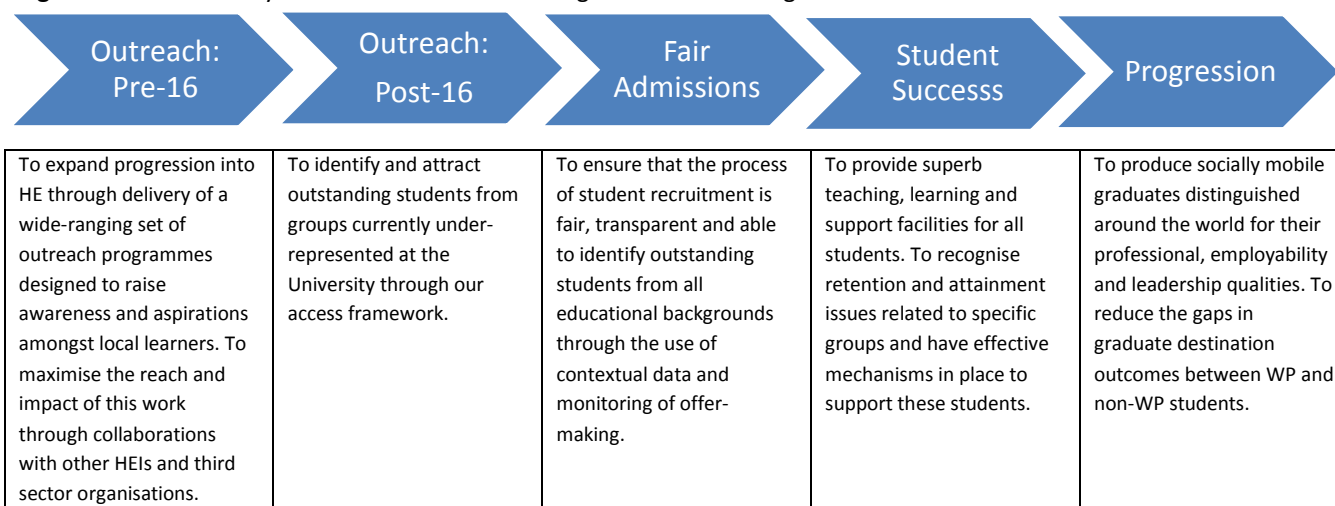
April 2017

Introduction

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

Our approach to widening participation is conceptualised through our ‘Extended Higher Education Progression Framework’ (Figure 1 and is expanded more fully in Appendix A) which recognises that widening access and participation continues within and beyond higher education entry. This embodies the student life-cycle approach adopted by the National Strategy for Access and Student Success² and which underpins OFFA’s five year strategic plan.

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



The UK higher education (HE) 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 do 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 and progression activities and the level of investment which supports these.

Given the changes to the HE sector highlighted above and to ensure our investment supports activities which have the most impact and are efficient and effective, during 2017 we will be undertaking a review to inform the development of future Access Agreements. The review will be led by the Associate Vice-President for Social Responsibility reporting to the University’s Senior Leadership Team and will report in October 2017.

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

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

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

For 2018/19 the University intends to charge the maximum fee level permitted by government regulations which is currently £9250 p.a. for undergraduate home students. We intend to apply permitted inflationary increases to each subsequent year of study.

2. Assessment of performance

Progress in delivering our Access Agreement and widening participation strategy is monitored through the people and bodies outlined in Appendix B. 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, utilises expertise and ensures full consultation in the development of the Access Agreement.

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. Analysis of offer rates for 2015 entry indicates that there is no significant difference in offer rates between groups of students, once subject choice and predicted grades is taken into account. However, the data shows that there are large numbers of students applying to the University that do not have the required predicted A-level qualifications and these individuals are represented in higher levels amongst WP, BAME and mature students. Further analysis is being undertaken to understand the geographical spread of these students and whether they are applying to the University as one of their local institutions.

Appendix C outlines our absolute and relative performance according to the main Higher Education Statistics Agency (HESA) and Office for Fair Access (OFFA) indicators. HESA Performance Indicator data for 2015/16 shows we are one of the most successful research universities of the twenty English Russell Group institutions - with the highest overall number of students from state schools and colleges and lower socio-economic groups and second for the number of students from Low Participation Neighbourhoods (LPN POLAR 3). We remain in the top quartile of the English Russell Group for the proportion of learners from these backgrounds.

In 2015/16, 7.5% of home UG students were in receipt of the Disabled Students' Allowance (DSA), 1.5% above our standard benchmark.

From a baseline of 7.4%, we have seen an increase in the proportion of entrants from LPNs, achieving 7.9% in 2013/14, 8.6% in 2014/15 and 7.8% in 2015/16. Although there has been a slight drop in the latest data, it is in line with 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. 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. In 2015/16 the University recruited 22.6% students from lower NS-SEC groups.

In 2014/15, 29.1% of the University's students were from low household incomes of less than £25,000 per annum - which placed us joint fifth in the English Russell Group³. If we include other OFFA countable groups (e.g. in receipt of partial state support) 42.% of our new system students received financial support through our Access Agreement, placing us third in the English Russell Group.

Analysis of HESA data for 2015/16 shows that 27.0% of the University's first degree new entrants were from BAME groups, compared to an average for the Russell Group of 20.1%. Our most recent internal analysis for entry in 2016 shows the proportion of Home/EU BAME students increased to 27.6%, continuing a trend of year-on-year increases (up from 23% in 2013). The proportion of Asian students increased by 1.2% to 17.1%, whilst the proportion of Black and Other-Mixed ethnicity students recruited remained stable.

2.2 Student success

We are committed to providing a superb and distinctive higher education and learning experience to outstanding students, irrespective of their backgrounds.

Our overall retention, retention of mature students, retention of young students and retention of young students from LPNs continues to outperform the English average as evidenced in Appendix D. 3.8% of young and mature first degree entrants from 2014/15 were no longer in HE by 2015/16, matching our benchmark of 3.8% and better than the national average of 7.4%.

Our internal regression analysis shows that entry qualifications are a significant factor in non-continuation, with lower tariff students more likely to leave the University. The data also suggests that disabled students, mature students or students living in private rented accommodation or parent/guardian home, are more likely to leave the University early. However, no significant differences were found in non-continuation across different ethnic groups. To build on the sustained improvement seen over recent years, we have a target in our Access Agreement to specifically improve the continuation rate of learners from low income backgrounds.

The University also aims 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 BAME 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 support programmes and activities to promote inclusivity in Academic Schools.

2.3 Student progression

The University is committed to enhancing progression opportunities for students from under-represented 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.

³ Outcomes of Access Agreement Monitoring for 2014-15 <https://www.offa.org.uk/publications/monitoring/>

In a five-year period between 2010/11 and 2014/15, the percentage of graduates from low income households in either graduate level work or study increased by 12.1%. Taking a five-year average, the gap between WP and non-WP students has decreased from 4.4% (baseline data) to 3.1% (five-year average 2010 – 2015).

2.4 Initial Teacher Education and Training (ITET)

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 E. 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 BAME groups starting and completing a PGCE course and subsequently progressing into a teaching career.

3. Monitoring and evaluation arrangements

Research and evaluation is embedded into our strategy and is integral to our work, which is illustrated in the Framework in Appendix A 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 Report⁴. 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. We have also recently started a new project using Arc GIS software to ‘map’ the targeting and reach of our WP programmes against key WP datasets such as LPN POLAR 3 data and the HEFCE participation gap data. This has been useful in terms in identifying any local ‘cold spot’ areas where we might want to look at extending our work further.
- **Monitoring:** key performance indicators for WP are embedded into the University’s internal Annual Performance Reviews⁵. 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. We have recently signed up to become a member of the collaborative Higher Education Access Tracker database (HEAT) and we hope that this will enable us to build upon our long term tracking of students and help us to understand the relationship between outreach participation and HE enrolment.
- **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 future priorities for our work.

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

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

- **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 since 2013, we have undertaken a range of quantitative and qualitative research to understand the impact of our financial support. An overview of our approach is presented in Appendix F. Following the release of the OFFA toolkit in December 2016, we have further extended our evaluation plans to include longitudinal statistical evaluation which will test the outcomes of bursary recipients against a comparator group. As well as measuring retention, attainment and student success indicators, we also intend to look at ‘learning gain’ and experiences of student life. To complement this quantitative data, we will be working in conjunction with our Students’ Union to undertake further evaluation of the ‘Student Voice’. This will be led by student researchers who will operate with the support of UMSU’s Insight Department to give students and bursary holders greater ownership over the study. A range of methods will be used – structured interviews, diaries/blogs, and focus groups. This approach will enable us to gain deeper understanding around the thoughts and feelings of bursary holders and further explore the themes identified in the quantitative surveys.

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 activities to support student success and progression.

A summary of our Access Agreement expenditure in 2018/19 and in steady state is provided below. This is based on current fee levels and the University will review its level of Access Agreement expenditure when tuition fee levels for 2018/19 are confirmed.

Table 1: Summary of 2018/19 Access Agreement expenditure

OFFA Countable Expenditure % of higher fee income (HFI)	2018/19 (Expenditure)	2018/19 (% of HFI)	2021/22 (Expenditure)	2021/22 (% of HFI)
Access expenditure	£3,857,226	6.5%	£4,214,895	7.1%
Student success expenditure	£1,608,180	2.7%	£1,757,302	3.0%
Progression expenditure	£874,182	1.5%	£955,242	1.6%
Expenditure on financial support	£15,117,017	25.6%	£12,950,305	21.8%
Total expenditure / % of higher fee income	£21,456,605	36.3%	£19,877,744	33.5%

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 will commit £3,857,226 in 2018/19 to the delivery of access activity, an increase from £3,296,000 in 2016/17. This increase will enable the University to maintain activity previously funded by HEFCE Student Opportunity Funding.

The University undertakes a range of activities targeted at specific groups of learners which OFFA identifies as being under-represented 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 A.

OFFA has required institutions to outline the work that they do to raise attainment of learners in disadvantaged schools and colleges and set a specific target related to this activity. The University's approach to attainment raising activity is detailed in Appendix G.

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 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 year meaning 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 and carers in the form of Gateways Parents events which provide information and guidance on how they 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 (MPM)⁶ for the Gateways programme. During 2015/16, 45 schools from across Greater Manchester took part in the programme bringing over 2000 pupils on to campus. 95% of these schools were from band 1 or 2 in the Manchester Prioritisation Model (MPM). 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. In 2015/16, 85% of learners participating in Gateways agreed that their campus visit and the activities they had undertaken had made them more likely to consider going to university and 91% of learners agreed that as a result of engaging in the programme they were now more aware of the benefits of university. We will prioritise adding Gateways participants into the HEAT database in Autumn 2017, to allow accurate tracking and to inform the longer term impact of this work.

⁶ this tool uses variables relating to under-representation in HE and disadvantage and provides an objective basis for targeting engagement with schools and colleges for widening participation outreach work.

The Brilliant Club, Scholars Programme

As part of our commitment to longer-term outreach, The University of Manchester continues to work with The Brilliant Club⁷ to widen access to highly selective universities for under-represented groups. The Brilliant Club Scholars programme 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; at least 33% of each school's Scholars cohort must have been eligible for free school meals in the last six years. 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.

In Summer 2016, over 250 pupils (37% FSM, 89% from the lowest two quintiles of the IDACI⁸) from 20 schools visited the University as part of the Scholars Programme. Of the KS3 and KS4 pupils who visited the University of Manchester, those agreeing or strongly agreeing that they have high level knowledge in the subject that the Scholars Programme focusses on, increased from 28% to 86%; this increased from 16% to 85% for KS5 pupils. For pupils who studied with a University of Manchester researcher, confidence in high-level subject knowledge of their topic increased from 20% to 86% for KS3 and KS4 pupils and from 20% to 80% for KS5 pupils.

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 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.⁹ 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 HE as an option. The universities work together to deliver outreach activities for Looked After Children, care leavers and their supporters 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 in 2015/16, 7 young carers attended GMH campus visits (0.4% of attendees) and a further 14 young carers attended two bespoke events delivered by the Network. This is the first time this data has been collected by the Network and will provide a benchmark for future activity.

Disabled students

Disabled students are a target group for many of the University's outreach activities. In addition, we run outreach activities for disabled students in collaboration across four of the Greater Manchester HEIs (The University of Manchester, Manchester Metropolitan University, the University of Salford and the University of Bolton). These events have included targeted activities for learners with a specific disability (D/deaf learners and pupils with Autism Spectrum Disorders (ASD)). In 2016/17 we ran for the third time an event aimed at post-

⁷ <http://www.thebrilliantclub.org/>

⁸ The Income Deprivation Affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families. <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

⁹ http://www.manchester.gov.uk/info/100010/social_care_and_support/6538/our_pledge_to_looked_after_children_and_care_leavers

16 disabled learners and their parents/carers which provided an overview of the support available from all four universities and support provided through external agencies. 95% of attendees at the 2017 event reported that following the event they knew more about the benefits of university, and 78% reported that they were more likely to consider going to university as a result of attending.

BAME students

Work to increase the participation of BAME groups in HE is coordinated through a dedicated post which works across the University and the Ahmed Iqbal Ullah Education Trust.¹⁰ 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. Our School of Law has identified an underrepresentation of black male students on their degree programme and is undertaking a project called 'Black Lawyers Matter' to increase the number of applications from this target group.

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 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.¹¹ We also offer bespoke campus visits to Access to HE providers and their students.

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 Network

The University of Manchester is committed to working in partnership with other HE providers to raise aspirations to HE. 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. Through this Network we will continue to promote our existing outreach activities through our Network website and contribute to 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 and reduce cold spots within our region.

Through Greater Manchester Higher we will also contribute to HEFCE's National Collaborative Outreach Programme (NCOP), where we will work with other Network partners to deliver a programme of activities

¹⁰ <http://www.racearchive.org.uk/>

¹¹ <http://documents.manchester.ac.uk/display.aspx?DocID=18122>

targeted at NCOP learners which complements our existing outreach work. This will include delivery of campus visits, subject-specific activities and summer schools and supporting mentoring programmes. Through Greater Manchester Higher, we will also undertake work with our local DfE Opportunity Area, Oldham.

White Working Class Boys Mentoring Project

In 2016, through our Greater Manchester Higher Partnership, we commissioned BrightSide¹² to deliver an online mentoring programme aimed at raising the aspirations and confidence of white males from disadvantaged backgrounds. From March to December 2016, 10 schools were engaged in the project, supporting 144 pupils who were linked with 51 industry mentors. The initial evaluation of the project is positive, with participants reporting a better understanding of their post-16 options and increased confidence in their ability to achieve their future goals. The University is keen to build on this pilot and we are working with the Greater Manchester Higher partnership to decide the best model to take forward with this target cohort.

Realising Opportunities

The University of Manchester is a member of Realising Opportunities (RO)¹³, 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. The RO programme, developed through shared best practice, provides support for students through interventions designed to raise aspirations and develop skills to prepare students for successful transition to higher education. Successful completion of RO will result in additional consideration given to applications through UCAS from all Partner universities, and the potential for an alternative offer where successful completion of RO is worth two A Level grades or equivalent.

RO has a robust evaluation framework which incorporates contextual data, student aspirations and the longitudinal tracking of students through the HEAT database and UCAS. UCAS analysis has shown RO is robust in its dual targeting of high attaining students from disadvantaged backgrounds and provided evidence of elevated application and offer rates for RO students. HEAT analysis for students entering HE between 2011 – 2014 and UCAS analysis for those entering in 2015 shows that higher numbers of RO students are entering both HE generally and research intensive universities (RIUs) than comparator groups. HEAT provision of HESA data has highlighted RO student's success in higher education and beyond graduation. 83% of students received a 1st or 2:1 compared to 66% of all students nationally, including those from the most advantaged backgrounds. 93% of RO students who graduated in 2013/2014 were in work or study six months after graduation, compared to 89% for all leavers from all UK HEIs.

Each participating institution has committed future funds to ensure the on-going delivery of RO to 31 July 2019. For 2018/19 this will be a maximum of £38,000 per Partner.

Advancing Access Project

The University of Manchester is a partner in Advancing Access¹⁴, a national collaboration of 24 selective universities. We are working together with schools and colleges to develop and deliver CPD for teachers and advisers 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 The University of Manchester and other partner institutions by engaging those areas that have historically been hard to reach and may be in

¹² <http://www.thebrightsidetrust.org/>

¹³ <http://realisingopportunities.ac.uk/>

¹⁴ <http://www.advancingaccess.ac.uk/>

geographic 'cold spots'. Advancing Access also aims to compliment the work of national collaborative outreach programmes. It is a cost-effective approach to equipping teachers and advisers with the information they need to advise students with confidence. Initially funded through HEFCE's collaborative outreach network scheme, Advancing Access is now funded through financial contributions from each of its partner universities.

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. 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 and through membership of national working groups on topics including mature and disabled learners.

Delivering and Sharing Research and best practice

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:

- Colleagues in our School of Health Science are currently undertaking a qualitative study exploring accessibility and success barriers in higher education aiming to increase understanding of how to support students in higher education and how to provide a teaching and learning environment that is equal for all.
- Our Students' Union Access All Areas committee presented at the NUS Membership Conference on the University and Student's Union innovative approach to student-led widening participation activity. In March 2017, the Access All Areas Committee hosted a conference at The University of Manchester focused on student-led widening participation activity with presenters and attendees representing Students' Unions, HE WP practitioners, educational charities and current students.
- 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 recently coordinated and hosted a meeting of the Russell Group WP Association Evaluation Forum for staff involved in evaluation and monitoring across the Russell Group. This forum was practitioner-led and focused on sharing of knowledge and best practice across institutions. In June 2017, members of widening participation team will support the delivery of a paper at the national NEON Summer Symposium on our collaborative approach to disabled learner outreach activity. We have also shared our approach and findings from the evaluation of our student financial support at a symposium organised by the Centre for Evaluation and Monitoring (CEM) and held at Durham University in April 2016. We provided our institutional perspective on understanding the impact of student financial support, with a focus on the 'student voice' to gain more understanding of the financial needs of our students.
- We also support practitioners in areas aligned to widening participation such as student recruitment and admissions. In January 2017, a member of the widening participation team presented at the national HELOA¹⁵ conference on best practice when working with looked after children and the support available for these learners at university. In April 2017, we supported the delivery of a widening participation workshop at the UCAS national admissions conference.

¹⁵ <http://www.heloa.ac.uk/>

Teacher CPD

The University delivers a range of CPD activities for teachers which develop skills and knowledge to support the information, advice and guidance they provide to students.¹⁶ Each year the University delivers a National Teachers and Advisers 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 provide 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.¹⁷

The University of Manchester's Science & Engineering Research and Innovation Hub (SEERIH) is one of the leading centres of excellence in primary science and engineering nationally. With a programme of continued professional development for in-service teachers (primary and secondary), academics and students, SEERIH positively influences the learning of young people through science and engineering. SEERIH involves teachers in a range of curriculum development projects that are underpinned by academic research.¹⁸

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. During 2016/17, we have developed a framework for our internal and external widening access programmes to:

- provide a distinctive identity for our range of widening access programmes;
- provide a coherent framework for our range of widening access programmes, that students and their key influencers can easily understand;
- increase student awareness of the opportunities available to them at The University of Manchester;
- encourage student participation.

By providing a coherent identity and framework for our post-16 widening access activities, prospective students from under-represented backgrounds and their key influencers will be able to better navigate the pre-university opportunities available to them at The University of Manchester.

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, over 1,600 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.

¹⁶ <http://www.manchester.ac.uk/connect/teachers/teacher-events-resources/>

¹⁷ <http://www.manchester.ac.uk/connect/teachers/teacher-events-resources/conferences/maths-science-teachers/>

¹⁸ <http://www.fascinate.manchester.ac.uk/>

Manchester Distance Access Scheme (MDAS)

The success of our Manchester Access Programme has led to the development of a new, national Manchester Distance Access Scheme (MDAS) to significantly expand our reach and work with target students from outside our local area. MDAS supports 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.

Pathways to Law

The Pathways to Law programme was set up in 2006 by The Sutton Trust and The Legal Education Foundation, with support from major law firms, to inspire and support academically-able state-school students from non-privileged backgrounds interested in a career in law. The Pathways programme is adapted by each partner universities to suit their local context. At the University of Manchester we recruit 35 Year 12 students a year from across Greater Manchester to participate in a two year programme, with events include mooting competitions, opportunities to meet and work with legal professionals, UCAS workshops and academic taster days. Students also undertake a placement at a leading law firm or at a barrister's chambers.

Being a part of Pathways to Law since its inception 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. Students who successfully complete the Pathways programme are eligible for one A level grade (or equivalent) towards their offer at Manchester.

5.3 Access work across the institution

The University has embedded access work across the institution, within its cultural institutions¹⁹ and the Students' Union. Colleagues within these areas of the University work closely with the central Widening Participation and Outreach 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 Discovery Centre, Ahmed Iqbal Ullah 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;
- Financial support for visits to 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-

¹⁹ <http://www.manchester.ac.uk/connect/teachers/activities/visitor-attractions/>

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** is an increasingly popular volunteering arm of the Students' Union with over 1000 hours of student volunteering provided in 2015/16;
- **The embedding of permanent strategic and collaborative links** between the Students' Union and the University e.g. with Student Action; societies; elected student executive team and the Volunteering and Community Engagement team;
- **Innovative widening participation outreach projects in primary, secondary and sixth form colleges** in addition to projects in local libraries, community settings and for targeted groups including disabled students;
- **Students to address issues surrounding student success and retention** through the planning and delivery of projects which include: annually hosting the Consider Postgrad event aiming to widen participation in postgraduate education and a new LGBTQ+ Peer Support project to aid retention of LGBTQ+ students;
- **Current students developing the skills** to plan, design, recruit volunteers, deliver and evaluate the impact of their projects through internal and external training sessions;
- **Students to become progressive future leaders** and experts in inclusive education, access and widening participation which in 2017 included the delivery of the first Access All Areas conference.

Building on the aim to encourage more HEIs to work in partnership with their Students' Union to develop and deliver student-led widening participation outreach programmes, Access All Areas delivered a successful national conference in Manchester in March 2017 for 60 delegates, from 21 Student Unions and 16 different universities. 35 speakers and facilitators supported the event including the President of the NUS and the President of NUS Scotland.

The future priorities of the Students' Union are to continue to increase cross-project support within Access All Areas and build the reputation of Access All Areas within local schools and colleges.

Widening Participation activity 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 Science and Engineering

- **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 specifically targeting WP schools and colleges;
- **Nuclear Physics Headstart Summer School:** aims to reduce the gender imbalance in the take-up of Physics at university;
- **Girls in Physics:** visit day for KS3 female pupils aimed at addressing preconceptions and stereotypes about physics.
- **Cryptography Competition:** our School of Maths actively works to increase 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;
- Languages XP : training current final year students to deliver beginners language/culture sessions in local schools

Faculty of Biology, Medicine and Health

- Emergency Room: this event focuses on how doctors and nurses work together delivered through interactive workshops for year 9 pupils;
- Discover Medicine: event for year 12 students from WP backgrounds;
- Fastbleep Pharmacy: introducing pharmacy as a career, through activities relevant to KS3&4 curriculum.

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 applicants²⁰ 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 2015/16 admissions cycle, 10,610 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. Monitoring shows our contextual data processes have increased the proportions of WP students being considered for the most selective courses, including Medicine and Dentistry. Our most recent analysis of the performance of students who have received a contextual data flag are consistent with HEFCE research which found that graduates from the highest-participation neighbourhoods have the highest degree classifications compared with graduates from other neighbourhoods.²¹
- **Courses with a Foundation Year**²² 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 for these programmes which is outlined in section 6.

²⁰ <http://www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data/>

²¹ Differences in degree outcomes: The effect of subject and student characteristics, HEFCE

<http://www.hefce.ac.uk/pubs/year/2015/201521/>

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

- **Support for specific target groups within the admissions processes**

The Student Support & Advice (SS&A) team, based in the Atrium²³, has a named institutional contact for care leavers. The SS&A team 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 SS&A team 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 strategies²⁴. The University also has well-established procedures in place to ensure disabled students are fully supported through the admissions processes.

- **UCAS Equalities Data and Unconscious Bias**

In response to the publication of UCAS Equalities Data and Unconscious Bias report, we have undertaken analysis of our offer-making to identify any gaps in offer rates between different groups of students and have also introduced unconscious bias training for staff involved in the recruitment and selection of students. The main findings of our offer-making analysis showed:

- When entry qualifications were controlled for and the data was sampled to encompass students with the required predicted grades and subjects, or a grade below the requirements, the vast majority of students obtained an offer and there was no significant difference between different student groups.
- That are large numbers of students applying to the University that do not have the required predicted A-level qualifications and these individuals are represented in higher levels amongst WP, BME and mature students.

The methodology for our internal analysis differs from that applied by UCAS as we have been able to match much more closely a student's prior and predicted achievement with entry requirements. UCAS has acknowledged the limitations in their analysis which also doesn't take account of the A level subjects studied and the profile of predicted grades. However, the UCAS data does highlight the need for careful monitoring of offer-making amongst different groups of students and we will continue to do so alongside measuring the impact of interventions to support the progression of under-represented groups through our widening participation programmes and use of contextual data. We are also undertaking work to review unsuccessful applicants to understand why they have not fulfilled our entry requirements and subsequently what results they finally achieve.

6. Student Financial Support

The University's evaluation framework for assessing the impact of its financial support is outlined in section 3.1 The University publishes clear and accessible information about its financial support packages on its website²⁵ and in a student finance flyer along with information about the government support students can access. Information for continuing students is provided through our Student Support website.²⁶ The table below provides a summary of our Manchester Bursary for 2018/19 which is available to eligible OFFA countable

²³ 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.

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

²⁵ <http://www.manchester.ac.uk/study/undergraduate/student-finance/>

²⁶ <http://www.studentsupport.manchester.ac.uk/finances/>

students. We have also committed £100,000 to support students who find themselves in financial hardship following the mainstreaming of the Access to Learning fund.

Table 2: Student Financial Support for students entering the University in 2018/19

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	£2,000
Work Placement (non-Erasmus)	Students from household incomes £25,001 to £35,000	£1,000
Erasmus Work Placement	Students from household incomes £0 to £25,000	£1,500
Erasmus Work Placement	Students from household incomes £25,001 to £35,000	£750
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 Access Scholarship for students who meet the following criteria and start an undergraduate course at the University:

- All students who successfully complete the Manchester Access Programme receive a £1,000 award in their first year. Students from households where the income is below £25,000p.a. receive the award for each year of their UG study;
- Students under the age of 25 who have been in public care for a minimum of three months since the age of 11. These students receive £1,000 a year for each year of their UG study.

Students can also access a range of information, advice and guidance relating to financial matters through the University's Student Support & Advice team which includes the University's Student Money Adviser.²⁷ The University has also subscribed to the Blackbullion software²⁸ and developed complementary webpages to provide more self-help/advice for students.

7. Student Success and Progression

Through its Access Agreement, the University of Manchester will invest £2,482,362 in 2018/19 to deliver student success and progression activities. In particular, this will make available resource for staff appointments providing a range of support including: financial advice and guidance to students; support for disabled students;

²⁷ <http://www.studentsupport.manchester.ac.uk/finances/>

²⁸ <http://www.studentsupport.manchester.ac.uk/finances/money-matters/money-skills/>

careers support for widening participation students; data management information. 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.²⁹ The University aims to deliver a personalised student experience in a rich, inclusive and diverse environment and to create a sense of identity and belonging, and respond to changes in student requirements, learning styles and their diverse backgrounds. Stellify³⁰ is our new package of activities to guide students to develop the distinctive attributes of a University of Manchester graduate. Through Stellify, our students are encouraged to take part in wider opportunities and to develop their skills and experiences linked to:

- Learn without boundaries;
- Understand the issues that matter;
- Make a difference;
- Step up to leadership; and,
- Create your future

Several HEFCE reports³¹ have found differential outcomes and experiences for different groups of students, in particular that socio-economically disadvantaged groups do least well at university, even when prior attainment is controlled for, and the tendency for white students to achieve better outcomes (in relation to completion rates, attainment and employability). Our own internal analysis of the attainment outcomes of students has also shown differences between groups of students. The main findings from this analysis show that, after controlling for 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).
- from non-LPN backgrounds were more likely to gain a good degree, with the gap in attainment was widest for AAB students (66.7% compared to 78.3%).
- with HE educated parents performed better at the University.
- from higher socio-economic backgrounds were significantly more likely to gain a good degree than those from more disadvantaged backgrounds.
- with Asian and in particular Black ethnicity performed less well than White students at the University.

To address these gaps in attainment, the University has established the Differential Attainment Working Group chaired by our Associate Vice-President for Teaching and Learning and reporting to the University's Teaching and Learning Group. The aims of the Group are to:

- identify factors that are likely to have influenced the relative underperformance;
- on the basis of the above analysis to establish pilot projects across the institution that aim to raise attainment for the groups identified;
- to oversee the progress of those pilot projects.

²⁹ The University's vision for Teaching, Learning and the Student Experience
<http://documents.manchester.ac.uk/display.aspx?DocID=26813>

³⁰ <http://www.stellify.manchester.ac.uk/about>

³¹ For example, <http://www.hefce.ac.uk/pubs/rereports/year/2015/diffout/>

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 Essentials³² and the Learning Commons. Initial analysis shows that a higher proportion of students who are PASS³³ Leaders 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. Recruitment for Leaders and Mentors takes place at a programme level with training centrally coordinated. During the current cycle of recruitment for PASS Leaders and Peer Mentors, Schools have been asked to consider how they might ensure a balanced representation from all student groups.

The My Manchester Plus project has delivered a range of self-reflection tools to empower students to take ownership of their learning, personal development, wellbeing and employability. This project has delivered three distinct 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.

From April 2016 to date, the University has worked closely with the student body through on-going engagement to ensure the content displayed via My Manchester is relevant, timely and targeted. This approach is directed by an agreed set of principles for student digital services and communication to ensure consistently accessible services and information.

The planned work for this period to develop the My Students element of My Manchester has been subsumed into the Student Lifecycle Project³⁴ delivering new comprehensive services and business processes by September 2019. The Student Lifecycle Project will deliver a new comprehensive digital interface for both students and staff and will offer even more connectivity between student activities and staff support for those activities than originally envisaged through the My Students Project.

7.2 Support for specific target groups

Whilst the University has adopted a holistic approach to student support, it recognises that some groups of students may need specific support to ensure they reach their potential. In response to the analysis of student attainment highlighted in 7.1, The University is leading on the delivery of a HEFCE Catalyst Fund project in collaboration with The University of Manchester Students' Union, to further develop a 'Diversity and Inclusion

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

³³ PASS is a long-established peer support programme. PASS sessions run weekly with an average of 10-15 students in each session. Sessions are facilitated by students, Pass Leaders, from the same degree course who are in the year above.
<http://www.peersupport.manchester.ac.uk/>

³⁴ <http://www.dse.manchester.ac.uk/our-projects/student-lifecycle/>

Student Ambassador Programme'. The project aims to improve outcomes for BAME students and more detail is provided in section 9.

The University also provides support for care-experienced students through a named contact in the Student Support and Advice Team and access to University accommodation throughout the year.

The Off-Campus Students Project led by the University of Manchester's Students' Union aims to improve the experience and retention of living at home students. This also encompasses mature students, student parents, and student carers; who all equally receive tailored support and social events. The project has included collaborating with Academic Schools and departments to create events, guidance and student societies which have dramatically improved the representation of living at home students on campus. One example of the support that has been developed is a range of student support guides for living at home students, mature students, student parents and student carers. These guides have been developed to assist students from these target groups in accessing university support.³⁵ Additionally, the project offers a range of pre-arrival advice through representing living at home students at the University of Manchester Open Days and establishing a Living at Home Students Residential which occurs the week before Welcome Week. During 2016/17 the project delivered a pilot Commuter Cost Scheme, where we offered 100 students travel reimbursement costs of £100 per semester, encouraging them to engage with extra-curricular activities on campus.

7.3 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 coordinated by the University's Disability Advisory and Support Service and a new institutional-wide Disability Strategy has been developed to ensure that the needs and aspirations of disabled students are being addressed. In the context of the Government's changes to the Disabled Students' Allowance (DSA) the University continues to review its approach to disabled student support. The defining principles for the University's approach to supporting disabled students include:

- a commitment to shared and ambitious aspirations for disabled students;
- an acknowledgement that all interventions and provision should enhance students' independence and autonomy, as appropriate to each individual's aspirations;
- a proactive approach to addressing the needs of disabled students and staff;
- a commitment to delivering 'what works' (evidenced-based provision) with a focus on best value and positive student outcomes;
- an understanding that the needs of disabled students are a shared University responsibility.

These principles are informing and shaping practice and new initiatives. For example:

- existing 'mainstream' provision is being bolstered and developed to ensure approaches which best meet the needs of disabled students, for example in the field of study skills of support;
- the University has invested in technological solutions, such as lecture capture and the use of note-taking applications to assist with access to lectures and seminars;
- provision for students with a mental health condition is increasing through the recruitment of additional specialist mental health case workers and additional dedicated psychiatrist hours;

³⁵ https://issuu.com/manchestersu/docs/ocstudentcarers_online

- the University is implementing a ‘stepped care’ model of provision which offers a framework for supporting student wellbeing from universal to the most specialist provision.

In 2016 the University introduced a new Wellbeing Strategy based on research undertaken by the New Economics Foundation (NEF). Evidence suggests that wellbeing is linked closely to functioning and in a student context has been found to have a positive impact on attainment, progression and employability. The strategy operates at three levels: University, managerial, and the individual. A Wellbeing app is being launched in 2017 which will enable all students at the University to engage directly with Wellbeing activities and events. To monitor the effectiveness of the Strategy, a Wellbeing Management Group has been formed to evaluate the impact on wellbeing across the University.

7.4 Student Progression

National research has highlighted that graduates from WP backgrounds are at a disadvantage in terms of accessing certain professions. The University’s 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. 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 undergraduate students include enhanced support for 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. Careers service staff have spoken at related conferences for example those run by the National Educational Opportunities Network (NEON) and the Association of Graduate Careers Advisory Services (AGCAS) to spread good practice in this area. They regularly liaise with the Bridge Group³⁶, informing them of initiatives aimed at supporting WP students and the resulting impact in progression.

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

³⁶ <https://thebridgeworkgroup.org.uk/>

or support them. The University is currently planning to develop specific work placements for disabled students with local businesses.

The Careers Service have also developed a Student Experience Internship (SEI) programme, which in 2016 placed 71 students in 8 week, paid, summer internship positions, either within the University or in local charities/not-for-profit organisations. Of these 71 students, 40 were from a Widening Participation background (56%). Through participating in the SEI 2016 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 2015/16 a total of 142 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.

Another key aspect of work with WP students is to help enable them to build networks. The Manchester Gold career mentoring programme run at the University prioritises opportunities for students from low income households, helping them get insights and build contacts in areas of work that interest them. The University also works closely with alumni around the world to offer students from low income households the opportunities to find out more about work and life in other countries. This programme, "Global Graduates" funds 30 such students per year to work with alumni in New York, Paris, Singapore, Hong Kong, Toronto and San Francisco. Most students find this a life changing experience and is a real enabler of "social capital".

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. In a five-year period between 2010/11 and 2014/15, the percentage of graduates from low income households in either graduate level work or study increased by 12.1%. Taking a five-year average, the gap between WP and non-WP students has decreased from 4.4% (baseline data) to 3.1% (five-year average 2010 – 2015). It is hoped that through the continued development of the schemes outlined above³⁷, the gap will continue to narrow and will be evidenced further in the outcomes of future graduates.

7.5 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 PSS 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

³⁷ <http://www.careers.manchester.ac.uk/findjobs/equality/socialmobility/wp/>

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, we provided a total of £695,000 to match-fund 139 HEFCE Postgraduate Scholarships to students from disadvantaged backgrounds. The scheme had a notable impact on the profile of PGT students, with nearly half of the Scholars coming from a BAME background. The University is committed to maintaining a diverse postgraduate student profile in the context of the new postgraduate student loan and has implemented a bursary scheme for 2017 entry, offering 100 awards of £3,000 to Master's students from WP backgrounds.

The University is developing the Information, Advice and Guidance provided on postgraduate study, particularly for students from WP 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 PSS consortium, we have continued to explore ways to enhance our understanding of interventions to support progression to postgraduate study. In January 2017 we were part of a successful bid for HEFCE Catalyst Funding³⁸. Led by The University of Leeds, the project will focus on undergraduate and postgraduate students from areas of low participation in Higher Education and BAME backgrounds, to close the gap in student outcomes by helping them progress to, and succeed in, postgraduate study. Building on research in this area, the project will help the transition of students into postgraduate taught study through online academic skills, support and targeted information, advice and guidance. The other participating institutions are Newcastle University, The University of Sheffield, The University of Warwick and The University of York.

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, student support and transition resources and the University's student financial student packages.

We consult with students extensively in the development and delivering of our peer support schemes. The success of our Peer Support schemes is that they are discipline owned and student led and there is on-going consultation in which students take the leadership in design of activities both academic and social through the following:

- a coordination team comprising academic and PSS staff, a Graduate Intern and a group of Student Coordinators who meet at least twice per semester to discuss their scheme;
- regular debriefs which provide a forum for all PASS Leaders and Peer Mentors to feed into the coordination team their successes, challenges and ideas for development;
- training during which Leaders receive support to designed their activities for their schemes;
- an annual review team which is responsible for producing an action plan;

³⁸ <http://www.manchester.ac.uk/discover/news/diversity-and-inclusion-at-the-heart-of-new-student-outcomes-projects/>

- regular meetings are held between staff and student coordinators.

9. Equality & Diversity

In line with its responsibilities under the Equality Act 2010, the University 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 BAME undergraduate students entering University until they are at least representative of the proportion nationally;
- a reduction in the attainment gap of UK BAME 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.

In considering access to the University for UK BAME undergraduates, there has been an increase of 1% entering University in 2014/15 (15%) to 2015/16 (16%). The UK BAME attainment gap at the UoM has seen a gradual decrease in the last 5 years and in 2015/16 it now sits at 7%, compared to the UK-wide attainment gap at 15.2%.

The action taken to address differential outcomes of UK undergraduate students includes:

- the introduction of a Differential Attainment Working Group that will review and implement related actions included in the University's Race Equality Charter Mark action plan. To support this work a two-year post has been created within the Teaching Learning and Support Office.
- the delivery of a HEFCE Catalyst Fund³⁹ project in collaboration with The University of Manchester Students' Union, to further develop a 'Diversity and Inclusion Student Ambassador Programme', using a co-production model to identify activities that support inclusive learning environments for groups that experience differential outcomes. The programme will work to improve student experience, attainment and other outcomes such as employability for BAME students and those from low socio-economic groups and students that experience mental ill health.
- work to 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.

The University has been a member of the Athena SWAN Charter since 2008 and currently holds a Bronze Award. The University will be applying to upgrade its award status to Silver under the new criteria, recognising the impact of gender equality actions and initiatives over the last three years. Individual STEM Schools in the University also hold Athena SWAN Awards; we have seven Schools which hold a Bronze Award and eight Schools have been awarded at Silver level. Since the Athena SWAN Charter expanded to include the Arts, Humanities, Business, Social Sciences and Law, our Humanities Schools have been working hard to prepare applications for recognition of actions they have commenced in the area of gender equality.

³⁹ <http://www.manchester.ac.uk/discover/news/diversity-and-inclusion-at-the-heart-of-new-student-outcomes-projects/>

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

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

Groups and individuals responsible for monitoring the Access Agreement

Board of Governors	The Board of Governors is the University’s governing body, and carries the ultimate responsibility for the University’s overall strategic direction and for the management of its finances, property and affairs generally. Board members have a specific role in ensuring that the work undertaken on the Board’s behalf, whether by committees or by senior staff, is consistent with corporate objectives and is within the bounds of accepted good practice. Members of the Senate, members of the support staff and a student representative also serve on the Board.
Planning and Resources Committee (PRC)	PRC serves as the primary source of advice to the Board of Governors and the President and Vice-Chancellor on matters relating to the development and allocation of resources of the University. Chaired by the President and Vice-Chancellor, its membership includes the Faculty Vice-Presidents and Deans, the Policy Vice-Presidents, the Registrar and Secretary, the Director of Finance, Director of HR, the Head of the Planning Support Office and the General Secretary of the Students’ Union. PRC will have delegated authority to oversee the submission of evaluation and monitoring returns to the Office for Fair Access.
Widening Access Working Group	This group monitors pre-entry outreach and access initiatives and advises PRC on strategic direction, evaluation mechanisms and output performance. It is responsible for the development and monitoring of the University’s Access Agreement. It is chaired by the Vice President for Teaching, Learning & Students with academic representation across the four Faculties, senior Professional Support Services staff and the Students’ Union.
Teaching & Learning Group (TLG)	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.
Differential Attainment Group	The Differential Attainment Group is chaired by the Associate Vice-President for Teaching and Learning and reports to the Teaching and Learning Group. The remit of the Group is to: identify factors that are likely to have influenced the relative underperformance of different groups of students; establish pilot projects across the institution that aim to raise attainment for the groups identified; oversee the progress of those pilot projects.
Disability Consultative Group (DCG)	The Disability Consultative Group (DCG) oversees the University’s activities for disabled students including developments around an inclusive curriculum.
Collaborative Monitoring Groups	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 through Greater Manchester Higher is overseen by the Greater Manchester Higher Steering Group on which the University has representation. The Group is also responsible for overseeing the delivery of the Greater Manchester NCOP.

Appendix C

Higher Education Statistics Agency (HESA) Performance Indicators 2015/16 and Access Agreement Monitoring Outcomes for 2014/15

Table 1a: Participation of under-represented groups in higher education: Young full-time first degree entrants 2015/16	% Low Participation N'hoods (LPN) POLAR 3*	% Lower Socio-Economic Groups (NS-SEC 4-7)*	% State Schools and Colleges *	% Disabled Students Allowance *	% New System students in receipt of full state support* *
The University of Manchester	7.8	22.6	82.2	7.5	29.1
OFFA Access Agreement target 2019/20	8.7	23.8	n/a	n/a	n/a
England	11.3	32.6	89.8	7.3	n/a
English Russell Group (20 HEIs)	6.3	20.2	76.6	5.8	n/a
English Russell Group Ranking (20 HEIs)	5 th	5th	5th	2nd	5 th
UoM Standard Benchmark	7.5	n/a	83.0	5.8	n/a
UoM Standard Benchmark Difference	-0.3	n/a	-0.8	1.5	n/a

* HESA Performance Indicators 2015/16

** Access Agreement Monitoring Outcomes 2014/15

Higher Education Statistics Agency (HESA) Performance Indicators (2010/11 - 2015/16)

	2011/12		2012/13		2013/14		2014/15		2015/16	
	UoM*	ERG**	UoM	ERG	UoM	ERG	UoM	ERG	UoM	ERG
% Low Participation N'hoods (LPN) POLAR 2/3***	6.2	5.5	8.2	6	7.9	6	8.6	6.4	7.8	6.3
% Lower Socio-Economic Groups (NS-SEC 4-7)	20.4	18.3	25.3	19.7	23.8	20	21.5	20.2	22.6	20.2
% State Schools and Colleges	77	72.5	81.4	74.1	82.3	75.5	82.4	75.8	82.2	76.6
% Disabled Students Allowance	5.9	4.7	6.2	5.4	6.7	5.8	7	5.8	7.5	5.8
% students in receipt of full state support (new system)	27.4	22.5	30.4	24.7	29.9	24	29.1	26.1	na	na

* 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	2015/16
ALL	University of Manchester	5.4% (4.9)	5.0% (4.3)	5.8% (4.4)	5.2% (3.8)	4.1% (3.7)	4.3% (3.9)	3.8% (3.8)	3.8% (3.8)
	Russell Group*	4.4%	4.2%	4.1%	3.6%	3.5%	3.6%	3.6%	3.6%
	ERG**	3.9%	3.8%	3.9%	3.4%	3.1%	3.4%	3.4%	3.4%
	England	8.4%	7.8%	8.4%	7.3%	6.6%	7.0%	7.1%	7.4%
Young	University of Manchester	4.6% (4.3)	4.5% (3.7)	5.1% (3.8)	4.5% (3.2)	3.6% (3.1)	3.5% (3.3)	3.3% (3.3)	3.4% (3.2)
	Russell Group	3.7%	3.6%	3.5%	3.0%	2.8%	3.0%	3.1%	3.0%
	ERG	3.2%	3.3%	3.3%	2.8%	2.6%	2.8%	2.9%	2.8%
	England	6.9%	6.4%	7.1%	6.2%	5.7%	5.7%	5.9%	6.3%
Mature	University of Manchester	13.2% (11.6)	9.8% (9.8)	12.5% (10.3)	12.2% (8.9)	8.6% (8.7)	11.3% (9.5%)	8.9% (9.2)	7.9% (8.9)
	Russell Group	9.9%	9.3%	9.5%	8.7%	8.5%	9.0%	9.2%	9.2%
	ERG	9.6%	9.5%	9.8%	9.2%	7.8%	8.9%	9.2%	9.3%
	England	13.9%	12.9%	13.2%	11.5%	10.3%	12.0%	11.8%	11.6%

Source: Higher Education Statistics Agency Performance Indicators 2008/09 – 2015/16 and figures show the % of entrants no longer in HE.

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

**ERG = English Russell Group

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).

New Entrant Year	Students from households with incomes below £25k	All students	Gap
2008	10.1%	7.8%	2.3%
2009	9.1%	8.2%	0.9%
2010	9.1%	7.7%	1.4%
2011	8.6%	6.3%	2.3%
2012	7.8%	7.1%	0.7%
2013	8.1%	6.1%	2.0%
2014	8.2%	6.3%	1.9%

Initial Teacher Training (ITET)

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 with Qualified Teacher Status (QTS). The primary programme prepares trainees to teach children between the ages of five and eleven. The secondary programme is an 11-18 programme offering the following specialist subjects: English, mathematics, science (biology, chemistry and physics), business and education, history, geography 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 Initial Teacher Education and Training (ITET) at The University of Manchester through our engagement with School Direct, School-centred initial teacher training (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, important to note is our developing relationship with a select group of Academy Trusts and School Direct Alliances.

Due to Manchester’s provision of ITET being exclusively at postgraduate level it is not possible, or appropriate, to draw upon the more established indicators for widening access used for undergraduate students. Instead, the most recent data published by the National College for Teaching and Leadership (NCTL) 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 below.

Three year benchmarked trends for key primary and secondary access and retention/success performance (12/13, 13/14, 14/15). Figures are given in both number of trainees and percentages.

	Minority	Male	Disability	First degree 2:1 and above	QTS	BAME in Teaching	Male BAME in Teaching	Male White in Teaching
Prim UoM	43 8%	118 22%	30 6%	516 95%	515 95%	34 89%	6 86%	95 92%
Prim NW	453 8%	1,400 24%	396 7%	4,259 73%	5,268 90%	276 73%	40 71%	887 81%
Prim RG	252 9%	641 22%	217 7%	2,401 82%	2,749 94%	191 89%	31 94%	484 90%
Prim Sector	4,890 11%	10,004 23%	3,354 8%	30,608 69%	39,754 90%	3,289 86%	448 85%	6,217 88%
Sec UoM	102 16%	240 37%	49 8%	459 71%	581 90%	69 85%	21 91%	165 90%
Sec NW	581 10%	2,095 36%	421 7%	3,977 69%	5,235 91%	397 85%	121 85%	1,416 87%
Sec RG	663 11%	2,181 38%	457 8%	4,377 76%	5,340 93%	512 90%	170 90%	1,529 89%
Sec Sector	6,161 15%	15,877 38%	3,173 8%	29,607 70%	37,977 90%	3,905 88%	1,334 87%	8,938 89%

This data shows that across both primary and secondary groups, the University's recruitment of under-represented groups (minority ethnic, male and disabled) is broadly in line with the Russell Group and sector averages across the years 12/13, 13/14, 14/15. Our percentage of male students from minority ethnic groups and their subsequent transition into teaching is broadly in line with the Russell Group and sector averages with the secondary programme increasing from 2% below to 4% above the sector average and primary increasing the number of BAME males on the programme by 6%. The number of trainees with a declared disability is broadly in line with the sector.

However, the overall proportion of ethnic minority trainees has remained static at around 8% for 10 years, whilst the diversity of the British population has continued to increase and the non-white British primary school population has risen to 31%, with wide regional differences from inner-London with 82% to the North East with 12%.¹ There are currently around 61,000 children aged between 5 and 15 living in Manchester. 48.6% are registered as non-white British.² To address this we have committed within our Access Agreement targets and milestones to deliver a programme of work to support male students, students with disabilities and students from BAME groups starting and completing a PGCE course and subsequently progressing into a successful teaching career.

Our programme of work includes taster-days for prospective students from the target background to provide opportunities to gain classroom experience. During 2015/16 75 students participating in these taster days and 18 were successful in gaining a place on a University of Manchester PGCE programme. Our on-course support for students is provided by Diversity Coaches. 20 trainees were identified as eligible for coaching visits from a Diversity Coach during their final teaching placement. All trainees who received coaching and completed their PGCE exceeded the Teachers' Standards for Qualified Teacher Status, obtaining either a grade 2 or grade 1. The capacity for coaching visits has been extended to reach 30 trainees in 2016/17. Trainees have been invited to self-identify for coaching, in addition to recommendations from their professional tutors. The 'Are you eligible?' leaflet has had a positive impact on trainees' understanding of how coaching can help them towards becoming successful teachers and why this is being offered.

The University also undertook analysis of process for selecting students onto our PGCE programmes to ensure they are fair and accessible. The evaluation of our assessment centre (interview) practices found that:

- Generally, unsuccessful candidates lack knowledge and understanding of the procedures and behaviours used in the classroom by both pupils and teachers. The candidates lacked insight into how a classroom operates. The length of school experience has limited effect on acceptance to the programme.

As a result, we have organised more taster days in primary and secondary schools to support potential candidates gain a better working knowledge of a school setting. The participants are encouraged to reflect on the classroom practices they observe and analyze the effectiveness of these for pupil learning. The 2016/17 taster days have been over-subscribed and data to demonstrate how many participants successfully obtained a place on a PGCE programme will be collated in September 2017.

¹ Data source: McNamara, O., Murray, J., Phillips, R. (2017) CPRT Research Survey 10: Policy and research evidence in the 'reform' of primary initial teacher education in England. Cambridge Primary Review Trust. www.cprtrust.org.uk

² Data source: Public Intelligence Populations Publications, A17: Ethnic groups in Manchester by age and sex. www.manchester.gov.uk

To minimise any unintentional bias we are conscious of the need to diversify our interview panels to include more teachers from BAME backgrounds and as a result have invited more teachers/ head teachers from schools with diverse staff and pupil populations onto the interview panels.

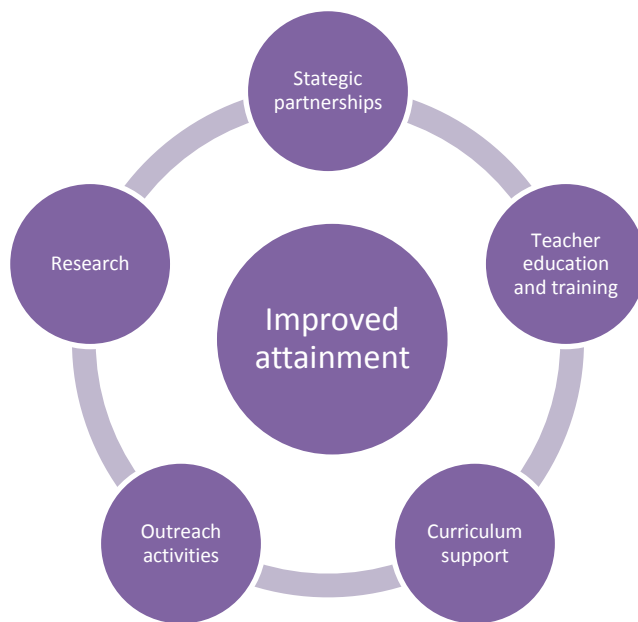
Evaluation Framework for assessing the impact of the Manchester Bursary

Phase	Activity
Phase 1: Initial take-up	Quantitative analysis of the take up and choices made by recipients (cash, fee discount, accommodation discount) - to understand how students preferred to receive their financial support.
Phase 2: Student Voice 1	Quantitative and qualitative feedback and comments from recipients - 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, 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.
Phase 3: Longitudinal evaluation	To test outcomes of bursary recipients against a comparator group. Within the statistical model, the following outcomes will be assessed: <ul style="list-style-type: none"> • Learning Gain, e.g. as measured by engagement with library/MLE/VLE; • Experiences of university life e.g. engagement with UMSU, extracurricular activities within HEAR record; • Retention into second year of study; • Completion of degree within five years; • Attainment of 'good' degree • The DLHE 'successful outcome' metric – in graduate level work or further study six months after graduation.
Phase 4: Online Survey	Opportunity to examine potential impact that the changes to government student financial support may have had on students starting at the University in 2016/17. Repeat of the online bursary survey for E2017 students to compare against the baseline data collected in the 2016 survey.
Phase 5: Student Need	In light of changes to government student financial support, including the introduction of a loans system for student nurses/midwives/allied health professionals, an analysis 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 loans, financial support from the University, income from part-time work).
Phase 6: Student Voice 2	<p>Student-led evaluation with an opportunity to conduct more in-depth qualitative research to complement the quantitative analysis that will be conducted for the evaluation of the Manchester Bursary. The student researchers will operate with the support of UMSU's Insight Department to give students/bursary holders greater ownership over the study.</p> <p>A range of methods will be used – structured interviews, diary/blogs, and focus groups. The level of insight required would not be gathered using quantitative methods alone due to the nuanced area of work.</p> <p>This approach will enable us to gain a deeper understanding around the thoughts and feelings of bursary holders and further explore the themes identified in the quantitative surveys as well as identifying new themes.</p>

Attainment-raising within schools and colleges

The University of Manchester has a strong commitment to widening participation which is firmly embedded within our core goals to be an accessible and socially responsible institution. The University has made the strategic decision not to enter into any school sponsorships at this time as, in keeping with our goal to be a socially responsible institution, we want to invest our efforts and resource in a wide range of schools, particularly those in the most disadvantaged areas, rather than to prioritise a formal relationship with one or two. We have therefore developed a number of successful, sector-leading, long-term initiatives through which we can build capacity and make a difference to a large number of educational establishments in our local community.

Attainment is one measure of ability and the University’s work with schools and colleges provides a range of ingredients in 5 key areas that contribute to improved outcomes for learners in the most disadvantaged areas as demonstrated by the model below.



As required by OFFA, we have set two new targets relating to attainment raising. These targets are highlighted in the following sections alongside other priorities for future development. Curriculum

1) Strategic Partnerships

Our pioneering and award winning School Governor Initiative places staff and alumni in state schools as governors to support the leadership and strategic direction of schools and colleges. We were the first higher education institution to establish such a comprehensive and structured programme and have created the fastest growing community of governors of any UK employer. The initiative has been hailed by the DfE and Manchester City Council as a beacon of best practice and has received recognition through national and international awards including: Green Gown Awards, Business in the Community Education Awards, the Times Higher Contribution to the Community and the Queen’s Award for Voluntary Service. The total number of active governors in our Network is 514. University staff contribute a range of skills and expertise including HR, financial management, legal, data analysis and change management. Many take on additional responsibilities such as Board/Committee Chairs. Over 70% of the Manchester schools where staff are governors have above average numbers of pupils in receipt of free school meals. In 53% of schools, over half of pupils are receiving free school meals. Of the 162 state schools/colleges with an Ofsted report, 133 (82%) are good or outstanding. Of the 147 schools/colleges with a

previous Ofsted rating, just under half (63) have improved and 43 have maintained their good or outstanding rating. We have a target in our Access Agreement to increase the number of University staff and alumni placed as governors in state schools with a focus on supporting the most disadvantaged schools. We have shared our experience of developing a successful school governor initiative with a number of universities and have been asked by Inspiring Governance to work with them to develop this capacity across the sector.

Courses with a Foundation Year 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 Foundation Year programmes in Medicine, Dentistry, Pharmacy, Life Sciences are taught in partnership with Xaverian College, a local sixth form college. Students on our Foundation Year programmes are more likely to be from a low participation neighbourhood and from a low socio-economic ground.

The University is also represented on the NW School Improvement Partnership Board where an academic from our Manchester Institute of Education, Prof Ruth Lupton, works with partners in a 'closing the disadvantage gap' sub-group.

Future growth and priorities:

- To increase year-on-year the number of University staff and alumni volunteering as School Governors.
- To disseminate the impact of the University's School Governor Initiative and encourage other HEIs to establish similar schemes, working with Inspiring Governance.

2) Teacher Education and Training

The University has an extensive programme of Initial Teacher Education which has been graded outstanding by Ofsted. Students spend 70,000 days a year based in local schools and through our PGCE provision and support of School Direct we can make a significant impact on developing excellent classroom teachers and future school leaders. The University is also delivery partner with Teach First. The majority of our Primary and Secondary trainees go to work as Newly Qualified Teachers in the most challenging schools (as defined by the IDAC index) whilst all our Teach First participants are employed in the most challenging schools. Approximately 75% of all our trainees take up employment within 20 miles of the University. Within our Access Agreement we have a target to increase the diversity of our trainee cohort and improve the retention and attainment of trainees from BAME backgrounds.

The University of Manchester's Science & Engineering Research and Innovation Hub (SEERIH) is one of the leading centres of excellence in primary science and engineering nationally. With a programme of continued professional development for in-service teachers (primary and secondary), academics and students SEERIH positively influence the learning of young people through science and engineering. SEERIH roots its success in expertise and experience in curriculum development, teacher Continuous Professional Development, applied research and creation of innovative projects related to primary science and associated STEM disciplines. SEERIH's Trajectory of Professional Development (TOPD) is a conceptual model for teacher CPD, which offers the opportunity for educators to consider the nature of professional engagement in CPD and provides description, justification and exemplification of five stages of development: Pre-engage, Participate, Collaborate, Co-create and Connect. By providing a scaled approach to engagement and opportunity SEERIH works with teachers to take ownership of their progression as Professional Influencers. Opportunities for teachers include: courses, conferences, events, networks, clusters and Innovative Curriculum Development & Research Projects.

Future growth and priorities:

- To increase the proportion of schools that are actively engaged with SEERIH that fall within bands 1 and 2 of the Manchester Prioritisation Model.
- To establish a research strategy using the key aspects of SEERIH's TOPD to better understand the relationship between where teachers identify themselves on the TOPD and the impact on the quality of their teaching and pupil attainment through a range of qualitative measures including case studies, surveys/questionnaires, focus groups and interviews.

3) Curriculum Support

Our Academic Schools are involved in supporting curriculum design and innovation.

Our School of Computer Science is the North West Regional Centre for Computing At School³. The move from teaching IT within schools to computer science was a recommendation from a Royal Society project chaired by one of our academics, Professor Steve Furber. Over £200,000 of funding from the Department for Education pays for three staff members who have school-teaching experience and are managing the outreach to schools in the region. The Centre is supporting teachers to become Master Teachers, and there are now 50 in the North West. During 2016/17 1350 teachers and 2000 pupils have engaged with the Centre. This involves around 80 students trained in outreach running one-off events, through to full-year engagement with schools and final-year projects developing teaching resources for use in secondary schools. The Centre provides training events for teachers throughout the school year, as well as exciting activities for school children to help them to appreciate the science and creativity inherent in the subject. This outreach activity has supported the region's primary and secondary schools to rise to the major challenge of teaching new programmes and has created a close relationship between the University and schools across the North West.

The University also supports another DfE project, The Further Mathematics Support Programme, through hosting the Manchester Further Mathematics Centre. This Centre provides tuition and revision for Further Mathematics students in the Greater Manchester conurbation and around. The aims of the project are to:

- Increase participation in AS/A level Mathematics and Further Mathematics, particularly that of girls and those from other under-represented groups;
- Increase capacity within schools and colleges to provide high quality mathematics teaching;
- Increase demand from students to study AS/A level Mathematics and Further Mathematics post-16;
- Support improvements in level 3 mathematics education.

This is achieved through events for students and teachers held at the University and in schools and colleges. The project also works more intensively with a 6 priority institutions. The number of students taking A level Further Mathematics across the country has almost trebled since the programme was rolled-out nationally in 2005.⁴

Academics in Geography have worked with the Manchester Geographical Society to provide research based workshops for Geography teachers nationwide. The workshops focused on the curriculum areas of the new Geography A level⁵.

We support the teaching of the Extended Project Qualification (EPQ)⁶ through research skills workshops, online resources and access to the University Library. Feedback from teachers shows how important this support has been to students in developing critical research skills. In 2015/16, 871 students from 46 different schools and colleges attended a total of 51 workshops. In order to reach more schools and colleges we will be developing online support including the use of webinars.

Future growth and priorities:

- To develop additional online content to support students undertaking the EPQ and their teachers. This will include the use of webinars in order to expand the number of schools and colleges who are able to access this support.
- Undertake analysis to better understand the relationship between where teachers identify themselves on the SEERIH TOPD and the impact on the quality of their teaching and pupil attainment through a range of qualitative measures including case studies, surveys/questionnaires

³ <http://www.cs.manchester.ac.uk/schools-and-communities/cas-regional-centre/>

⁴ <http://furthermaths.org.uk/aims>

⁵ <http://www.supi.manchester.ac.uk/forteachers/2016-a-level-geography-resources/>

⁶ <http://www.manchester.ac.uk/connect/teachers/students/post-16/extended-project/>

4) Outreach activities

The University's outreach work raises awareness of HE and increases aspirations which, with the attainment raising work undertaken by schools, supports progression through driving motivation. The model of awareness+aspiration+attainment=progression has been developed by the Progression Trust and shows that the first two elements, which are the main focus of the universities' outreach work, are crucial alongside attainment raising. Separating attainment raising activities from work that increases ambition and motivation is difficult. Attainment can also be measured in a number of ways, with performance in formal examinations being only one such measure. Successfully obtaining a place within higher education is equally a measure of attainment.

Within our Access Agreement commentary we have highlighted our core programmes to widen participation of under-represented groups. This includes a range of activities which focus directly or indirectly on supporting and raising attainment and we have highlighted some examples below.

Since the Manchester Access Programme (MAP) began 10 years ago, 1,604 MAP students have successfully progressed into The University of Manchester. Nearly 1000 more have progressed into other HEIs. As the programme works with students in their first year of post-16 study, we are able to support students in their university applications to ensure they are making informed decisions and giving themselves the best chance of being made an offer and attaining their first choice place. Feedback from students shows that increased confidence and the academic skills gained through participation in the programme has given them the motivation to realise their ambitions. We are now working to expand the number of students who can benefit from a programme like MAP through the development of our Manchester Distance Access Scheme, the growth of which is embedded within one of our Access Agreement targets.

Our School of Social Sciences delivers a programme of pre-university courses to post-16 students in a range of disciplines. The aim of the course is to equip students with the skills and knowledge they need to successfully apply and transition into a social sciences degree programme.⁷ The course consists of six 2-hour workshops and students who successfully complete the scheme will be eligible for one A-level grade (or equivalent) towards their offer at Manchester. 47 of the 59 students who attended the pre-university courses during 2015/16 passed the course and 28 applied to Manchester. 13 students gained places at Russell Group Universities, 8 of which were at The University of Manchester, and 11 gained places at other universities. The programme has now expanded to 100 participants during 2016/17 and covers all 5 discipline areas within the School of Social Sciences. Feedback from teachers shows the positive impact the courses have on student outcomes, 'It has proven to be a real motivator and has stimulated students' interest in Economics - focusing their determination to achieve high grades and to adopt a more approach academic to their studies – it's a must do!' (A level economics teacher, Oldham Sixth Form College.)

The University is one of the biggest providers of Nuffield Research Placements for post-16 students and in 2016 we provided 60 placements. The Nuffield Foundation are currently undertaking a large-scale evaluation of the impact the placements have on exam results, progression into HE and performance during HE.

Our Students Union has established LIGHTSS, a student led revision support project which has been running since 2014/15. LIGHTSS operates from a community centre in Longsight and aims to offer local students a place to revise for their GCSE/A-Level English, Maths and Science exams. The project employs a qualified teacher to plan and deliver revision sessions as well as recruiting University students to support skills development on a 1:1 basis. Feedback from participants shows they feel this additional support has contributed to their GCSE success and made them more likely to consider university as an option in the future. Another student-led project within the Students' Union is Reading Mentors, where volunteers help children who need extra support to become more confident and able readers. Mentors are working in 3 primary schools targeted using the Manchester Prioritisation Model. Teachers have observed an improvement in pupils' reading ability and confidence following their engagement with the project. The University's WP and Outreach Team also delivers a primary literacy support scheme supports which leads a small cohort of pupils through a 6 week programme of story writing. The scheme was developed in

⁷ <http://www.socialsciences.manchester.ac.uk/connect/schools-and-colleges/courses/>

response to requests from teachers who suggested extra support from the University could help pupils in preparation for Year 6 SATS exams.

The University has developed a number of strategic partnerships with external organisations which focus on attainment raising activities such as The Tutor Trust⁸ and the Brilliant Club⁹. These organisations place current students (both UG and PG) into schools in Greater Manchester and the North West where they undertake tutoring across primary, secondary and post-16 learners.

348 University of Manchester students are Tutor Trust Tutors, which represents 77.68% of the tutors working in Greater Manchester schools. The Trust are currently undertaking evaluation of the impact of their work on pupil progress with randomised control trials which the University will support through our research expertise.

The University has been partnering with the Brilliant Club and their Scholars Programme since 2015 where we worked with 70 young people in 7 schools. By the end of 2015/16 academic year, we had worked with 728 students, from primary pupils through to post-16 students. Evaluation of the impact of this work shows that 84% of pupils are able to complete written work at the same standard as a pupil one key stage above after participating in the programme compared with 55% at the start. Progression data shows that students who complete the Scholars Programme were more likely to progress to a highly-selective university. This includes pupils eligible for free school meals of which 58% progressed to a highly-selective university compared with a national progression rate of 11%.

Future growth and priorities:

- To continue to grow the number of students progressing into the University through our access programmes including the Manchester Access Programme, Distance Access Programme and related activities.
- To support the evaluation of the impact of tutoring, working with the Tutor Trust.
- To continue to grow the number of pupils engaged in our Brilliant Club partnership through visits to the University and contact with University researchers.

5) Research

We believe that universities have an important role to play in contributing to the evidence base of what activities and strategies have the most impact on increasing progression into HE as well as raising attainment. The research undertaken within our Manchester Institute of Education (MIE) crosses diverse areas including: educational policy and leadership; critical pedagogies and maths education; special educational and additional needs; equity, disadvantage and poverty. MIE involves practitioners, policy makers and researchers in collaborative development and research projects that seek to have a direct impact in the field. A current project being led by one of our researchers is investigating how pedagogic cultures impact on student learning in FE. It examines how such courses can be enhanced to widen participation among those at risk of marginalisation and drop-out from mathematics, a subject area which is key for many courses within our Science and Engineering Faculty as well as Social Sciences. The same researcher, Prof Julian Williams, has been involved in a project to create classroom resources and diagnostic tools to improve assessment for learning in mathematics. This has led to improvements in school students' understanding and use of mathematics.

MIE is also working with Stockport Council and a number of Manchester schools to engage teachers with research findings on poverty and disadvantage, especially in relation to successful primary-secondary and post 16 transitions. The University is working with a group of teachers to co-produce resources (for classroom use or use with new teachers or with parents) which take up research findings and put them into practice in schools facing high levels of disadvantage.

One of the key determining factors of a young person's likelihood of progressing into HE is their socio-economic background and the educational experience of their parents. The University is co-funding an Inclusive Growth

⁸ <http://thetutortrust.org/>

⁹ <http://www.thebrilliantclub.org>

Analysis Unit (IGAU)¹⁰, with the Joseph Rowntree Foundation, to ensure that devolution and economic growth bring real benefits to disadvantaged people and places across Greater Manchester. IGAU is led by Professor Ruth Lupton, a Professor of Education and expert in relationships between poverty and education, whose involvement ensures a focus on educational success and equity as a key element in inclusive growth. In June 2017 IGAU will be producing a report on educational inequalities in Greater Manchester and a policy briefing paper on the options for the new GM Mayor. The Unit already works closely with the GM combined authority, informing and advising on education matters. The Unit is contributing to a broader Human Development Report on Greater Manchester, led by the Alliance Manchester Business School, to draw attention to inequalities (including in education and skills) across the life course and the importance of successful transitions. Prof Lupton is on the advisory board for the Children’s Commissioner’s enquiry into ‘Growing up North’ and fed into Sir Nick Weller’s Northern Powerhouse Schools Review. She is also a member of the DfE’s Pupil Premium expert group.

Significant research into educational disadvantaged is being undertaken by our Disadvantage and Poverty Research Group. This research group is examining how educational policy and practice, in the context of wider challenges of poverty, can become more equitable for those educationally disadvantaged. Group members are actively engaged with policy-makers and practitioners in applied settings – schools, local authorities, and regional bodies. One of the projects within this area of work is the Coalition of Research Schools. Set up in 2011, the Coalition invites schools to commit to and participate in research activities to inform their development. The inquiries are concerned with finding effective ways of improving the achievement of all pupils, particularly those from disadvantaged backgrounds. Researchers work with the schools in identifying and responding to factors that need to be addressed in order to improve outcomes for vulnerable groups of learners. Coalition head teachers and teacher research teams meet regularly throughout the year to plan, share, interrogate and learn from each other’s inquiry based developments.

Multilingual Manchester (MLM)¹¹ is a research project within our Faculty of Humanities. MLM promotes awareness of language diversity in the city-region and studies the practical challenges and the immense opportunities that language diversity brings. MLM’s teaching, research and outreach strands take inspiration from current issues raised by practitioners and communities, who strive to ensure equality of access to services as well as the maintenance of Manchester’s rich array of home languages. MLM works with local government, healthcare providers, police and emergency services, schools and community initiatives to co-design research and to share good practice. University of Manchester students provide English language support to local communities and MLM has recently developed a new initiative to support local Supplementary Schools.

Future developments

Future priorities and areas for growth are identified within each of the sections above. Within our attainment raising targets we have committed to setting an outcome based target from 2019/20. In order to do this we will be undertaking further work to understand which activities have the greatest impact on student attainment and the most appropriate measures for assessing this. One of the areas we will be exploring is how the University can build capacity within schools, particularly within governance and leadership. We are already working towards this through the continued expansion our School Governor Initiative and aim to build on this through sharing our expertise in leadership.

¹⁰ <http://www.manchester.ac.uk/discover/news/new-partnership-launched-to-promote-inclusive-growth-in-greater-manchester/>

¹¹ <http://mlm.humanities.manchester.ac.uk>

2018/19 Access Agreement Targets and Milestones

Statistical Targets

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Access Agreement 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)
						2017-18	2018-19	2019-20	2020-21	2021-22	
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 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 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			
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%	91.9	92.1	92.3	92.5		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.

Access Agreement 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)
						2017-18	2018-19	2019-20	2020-21	2021-22	
1	Outreach / WP activity (other - please give details in the next column)	To ensure the University is working with the most disadvantaged schools and colleges by targeting schools using indicators of achievement and pupil disadvantage in our Manchester Prioritisation Model (MPM)	No	2010-2013	70%	At least 70% of schools are from the highest priority bands in our Manchester Prioritisation Model.	At least 70% of schools are from the highest priority bands in our Manchester Prioritisation Model.	At least 70% of schools are from the highest priority bands in our Manchester Prioritisation Model.			

2	Outreach / WP activity (collaborative - 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 partnership work	Monitor and publish details of our partnership work	Monitor and publish details of our partnership work			
3	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 understand more about progressing 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 understand more about progressing 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 understand more about progressing to university. In an annual survey of teachers at least 70% report that the University's activities add value to their School IAG strategy.			
4	Strategic partnerships (e.g. formal relationships with schools/colleges/employers)	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	2015/16	364	401	421	442			To increase the number of placed governors by 5% each year.
5	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 %			
6	Outreach / WP activity (other - please give details in the next column)	To identify and attract outstanding students based on their educational potential and merit, irrespective of background, through our pioneering Manchester Access Programme, Distance Access Programme and related activities	No	2010	152 MAP entrants	275	300	325			
7	Contextual data	To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify outstanding students from all educational backgrounds. This will be achieved, in part, by providing admissions decision makers with appropriate quantitative information to enable identification of exceptional applicants from educationally disadvantaged backgrounds.	No	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			
14	Outreach / WP activity (collaborative - please give	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working	Yes	2014-15	87 secondary schools engaged with the	106 secondary schools	114 secondary schools	122 secondary schools	130 secondary schools		

	details in the next column)	together to provide high quality outreach activities for local schools and colleges.			programme						
15	Outreach / WP activity (other - please give details in the next column)	To grow and maintain the delivery of the Scholars Programme in collaboration with the Brilliant Club.	No	2015-16	743 learners participated in Scholars Programme on-campus events. 26 Scholar Programme placements delivered by UoM Tutors	1250 pupils participated in Scholars Programme on-campus visits 40 Scholar Programme placements delivered by UoM Tutors	1500 pupils participated in Scholars Programme on-campus visits 45 Scholar Programme placements delivered by UoM Tutors	Outcome based target tbd	Outcome based target tbd	Outcome based target tbd	
16	Outreach / WP activity (other - please give details in the next column)	The Science and Engineering Education Research Hub (SEERIH) provides research-led continued professional development through its Trajectory of Professional Development (TOPD). SEERIH aims to increase the proportion of schools actively engaged with the different stages of the TOPD. In addition to this, evaluation of the impact of the TOPD on student outcomes and attainment will be undertaken through a range of qualitative measures including case studies, surveys/questionnaires, focus groups and interviews.	No	Other (please give details in Description column)	Baseline to be established	Increase the proportion of WP priority schools that actively engaged with SEERIH. Establish a research strategy to better understand the development of teachers professional identify and how they can be supported to progress.	Increase the proportion of WP priority schools that are actively engaged with SEERIH To understand the relationship between where teachers identify themselves on SEERIH's TOPD and the impact on the quality of teaching and pupil attainment.	Outcome based target tbd	Outcome based target tbd	Outcome based target tbd	

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

Table 7b - Other milestones and targets.											
Access Agreement 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)
						2017-18	2018-19	2019-20	2020-21	2021-22	
8	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			
9	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			
10	Student support	To provide a hardship	No	n/a	n/a	Monitor application	Monitor application	Monitor application			

services	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.				s to hardship fund by students from low household income groups and the uptake of financial management support.	s to hardship fund by students from low household income groups and the uptake of financial management support.	s to hardship fund by students from low household income groups and the uptake of financial management support.			
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Targets relating to outreach, student success and progression work: Student Progression

Table 7b - Other milestones and targets.											
Access Agreement 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)
						2017-18	2018-19	2019-20	2020-21	2021-22	
11	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.	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 Education and Training (ITET)

Table 7b - Other milestones and targets.											
Access Agreement 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)
						2017-18	2018-19	2019-20	2020-21	2021-22	
12	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			
13	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	