1) Assessment of current performance

The University of Manchester is a large and diverse institution with a strong track record of attracting and supporting students from under-represented groups. We deliver teaching and learning that is informed by research that has global impact, and given added purpose through our commitment to social responsibility.

Our size, high entry tariff and predominance of young full-time students, underpins some of the challenges that we have in evaluating our performance and reconciling our own internal analysis and HESA, UCAS and TEF metrics. Whilst overall we are performing well, we are committed to improving further.

Within the English Russell Group of universities we are among the top for recruiting students from under-represented backgrounds. We have developed a range of approaches to support post-16 students from under-represented background to progress to the University including our flagship Manchester Access Programme (MAP), activities to support adults returning to study and the use of contextual data in our admissions process. In 2017, the University achieved 'Silver' status in the 2017 Teaching Excellence Framework (TEF)[1] - acknowledging the progress we have made in recent years to bring about significant improvements in the student experience particularly across teaching quality, assessment and feedback, non-continuation rates and progression in graduate destinations. Manchester graduates are highly sought-after by the UK's top graduate employers[2] and are known for their work-ready skills and experience, as well as the quality of their academic ability. Over 94% of our students find employment or enter further study shortly after graduating and half of our graduates that are in careers requiring a degree are employed in the north-west of England.

The following is an assessment of our performance across the student lifecycle for the five key underrepresented groups identified by the OfS:

LPN/low socio-economic/low household income

The latest UCAS equality data analysis[3] for The University of Manchester showed that our offer rates are lower than what might be expected for students from POLAR 3 LPN backgrounds (-1.9). Variation in offer rates outside of what might be expected is not in itself evidence of bias – as there are other factors which may be taken into account when considering an application for example, the subject combination, interviews and admissions tests, and prior experience or contextual factors. These factors are not controlled for in UCAS' analysis. Indeed, our own more detailed analysis (for 2015 entry) showed that when the data were sampled to encompass students with the required predicated grades and subjects there was very little difference in offer rates across student cohorts. We are planning to repeat our analysis adding in the last two entry cohorts (2016 and 2017).

For 2016/17, HESA Performance Indicator Data shows 7.9% of our entrants (410 students) were from POLAR3 LPNs[4], performing above our standard benchmark for this indicator by 0.3% and above the average for the English Russell Group of 6.5%. We also have a high proportion of entrants from lower socio-economic backgrounds[5] at 22.8%, above the English Russell group average of 20.4%. Our internal data (not HESA verified)

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suggests that for 2017/18 this will increase to 8.8% for entrants from POLAR3 LPNs and 23.5% for entrants from lower socio-economic groups. Over a 5-year (2013-2017) period the gap between the proportion of entrants from quintile 1 and quintile 5 has decreased by 3.3%. In 2015/16, 28.6% of the University's current system students were from low household incomes of less than £25,000 per annum - which placed us third in the English Russell Group[6].

Non-continuation at the University is low with 5.9% of all entrants no longer at Manchester and 3.8% of all entrants no longer in HE by 2016/17 (of entrants in 2015/16). HESA data shows that in 2016/17, 4.1% of our young entrants from LPNs were no longer in HE and that we are performing at the same level as our standard benchmark. This compares to an England average of 8.7% and English Russell Group average of 4.1%. Our internal data suggests that of entrants in 2015/16, 6.8% from lower socio-economic groups and 6.5% from low household incomes had withdrawn from Manchester, compared to 5.3% of all young, FT, first degree entrants.

Figure 1: Non-continuation in 2016/17 (for UK domiciled entrants 2015/16)

	HESA verified data*		Internal analysis of HESA student Data
	No longer in HE	No longer at Manchester	No longer at Manchester
All entrants (young and mature)	3.8% (3.9%)	5.9%	5.9%
All young, FT, first degree entrants	3.4% (3.4%)	-	5.3%
LPN young, FT, first degree entrants	4.1% (4.1%)	6.9%	-
Low socio-economic young, FT, first degree entrants	-	-	6.8%
Low household income young, FT, first degree entrants	-	-	6.5%

*where available, HESA standard benchmark is shown in brackets

In 2016/17, 80.1% of students from LPNs, 82.2% from low household incomes and 80.3% from lower socio-economic groups obtained a good degree. This compares to 86.3% for the UK, FT, first degree young cohort overall (and 86.7% for the overall cohort with known NS-SEC data). However a regression modelling of University attainment (using data for the HESA return for 2009/10, 2010/11 and 2011/12) showed that when factors such as entry qualifications are accounted for, household income or LPN status did not significantly influence university attainment. However there was a significant difference ($p<0.05$) in relation to socio-economic background, with students from higher socio-economic groups more likely to obtain a good degree than students from lower socio-economic groups. We are planning to repeat our analysis adding in more recent cohort data.

The most recent five year average for graduate employability outcomes (DLHE) shows the gap between LPN, lower-socio-economic and low house income groups and the relevant comparator group continues to narrow. For the five-year period 2011/2012 – 2015/2016, the gap between students from LPNs (Q1) and those from Q2-5 was 1.9%; for students from lower socio-economic groups and those from higher socio-economic groups 1.6%; and between students from low household incomes and those from higher household incomes 2.1%. This is an improvement on a gap for the period 10/11-14/15 of 2.4%, 2.2% and 3.1% for LPN, lower socio-economic groups and low household incomes and the comparator group.

Ethnicity
The UCAS equality data for The University of Manchester showed that our offer rates are lower than what might be expected for 18 year old Black students (-3.4). In considering access to the University of UK BAME students,

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[6] Outcomes of Access Agreement Monitoring for 2015-16 https://www.offa.org.uk/publications/monitoring/

in 2017/18 30.2% of UK domiciled young new entrants at the University are Black, Asian and Minority Ethnic (BAME) students. This is an increase of 2.3% since 2016/17 and an increase of 7.2% in the last five years. The largest represented BAME group is Asian which makes up 18.9% of the undergraduate student population. 4.3% of UK domicile students are Black making it the least represented ethnic group.

In 2016/17, Black students had the highest rate of non-continuation (8.3%), compared to 5.5% for White students and 3.8% for Asian students. Our regression modelling also showed (new entrants 2008-2010) that White students had a slightly higher non-continuation rate than Asian students but a significantly lower rate than Black students (p<0.001).

Our analysis of students' attainment shows that BAME student groups at the University have lower degree outcomes than others with the same prior educational attainment, although this is not the case across all Academic Schools. And whilst good degree attainment for UK BAME students continues to increase, and for Black students there has been a 10.5% increase compared with the previous year, degree attainment for White students has increased at a faster rate meaning the attainment gap has grown to 12.9% in 2016/17 from 11.6% in 2015/16 (Figure 2).

Figure 2: Good Degree Attainment of UK, Young White and BAME students
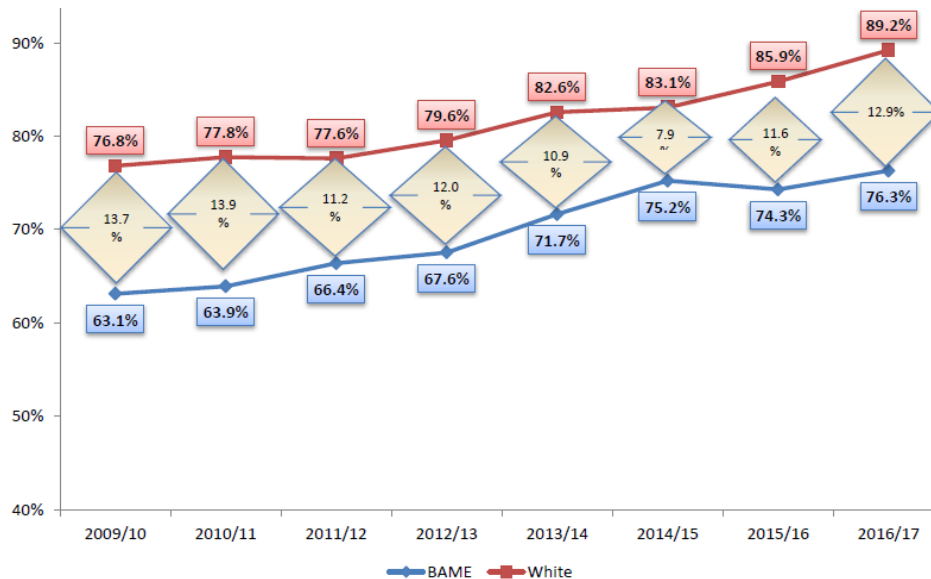
And in the 2016/17 data, a descriptive analysis shows that Bangladeshi, Pakistani and Other Asian background students have the poorest degree outcomes (although this does not take into account factors such entry qualifications):

Figure 3: Good Degree Attainment of UK BAME students 2016/17

Racial and Ethnic Categories		
Asian	Asian or Asian British - Bangladeshi	68.4%
	Asian or Asian British - Indian	81.4%
	Asian or Asian British - Pakistani	69.1%
	Chinese	79.0%
	Other Asian background	67.8%
Asian Total		74.1%
Black	Black or Black British - African	75.9%
	Black or Black British - Caribbean	75.0%
	Other Black background	100.0%

|		
Black Total		76.1%
Mixed/Other	Arab	77.5%
	Mixed - White and Asian	87.5%
	Mixed - White and Black African	78.3%
	Mixed - White and Black Caribbean	83.8%
	Other ethnic background	83.3%
	Other mixed background	77.8%
Mixed/Other Total		82.0%
Total		**76.3%**

Our core metric for teaching quality (86.3%) shows a high level of student satisfaction overall, although the published NSS results show lower levels of satisfaction for BAME students (around -5%) on teaching quality compared to the rest of the student cohort, but this does not extend to assessment and feedback or academic support, where any difference is around -1%. Addressing differential attainment is a priority and we have committed to explore further the differences in attainment and we monitor progress via the Annual Performance Reviews (APR) of academic units and the work of the Differential Attainment Working Group.

Positive destination figures for BAME students are encouraging with this cohort consistently outperforming White students in the proportion progressing into graduate level work. However, unemployment has been identified as an issue which a higher proportion of BAME students (8.4%) opt to remain unemployed, rather than taking up non-graduate level work compared with 4.8% for White students.

Mature Students

The most common age to start an undergraduate course at the University is 18, with 50.0% of all undergraduates starting in 2017/18 aged 18. In 2017/18, 90.9% of our undergraduate students were considered 'young[7]' and 9.1% 'mature'. Over the past five years there has been a 3.8% decrease in mature students, with a 0.5% decrease in the past year.

Figure 4: Undergraduate students by age (Young and Mature)
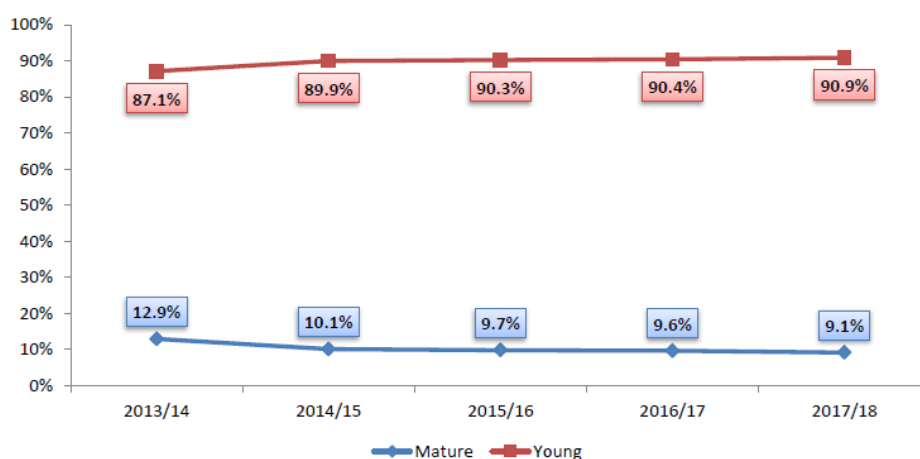
However HESA data for 2016/17 shows that the proportion of mature UK domiciled, FT, first degree entrants with no previous HE qualification and from LPNs has risen slightly to 10.5% (55 students) from 10.2% in 2015/16. This is 0.3% above our standard benchmark of 10.2%.

Non-continuation at the University is low with 3.4% of our young entrants in 2015/16 no longer in higher education in 2016/17, matching our HESA benchmark for this indicator and stronger than the national average

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[7] those aged under 21 on the start date of the term in which their course commences

of 6.4%. However mature students are more likely to leave the University with the percentage of mature entrants no longer in HE at 7.7%, although better than our HESA benchmark of 8.6%.

A descriptive analysis shows that mature students are less likely to achieve a good degree when compared to our UK student population. However, mature students typically have lower entry qualifications than young students, with many having their professional experience taken into account during the admissions process:

Figure 5: Attainment of a good degree by age (Young and Mature)

Age	2016/17	2015/16	2014/15
Mature	77.5%	74.3%	74.3%
Young	86.3%	84.0%	82.5%
Total	85.7%	83.3%	81.9%
Mature and no previous HE experience	75.3%	70.3%	73.5%

However, positive destination figures for mature students are strong with this cohort consistently outperforming young students in the proportion progressing into graduate level work. For the five-year period 2011/12 – 2015/16, 88.9% of mature students were in a positive graduate destination compared to 76.8% of young students.

Disabled Students

In 2016/17 HESA data shows that 7.5% of home UG students were in receipt of Disabled Students' Allowance (DSA), and 1.9% above our benchmark. The University ranks in the top quartile of the Russell Group for the proportion of UK, full-time, first degree students that are disabled.

Students with no known disability have consistently had better retention than those who have reported a disability when completing their UCAS application, however, disabled student retention increased to 94.1% in 2014/15 reducing the retention gap between disabled and non-disabled students to 0.2%

Figure 6: Retention of UK disabled and non-disabled students
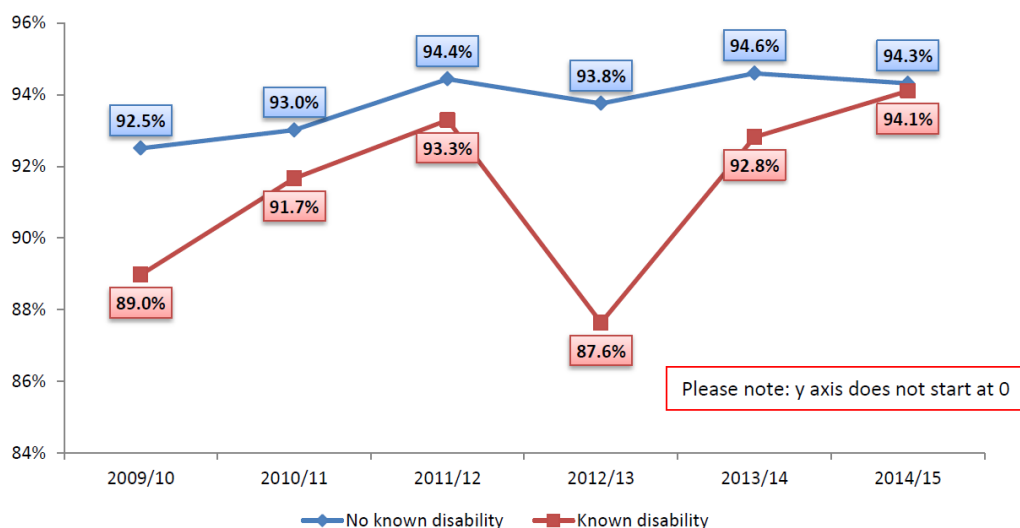
In addition, the 2016/17 non-continuation data shows that students who received the DSA had comparable retention rates to non-disabled students. However it is those students who are disabled but don't receive the

DSA that have poorest retention rates (5.4% for non-disabled; 5.6% for disabled with DSA but 12.9% for disabled with no DSA).

The results relating to attainment and disability are mixed with a general pattern of non-disabled students outperforming disabled students. However the regression analysis shows that, when other variables are taken into account such as entry qualifications, disabled students outperform non-disabled students for good degree attainment.

Our analysis of DLHE (average across 2011/12 - 2015/16) shows that students in receipt of the DSA are less likely to be in a positive graduate destination six months after graduation, at 75.5% compared to 78% for the comparator group. Our analysis suggests the aspirations of disabled students may reflect that they are more likely to take up non-highly skilled work roles, such as those based in childcare, teaching assistants and nursing assistants (all coded as non-graduate level). We have developed a WP Employability Framework which aims to improve the employability outcomes of disabled through the delivery of targeted interventions including support to ensure equality of access to work experience placements.

Care Leavers
We monitor data on Care Leavers using two HESA codes:

Code	Label
01	Care leaver (16+) students who have been reasonably verified as having being in care on or after their 16th birthday
04	UCAS defined care leaver

However as the numbers are very small each year, it is not possible to provide the data as percentages or to include whole cohort comparisons. Of the 10 care leaver students (HESA code 01) who entered the University in the last 3 years, one has left the University. As the HESA care leaver flag has only been included in the return from 2013/14 onwards it is not yet possible to combine data across enough years of data to assess performance in relation to longer term outcomes such as degree attainment and employability.

Intersectional analysis
An intersectional analysis of the characteristics of our LPN students suggests that they are more likely to be from BAME backgrounds (POLAR 3 LPN Q1, 42% compared to 29% for Q2-5) and are more likely to be living at home (POLAR 3 LPN Q1, 29% compared to 15% Q2-5)[8].

Additionally, there is a range of national research[9] focusing on white boys from socially disadvantaged backgrounds – and concerns that this group has lower higher education participation rates than any other socio-economic status/gender/ethnic group. Our internal analysis suggests that the recruitment levels of white males from lower socio-economic groups is low – in 2015/16 the proportion of new entrants (young, UK students only) identified as white males from higher socio-economic backgrounds was 28.5% compared to only 5.7% for lower socio-economic backgrounds. Sector data shows that the proportion of lower socio-economic white males as a percentage of all UK young people in HE has been stable between 2009-2015 at around 10%. Our analysis suggests that once at the University their outcomes in relation to non-continuation and attainment are the same as the University average.

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[8] Internal analysis of the University's 1st December data 2017 for UK, Full-time, First Degree, Young, New Entrants.
[9] For example, https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/topic-briefing-white-british-students/

We will continue to develop our intersectional analysis to better understand how combinations of disadvantage may impact on the access, success and progression of our students.

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. Our data shows that across both primary and secondary groups, the University's recruitment from BAME, male and disabled groups is broadly in line with the Russell Group and sector averages. However the diversity of the British population has continued to increase and 48.6% of children aged between 5 and 15 living in Manchester are registered as non-white British.[10] To address this we have we have committed 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.

2) Ambitions and strategy

2.1 Ambitions
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 plan 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.[11]

During 2016/17 the University undertook a review of widening participation activity in order to formulate a set of principles to inform future access and participation priorities and funding decisions. The review included an assessment of the University's current performance, the effectiveness of current activities in making progress against areas for development and gaps in provision i.e. where the University could learn from best practice across the sector. These principles have been agreed by the University committee which approves the Access and Participation Plan and commit the University to:

- deliver an institution with no boundaries to learning, no barriers to study. Work to widen participation and close any gaps in outcomes between different groups of students is embedded across the institution and throughout the student journey. Based on this vision, the University, through our staff and students, commits to improving social mobility, regionally, nationally and internationally.
- ensure our practice is evidence-led and is of the highest standard so that resource is deployed where it has most impact.
- support students with exceptional need. This includes students with limited access to support because of their personal circumstances, in particular: care leavers, estranged students and forced migrants.
- increase the prospective applicant pool to higher education, utilizing partnerships with other higher education providers, third sector organisations and employers. It contributes to the city-region and supports the University's position as an anchor-institution in our community;
- increase the progression of widening participation students into The University of Manchester through targeted post-16 interventions.
- to support the raising of attainment in schools within disadvantaged areas through delivering successful, long-term initiatives through which we can build capacity and make a difference to a large number of educational establishments in our local community. This will be achieved through 5 key areas: strategic partnerships; teaching education and training; curriculum development; outreach activities; and research.

- ensure financial support is targeted at students most 'in need', where funding enables a student's participation and success on their course at The University of Manchester. 'Need' in this context is defined as being from the lowest household incomes and where financial circumstances present a barrier to students accessing or being successful in their studies. This includes the group of students defined as having 'exceptional need' due to their particular background circumstances.
- ensure the University's financial support packages are easy to understand and effectively communicated to maximise applications to and uptake of support. Information about financial support is clear and accessible for both prospective and current students and their advisors.
- develop financial advice and guidance for students which is of the highest quality and follows best practice.
- reduce the gaps in outcomes between different groups of students through better understanding of the causes of differential outcomes and delivering strategies to address these.
- deliver a blend of whole cohort/targeted student retention and attainment interventions recognising that widening participation students are not a homogenous group and the University's teaching and learning strategy aims to ensure the highest quality experience for all our students.
- undertake careful monitoring of activities and services which aid student success and progression in order to understand the engagement of different groups of students with this support. Where gaps in engagement are identified, clear strategies are in place to effectively communicate this support and improve uptake.

We were disappointed in 2016/17 to fall out of the top quartile of the Russell Group for the proportion of entrants from low participation neighbourhoods. Whilst internal data for 2017 entry shows that we have increased the proportion of LPN entrants by nearly a whole percentage point to 8.8%, which is above our APP target, we have put plans in place to increase the number of students participating in our post-16 widening access initiatives through reprioritisation of existing resource as well as securing new investment so that we can expand existing programmes with a proven track record. Through these programmes we will also be monitoring and working to increase the participation of black males and white males from disadvantaged backgrounds.

In order to improve support for students with exceptional need we have put in place plans to enhance our support for sanctuary seekers through increasing our Article 26 scholarships, from one scholarship per year to 5 per year, and have an action plan in place as part of a commitment to the undertake the Stand Alone Pledge.

Our assessment of performance identified gaps in retention and attainment, particularly for mature, BAME and living at home students. Through our Differential Attainment Working Group, Differential Attainment Projects and the appointment of a new, Student Success Manager post, we will be developing practice to reduce these gaps including through:

- continuing to develop our Living at Home student project work led by the Students' Union;
- embedding the learning and practice of the HEFCE Catalyst funded Diversity Ambassadors project, funding for which comes to an end in February 2019;
- developing support for academic advisors through our Academic Advising Toolkit;
- the development of an Inclusive Teaching and Learning Strategy.

We plan to use the recommendations of the project conducted by Prof Liz Thomas for OFFA 'Understanding a whole institution approach to widening participation' to further develop the work undertaken by our Access Agreement Review.

We have been successful in closing the gap in the graduate destination outcomes of students from low income backgrounds and will maintain our work in this area with the addition of focused internships for disabled students to address the gap in outcomes for these students.

2.2 Target Groups

The University has identified a number of student groups, from analysis of our own student body as described in section 1, or identified by Government/national data, that form part of our disadvantaged and under-represented target cohort.

In addition national data indicates that care-leavers, young adult carers, sanctuary seekers and estranged students face additional barriers when applying to, and succeeding in, higher education and students from these groups are also prioritised for our access, student success and progression work.

The following table summarises which underrepresented groups will be targeted, and at which stage of the student lifecycle:

Access Pre-16	Access Post-16	Success	Progression
• Targeting primarily at area/school level - state sector, schools with high proportion of disadvantaged pupils, lower performing schools • BAME, particularly Black students • White males from disadvantaged backgrounds	• Low household income/low socio-economic groups • Neighbourhoods where HE participation is low (LPN Q1 and Q2) • BAME, particularly Black students • Mature Learners • White males from disadvantaged backgrounds	• Low household income/low socio-economic groups • Neighbourhoods where HE participation is low (LPN Q1 and Q2) • BAME, particularly Black students • Mature Learners • Living at home students	• Low household income/low socio-economic groups • Neighbourhoods where HE participation is low (LPN Q1 and Q2) • BAME • Disabled students
care-leavers, carers, sanctuary seekers, estranged students			

2.3 Collaborative working

Greater Manchester Higher Network

Manchester is part of Greater Manchester Higher [12](GMH), originally a HEFCE-funded National Network for Collaborative Outreach, the network was sustained beyond the lifetime of the HEFCE funding and is now delivering the Greater Manchester National Collaborative Outreach Programme (NCOP). Through GMH we deliver a programme of collaborative activities targeted at NCOP learners which complements our own existing outreach work. The Network also provides opportunities for collaborative research such as a current project focusing on the progression of white males from lower socio-economic groups. The Network maintains a commitment to have an offering for all state schools in Greater Manchester, as well as delivering activities for specific target groups (outside of the NCOP cohort) such as care experienced and disabled learners, all of which is promoted through the Network website, alongside the NCOP specific offering. This collaborative approach avoids duplication of work across the HEIs in Greater Manchester and provides efficiency when working with targeted groups where there are relatively small number of learners in the region. Through Greater Manchester Higher, we are also working with our local DfE Opportunity Area, Oldham. We have a target (T16b_14) relating to the expansion of this work in our resource template.

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[12] http://gmhigher.ac.uk/

Advancing Access

The University of Manchester is a partner in Advancing Access[13], a national collaboration of 24 selective universities, working together with schools and colleges to develop and deliver CPD for teachers and advisers, both on line and face to face that supports student progression to selective universities and courses.

Advancing Access engages those areas that have historically been hard to reach and may be in geographic 'cold spots' and also aims to compliment the work of other national collaborative outreach programmes. Initially funded through HEFCE's collaborative outreach network scheme, Advancing Access is now funded through financial contributions from each of its partner universities.

The Brilliant Club (TBC), Scholars Programme

We have a strategic partnership with The Brilliant Club[14] that started in summer 2015, supporting attainment raising and widening 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 55% of each school's Scholars cohort must meet at least one of TBC's under representation[15] criteria. 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. This partnership allows us work with schools from outside of our local area in a more efficient manner, increasing the coverage of our outreach activity outside Greater Manchester. Our partnership with TBC is across the whole University and includes employability support for PGR students with our careers service, provision of training for staff and students engaged in outreach learning from their extensive classroom experience. Target T16b_15 in the resource template demonstrates our commitment to continue this programme and report on the impact of this on raising attainment.

IntoUniversity (IU)

In Autumn 2018, the first IntoUniversity[16] centre in Manchester will open in partnership with The University of Manchester. This local centre, placed in a specific area of Manchester chosen for low levels of attainment and progression to higher education and high areas of deprivation, will deliver an innovative programme to learners from disadvantaged backgrounds from Key stage 2 to 5 in collaboration with the University, our current students and the central widening participation team. In 2019/20 the University is looking forward to developing the work of the centre, particularly focusing on the impact of the after-school provision on attainment.

The Tutor Trust

The University works in partnership with the Tutor Trust[17] in Manchester, with over 300 University students working as tutors in state schools across Greater Manchester to provide attainment raising subject specific tutoring with students from underrepresented groups. This partnership also supports student success and progression, providing a flexible paid work opportunity for current students and developing their transferable skills for employment after graduation.

We also work in partnership with a number of other organisations, charities and third sector organisations including KPMG, TeachFirst, ReachOut and the Sutton Trust through the Pathways to Law programme.

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[13] http://www.advancingaccess.ac.uk/
[14] http://www.thebrilliantclub.org/
[15] TBC under representation criteria is currently: eligibility of pupil premium, parental history of HE, deprivation according to postcode.
[16] https://intouniversity.org/
[17] https://www.thetutortrust.org/

2.4   Ensuring continuous improvement through evaluation

Monitoring and evaluation is embedded into our strategy and is integral to our work. Key performance measures and specific examples of our evaluation of outcomes and impact are provided in our Widening Participation Annual Report[18]. Our approach includes:

i) **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.

ii) **Monitoring:** key performance indicators for WP are embedded into the University's internal Annual Performance Reviews[19]. 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 are also inputting some of our core programme activity into the collaborative Higher Education Access Tracker database (HEAT) which will enable us to develop our long term tracking of students and help us to understand the relationship between outreach participation and HE enrolment.

iii) **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.

All of our core WP outreach programmes have individual Monitoring and Evaluation (M&E) plans which identify appropriate indicators for measurement based on programme objectives (an example for our Manchester Access programme is provided in Appendix 1). These are reviewed annually. We use the Kirkpatrick model of evaluation[20] to inform our evaluation framework 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 will also help us to report on the targets and milestones in our Access and Participation Plan, where targets aim to show continuous improvement or to close gaps between different groups of students.

New approaches to our evaluation programme for 2019/20 include:
- using a theory of change methodology to our individual M&E plans, in order to identify the intermediate steps between our participants taking part in an activity and the ultimate goal or objective of that intervention. This will allow us to make more robust claims about the impact of our work and pinpoint the individual elements of them which are most effective.
- incorporating more statistical analysis of the data collected as part of our monitoring (e.g. statistical significance testing of pre and post event questionnaires). We will also identify opportunities where we are able to collate feedback from a wider range of sources (e.g. parents, teachers, staff) to provide us with a richer evidence base, using both quantitative and qualitative methods.
- considering opportunities for counterfactual impact evaluation (CIE); given the time, resources and planning required our aim is to develop this over a three year period.

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[18]http://documents.manchester.ac.uk/display.aspx?DocID=4294
[19]http://www.campus.manchester.ac.uk/planningsupportoffice/PSO/PlanningPerformanceReview/OPRS/
[20]For example see https://www.sciencedirect.com/science/article/pii/S0149718904000369#BIB21

Our evaluation findings will be shared with senior colleagues through our Access and Participation Strategy Group or Widening Access Working Group and will enable us to report on any relevant targets and milestones in our Access and Participation Plan.

iv) **Data analysis**: to continue to develop our intersectional analysis to better understand how combinations of disadvantage may impact on the access, success and progression of our students.

v) **Specific Research**: for example the University is funding, together with the Tutor Trust, a PhD Studentship to explore the impact of the Tutor Trust transition project, focused on assisting primary school pupils from less advantaged neighbourhoods in making a successful transition to secondary school, through evaluating the impact on their attainment and general attitudes to self and school. The Studentship will also provide an opportunity to explore the impact of the University's Manchester Access Programme (MAP) on supporting post-16 students in their transition to The University of Manchester or other research-led institution.

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. 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 enable us to gain deeper understanding around the thoughts and feelings of bursary holders.

The data and insight obtained through our monitoring and evaluation processes informed our recent review of widening participation activity as outlined in 2.1. This helped identify gaps in activity and led to the reprioritisation of resource in some areas in order for us to make faster progress towards our widening participation targets.

2.5 Monitoring the delivery of the APP

The Access and Participation Strategy Group is responsible for the development and monitoring of the University's Access and Participation Plan. It is chaired by the Vice President for Teaching, Learning & Students with academic representation across the three Faculties, senior Professional Support Services staff and the Students' Union. The Group makes recommendations to the University's Planning and Resources Committee (PRC).

PRC serves as the primary source of advice to the University's 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 has delegated authority to oversee the submission of evaluation and monitoring returns to the Office for Students.

Throughout the year, progress against the University's Access and Participation plan targets and ambitions are monitored by the groups responsible for specific aspects of the plan. These include: Widening Access Working Group, Teaching & Learning Group, Differential Attainment Working Group, Disability Consultative Group and the Employability and Graduate Destinations Strategy Group. The Students Union's Executive Committee have representation on all these groups.

2.6 Equality and Diversity

The University of Manchester is committed to creating an environment where diversity is celebrated and everyone is treated fairly, regardless of gender, disability, ethnic origin, religion or belief, sexual orientation, marital status, age, or nationality. 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. In addition the University is committed to better understand the challenges, obstacles and barriers faced by different groups at the University and to foster good relations between people who share a relevant protected characteristic and those who do not share it. 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;
- improved satisfaction with teaching quality amongst BAME students;
- disabled students' access, retention, attainment levels are comparable to non-disabled students.

As highlighted in section 1, the University has seen its UK domiciled BAME student population grow by 7.2% in the last 5 years. In 2016/17 25% of full-time UK domiciled students were BAME[21], for the University of Manchester this number was 27.9%.

The actions taken to address differential outcomes of UK undergraduate students across the student lifecycle include the following which support our Equality Objectives, the commitments within our Race Equality Charter Mark and address the gaps in outcomes identified in the assessment of our performance in section 1.

- the work of a dedicated BAME outreach officer working across the University and the Ahmed Iqbal Ullah Education Trust and Race Relations Resource Centre;
- monitoring the take-up of core University outreach and access initiatives such as the Manchester Gateways Programme and the Manchester Access Programme, particularly amongst BAME students.
- monitoring of application and offer rates across different groups of students;
- the ongoing work of the Differential Attainment Working Group focusing on student groups where there are gaps in outcomes, particularly focusing on mature students and BAME students.
- the embedding of learning and practice from our HEFCE Catalyst Fund[22] to further develop a 'Diversity and Inclusion Student Ambassador Programme' in a collaboration with The University of Manchester Students' Union. This project is using a co-production model to identify activities that support inclusive learning environments for groups that experience differential outcomes.
- the development of an Inclusive Teaching and Learning Strategy (ITLS). The ITLS will deliver inclusive approaches which will benefit the entire student population while also, and crucially, ensuring equality of access among those with protected characteristics, recognising the broad remit of the Equality Act (2010);
- developing stronger internal partnerships (for example between disability services and careers) to provide new initiatives and a more focussed approach to enhancing the independence and employability of disabled students;
- introduce a new activity following recent research with BAME students in the Humanities Faculty which has shown that they feel that they are lacking in confidence when approaching employers. The event will be

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[21] https://www.hesa.ac.uk/news/11-01-2018/sfr247-higher-education-student-statistics/numbers
[22] http://www.manchester.ac.uk/discover/news/diversity-and-inclusion-at-the-heart-of-new-student-outcomes-projects/

centred around confidence-building and will be run in conjunction with six graduate recruiters covering public and private sectors as well as business start- ups.

2.7   Student consultation and involvement

The University works in close partnership with its students and has an excellent working relationship with The University of Manchester Students Union (UMSU). A response to our Access and Participation Plan from our Students' Union is included in Appendix 2.

The Students' Union's Executive Team is represented on all key decision making groups relating to widening access and student success as outlined in 2.4. In addition to the Student Executive, students are represented at programme, School and Faculty levels and are trained and supported by UMSU in their roles. Our Student Charter, developed jointly by UoM and UMSU, establishes and maintains clear expectations of how we work together to support student retention and success and deliver an outstanding student experience.

As well as this formal representation, regular informal meetings are held between the General Secretary of the Students' Union, and the Executive Team and the President/Vice-Chancellor and the Vice-President for Teaching, Learning and Students giving the Union the opportunity to discuss any issues relating to access, widening participation, retention and success.

The University's Director of Student Recruitment and International Development and Head of Widening Participation and Outreach deliver a briefing to the Students' Union's Executive Team each year covering widening participation and fair access, student success and retention ensuring that Officers are fully prepared for their roles on committees and also providing Officers from across the Team to feed in their views and ideas relating to access at a senior level. In 2017/18, this engagement led to the Students' Union delivering a work experience programme for pupils from local widening participation target schools.

Access All Areas: Student-led outreach

The University commits funding from our Access and Participation plan for a permanent staff position based in the Students' Union. The Widening Access Co-ordinator provides a permanent, strategic, collaborative link between University and the Students' Union, across Student Action, student societies, the elected student executive team and our Volunteering and Community Engagement team. This partnership allows us to spread the reach of our access activities, through small scale, highly targeted activities, led by current students responding to a need they have recognised, many of which are delivered community settings. Access All Areas is overseen by a student committee with support from the Widening Access Coordinator and has been very active in encouraging other Students' Unions to adopt a similar model of student-led widening participation activity. This has included the organisation of national conferences on this theme.

We received feedback on our draft Access and Participation Plan from the Access All Areas Student Committee. The students who provided their feedback were a mixture of undergraduate and post-graduate students, and both home and international and from a mixture of academic backgrounds including sciences and humanities. There was lots of support for the breadth of planned activity, particularly the significant involvement of current University of Manchester students in the delivery of outreach activity where such engagement provides a more personal approach and helps to break down barriers. The Committee also fed back that they would like to see improved communication to all students about the activities highlighted in the plan. This would increase awareness of the scale of the widening participation activity being delivered amongst the student body, as well as ensuring that all students who could benefit from these activities knew about them.

We also discussed with the Committee other ways of consulting with students to ensure that we gained a representative view. There was a recommendation to use the Students' Union Senate which includes representation from all student societies so we will pursue this in the development of future plans.

3)   Targets

Our targets have been developed so that the University can meet our access and participation ambitions and are informed by the principles recommended through our Access Agreement Review. They are stretching targets which match the gaps identified by our assessment of gaps in our student population and contribute to the priorities identified by the Office for Students. In section 4 below we have linked our targets to the specific activities which will enable us to make progress against our targets.

4)   Access, success and progression measures

We believe in raising aspirations for all, not just those who wish to come to The University of Manchester, and this activity is an important strand of our pre-16 outreach work and social responsibility agenda.

4.1   Access – pre-16 activities

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. Examples include our Primary Programme[23], Manchester Gateways Programme and the work we deliver collaboratively, in particular work with young people who have been in care and disabled learners, with other HEIs and organisations in Greater Manchester (see section 2.2 above).

- **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 each year. 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. We have targets in our resource plan to report on the number of schools we engage, in a range of programmes including the Manchester Gateways Programme, from the highest priority bands in our Manchester Prioritisation Model[24] (MPM) (T16b_01); and to ensure the effectiveness of our Information Advice and Guidance (IAG) work (T16b_03).

- **Looked After Children (LaC) and 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. Together we 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. We have a target in our resource plan and commitment to report on our collaborative work with care leavers (T16b_02).

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[23] https://www.manchester.ac.uk/connect/teachers/students/primary/
[24] 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.

- **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 and Race Relations Resource Centre.[25] Specific events are held each year to promote cultural awareness and progression to higher education around Black History Month and Refugee Week and through our newly established Diversity Champions Programme. Work is also being undertaken in collaboration with Academic Schools to better understand the under-representation of BAME students, particularly black students, in particular discipline areas. For example, our School of Law has identified an under-representation 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 through outreach activities and a bursary. Our School of Environment, Education and Development has identified an under-representation of BAME students on its Geography degree and is undertaking a pilot project with a local secondary school bringing together pupils and teachers with current University students and academics for a series of workshop supported by research from our Equality, Diversity and Inclusion team.

4.2   Access – attainment raising

The University has made a strategic decision not to enter into specific school sponsorships 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. We have therefore developed and will continue to build on a number of successful, long-term initiatives through which we work with schools and colleges across 5 key themes to contribute to improved attainment and outcomes for learners:

i) Strategic Partnerships

Our pioneering and award-winning School Governor Initiative places staff and alumni in state schools as governors to support their leadership and strategic direction. Excellent leadership and governance is key to driving school standards and Ofsted only rate schools as outstanding where there is clear evidence of this level of leadership and governance. We were the first higher education institution to establish such a comprehensive and structured programme and 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. University staff and alumni contribute a range of skills and expertise including HR, financial management, legal, data analysis and change management. We will continue to expand this work and have revised the target in our resource plan to increase the number of our governors placed in state schools from 5% each year to 10% reaching 853 in steady-state from a base-line of 364. (T16b_04). In addition we monitor the schools where staff and alumni are placed against our Manchester Prioritisation Model[26]. For schools where staff are governors, we also monitor the Ofsted rating. In 2017 from 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. Our improved relationship with local schools supports our outreach work with schools and colleges. As an organisation we are able to use our links with senior leaders in schools to promote our activities and events for young people leading to an improvement in attendance and take up of widening participation programmes.

ii) Outreach

The University has developed a number of strategic partnerships with external organisations which focus on attainment raising activities such as The Tutor Trust[27] and the Brilliant Club[28]. The Brilliant Club Scholars programme mobilises researchers to bring academic expertise into state schools and places doctoral and postdoctoral

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[25] http://www.racearchive.org.uk/

[26] 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.

[27] http://thetutortrust.org/

[28] http://www.thebrilliantclub.org

researchers in schools and sixth form colleges to deliver programmes of university-style tutorials to small groups of pupils. We have included a target to improve the attainment of students as measured by the Brilliant Club's competency framework (T16b_15).

iii) Curriculum support

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. We have a commitment in our resource plan 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 (T16b_05).

iv) Teacher education and training

Located within the University's Faculty of Science & Engineering, SEERIH[29] positively influences the experience and learning outcomes of teachers and young people in science and engineering. As a specialist hub for the development of science and engineering education, its programmes of continuous professional development (CPD) engage teachers with innovative, research-led teaching and learning practice. We have included a new outcome based target in our resource template to report on the impact of this work on teachers' confidence in teaching science and their increased pedagogical content knowledge (T16b_16). Our Manchester Institute of Education and Initial Teacher Education have developed training events for History and Geography GCSE teachers in assessment for the new GCSE specifications aimed at new and experienced teachers. The events will reach around 200 teachers annually and focus on assessment, attainment, progression and university pathway development.

v) 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. Researchers in MIE are supporting the work of our local Opportunity Area in Oldham. We are also harnessing the research expertise in the field of maths education and how we can work with the Greater Manchester Combined Authority to address in gaps in maths attainment in secondary schools. Our researchers are working with the Nuffield Foundation to examine the trajectories of students who have not achieved grades C or above in English and Maths. This will allow them to identify how new localised strategies for policy and practice might be designed to enable schools, sixth form colleges, Further Education colleges and training providers to improve social mobility in post-16 education and training[30].

4.3   Access – post-16 activities

- **Access 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. We have developed a framework for our widening access programmes for post-16 learners[31] to:

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[29] http://www.fascinate.manchester.ac.uk/
[30] http://www.nuffieldfoundation.org/students-who-do-not-achieve-grade-c-or-above-english-and-maths
[31] http://www.access.manchester.ac.uk/

- 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. We have a target in our resource plan (T16b_06) to continue to grow the number of students progressing into the University through our Access Manchester programmes including the Manchester Access Programme and Manchester Distance Access Scheme (MDAS).

- **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. MAP students receive an offer of two A-level grades (or equivalent) below the standard offer for a course at Manchester, recognising the additional work they have completed during the programme which includes an academic assignment. Our analysis has shown that around two thirds of the MAP students who progress to Manchester need some of or all the differential lower offer. MAP students regularly comment on how the programme has given them confidence to apply to The University of Manchester and highly competitive courses.

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

The 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 are eligible for one A-level grade (or equivalent) towards their offer at Manchester.

- **Mature students**

We have a long history of extending opportunities to mature students who wish to progress into higher education. 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. We also offer bespoke campus visits to Access to HE providers and their students.

- **Fair admissions**

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

Contextual admissions provides decision-makers with supplementary data about the social and educational background of applicants. Clear and transparent information about our contextual data processes is provided to applicants[32] 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 and have a target in our resource template to report on this each year (T16b_07). In the 2016/17 admissions cycle, 11,457 undergraduate applications were contextually flagged for additional consideration. We have recently established a Contextual Data Task and Finish Group to consider the principles and practicalities for the use of contextual data in identifying student potential and in making differential offers.   We are currently participating in the UCAS Modernised Contextual Data Service (MCDS) pilot and will also undertake a review our existing contextual data indicators. Any changes to our use of contextual data could be implemented from 2019/20.

Courses with a Foundation Year [33] 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, Biosciences 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.

Support for specific target groups within the admissions processes
The Student Support & Advice (SS&A) team[34], provides a named institutional contact for care leavers. The SS&A team contacts students before their arrival at Manchester, offering them an opportunity to discuss support requirements and to provide information about our scholarships for care leavers, advice on accommodation, money and budgeting, settling in and adjusting to university life. We also have well-established procedures in place to ensure disabled students are fully supported through the admissions processes[35].

4.4   Financial Support

Our financial support for students is delivered through our Manchester Bursary[36] which provides an annual cash bursary to students from low-income households. We have a robust evaluation plan to assess the impact of this support using quantitative and qualitative methods which are detailed in section 2.4. In our annual survey of bursary recipients, initial analysis of the data has highlighted how fundamentally important the financial support from the bursary is to many of our students in enhancing their student experience. 95% of respondents said that the Manchester Bursary had been important or very important for their ability to financially continue with their studies.

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[32] http://www.manchester.ac.uk/study/undergraduate/applications/after-you-apply/contextual-data/
[33] http://www.manchester.ac.uk/undergraduate/courses/foundationyear/foundationyearinformationforukeustudents/
[34] 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.
[35] see Higher Education Statistics Agency Performance Indicators 2009/10 and http://www.staffnet.manchester.ac.uk/supporting-students/working-with-disabled-students/
[36] http://www.manchester.ac.uk/study/undergraduate/student-finance/2018/uk/scholarships-bursaries/

4.5   Student Success

Support for student learning and the enhancement of the student experience is a close collaboration between students, academic and professional support staff. Our key projects and strategies will continue to enhance our performance, in particular across student learning support with schemes like My Learning Essentials; peer support including Peer-assisted Study Sessions (PASS); teaching quality and innovation through our pedagogic centre CHERIL with the University College of Interdisciplinary Learning (UCIL); and student engagement via Stellify. 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.   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. Whilst we aim to provide superb teaching, learning and support services for all students - we also recognise that 'one size does not fit all'.

In our Access and Participation Principles outlined in section 2, we identified groups of students with exceptional need as a result of limited access to support because of their personal circumstances, in particular: care leavers, estranged students and forced migrants. The University has a well-established support structure in place for care-experienced students whilst at Manchester which includes a named contact, additional financial support, support with finding accommodation and targeted careers support. We have started to expand our student support provision to other groups of students with exceptional need and have committed to develop an action plan to support estranged students. We will be providing enhanced support to forced migrants through an increased Sanctuary Scholarship offering from 2019 entry.

In section 1 we identified groups of students where there are gaps in retention and attainment. To address these gaps in attainment, the University has a target in the resource template (T16b_09) to monitor and seek to understand and develop approaches to address differential attainment. This work is being overseen by 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.

The findings from the pilot projects will form part of a report compiled by the Differential Attainment Working Group which will make recommendations at an institutional level.

The University is currently undertaking a major redevelopment of its student systems through the Student Lifecycle Project. In 2019-20 this will deliver a new comprehensive digital interface for both students and staff and will offer even more connectivity between student activities and staff support.

The University employs a large number of current students to work as student ambassadors on their outreach activities; over 300 students support the central widening participation team every academic year. These students receive comprehensive training as part of their role and are encouraged to reflect on the skills developed as a student ambassador and how these can support their future employability and success. We guarantee the opportunity to work as a student ambassador for any care- experienced student progressing to the University, providing them with a paid flexible work opportunity that supports their skills development. In 2017/18 we started specifically targeting students from BAME backgrounds and supporting their applications for the role of student ambassador, to ensure that our ambassador workforce was reflective of the student body.

A distinctive feature of our learning support is the strength of the service provision by our non-academic units. The University Library has developed My Learning Essentials, a collection of face-to-face workshops and online resources, specifically designed to support students' academic skills development throughout their studies. Through MLE, the Library supports our efforts to close the gaps in access, development, attainment and progression for students from different and disadvantaged backgrounds, who may be at risk of not achieving as highly as others. The success of MLE has largely been achieved by the strength of the student voice in its development; a team of 20 students are specifically employed by the Library to attend pilots of workshops, co-create activities and resources, and offer their valued insight into students' learning needs. An area of current development is the appointment of a member of staff working across the University's Disability Advisory Support Service and MLE to look at new ways to bolster inclusive practice to ensure the accessibility of resources for disabled students.

Following the recent changes in the Disabled Students Allowance (DSA), the focus of our Disability Advisory and Support Service (DASS) has been to enable students registered with the service to take more control over their learning experiences. Technology is playing an important role in our work here. For example, the introduction of our lecture-capture policy has greatly aided the support of students with additional needs. In all cases, technology changes have been introduced in consultation and cooperation with students. We have also enacted a University-wide policy on the construction of accessible teaching and learning materials to enable the majority of students with specific learning disabilities (e.g., dyslexia) to access all of their teaching and learning materials without additional adaptation.

The University has recently established an in house assessment centre within the Disability Advisory and Support Service (DASS), completing assessments with disabled students and making recommendations regarding the funding and the support they require. We have also invested in increased staff resource in DASS in recognition of the growing demands on that service.

The University is currently developing an Inclusive Teaching and Learning Strategy (ITLS). The ITLS will apply to a range of disadvantaged groups, recognising the broad remit of the Equality Act (2010) and the protected characteristics and will support our widening participation ambition and the targets included in our Race Equality Charter Mark.

The ITLS will move the UoM beyond an approach which focusses on the needs of, and remedial responses to, individual students. Rather, it will drive a proactive approach which anticipates and makes provision for the needs of all students through a universal approach which has the potential to benefit all; the podcasting of lectures provides an example of existing best practice in this regard.

The University is also making further developments to its well-being strategy for students to support the increased number of students presenting with mental health issues. The four universities in Greater Manchester (The University of Manchester, MMU, The University of Bolton and Salford University) together with the GM Health and Social Care Partnership (GMHSCP) have developed, in principle, a new dedicated student mental health referral pathway that will significantly improve access to assessment and treatment for HE students with Significant Mental Illness.

4.6   Student Progression

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, Living at home 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. The impact of this work is monitored through target T16b_11 and our aspiration to narrow any gap between WP and non-WP students achieving successful employability outcomes.

Alongside work with students, the Careers Service initiated and now leads a Northern WP Careers Consultants forum to allow HEIs to share good practice in this area. 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 Group, 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. Disabled students have also been given early access to all our Careers fairs plus specific help in using these events. 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. In our assessment of performance, students in receipt of the DSA are less likely to be in a positive graduate destination six months after graduation. We therefore have extended our Student Experience Internship (SEI) programme to include a targeted strand for disabled students, providing 8 week paid internships with local businesses at the end of the second year. We are also promoting a number of shared events with the Disability Advisory and Support Service.

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.

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 University of Manchester is increasingly focussing on issues related to widening access to postgraduate study, both taught and research. In January 2017 we were part of a successful bid for HEFCE Catalyst Funding which will report in March 2019. 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. We have also introduced our own Manchester Master's Bursary, providing £3,000 to students studying for a Master's who meet the award's widening participation criteria.

5)   Investment

For 2019/20 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.

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 and above the guideline investment provided by the Office for Students.

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, particularly in increasing the proportion of students entering the University from areas of low participation;
- provide a simple and generous system of financial support for the most disadvantaged students, including enhanced support for students with exceptional need such as forced migrants;
- maintain our significant investment in activities to support student success and progression in order to reduce any gaps in outcomes between different groups of students.

A summary of our Access Agreement expenditure in 2019/20 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.

OFFA Countable Expenditure % of higher fee income (HFI)	2019/20 (Expenditure)	2019/20 (% of HFI)	2022/23 (Expenditure)	2022/23 (% of HFI)
Access expenditure	£3,915,085	7.1%	£4,093,920	7.5%
Student success expenditure	£1,632,303	3.0%	£1,706,864	3.1%
Progression expenditure	£887,294	1.6%	£927,824	1.7%
Expenditure on financial support	£12,364,316	22.4%	£11,584,814	20.9%
Total expenditure / % of higher fee income	£18,798,998	34.1%	£18,313,421	33.0%

6) Provision of information for students

The University's student finance webpages[37] provide accurate and clear information for prospective students on tuition fees and University non-repayable support.

Information about non-repayable support offered by University through our Manchester Bursary clearly states the eligibility criteria for each award. Students are automatically assessed for each award, subject to them sharing their financial details with the University as part of their student finance application. The statement is included below:

> If you're a full-time UK student you do not need to apply for Manchester's bursaries separately. When you make an application to Student Finance England you should ensure that you consent to share your

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[37]http://www.manchester.ac.uk/study/undergraduate/student-finance/

financial details with the University. The Student Services Centre at Manchester will then be able to automatically identify students who are eligible for University support.

In addition to the information on the website, we produce an annual Student Finance leaflet[38] in printed copy that is used at events for prospective students and their key influencers both on and off campus which includes information on tuition fees, government support, University support and the estimated cost of living for students in Manchester.

Current students receive all their financial information via the student portal, which includes their current account with the University, provides guidance on managing their money and links to funding opportunities[39] via the Student Support funding guidance site[40].

We publish approved Access Agreements annually on our website within our University document library and link these via our school and colleges webpages[41]. We plan to continue this for our Access and Participation Plan and also link to our approved plan via our Widening Participation website[42].

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[38] http://documents.manchester.ac.uk/display.aspx?DocID=35620
[39] http://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/
[40] http://www.studentsupport.manchester.ac.uk/finances/
[41] https://www.manchester.ac.uk/connect/teachers/publications/
[42] http://www.manchester.ac.uk/discover/social-responsibility/widening-participation/

Example Monitoring and Evaluation plan for 2019/20 for the Manchester Access Programme:

Aims/Objectives	Factors to Evaluate (indicators)	Baseline	Sources of Information	Frequency	Use/Dissemination
Monitoring/Targeting					
• To target local students in Year 12 who are from backgrounds under-represented in research-intensive universities.	• Number of students enrolled onto the programme who meet the MAP 'essential' and 'priority 'criteria.	Where appropriate, comparison with The University of Manchester overall student profile.	Student application form/Selection and Induction Day	Annually	Production of an annual MAP cohort data) including analysis of the MAP cohort by postcode, NS-SEC parental occupation, parental qualification data. Update for Widening Access Working Group.
Process Evaluation (implementation)					
• To access quality of individual elements of the Programme	• Appropriateness of the content of the individual elements of MAP • Appropriateness of materials		Feedback from participant evaluation Observations and feedback from Staff/Student Ambassadors	At end of each event/cycle End of programme student evaluation	To plan arrangements for future developments of the Programme To provide quantitative and qualitative evaluation material
Impact Evaluation					
• To access the impact of the supported admissions process 'Decision Manchester' for MAP students.	• Number of MAP students who attend a 1-1 guidance interview with University staff. • Number of MAP students who attend a 'Personal Statement' drop in session. • Number of students would not have been invited to interview /progressed to the next stage of the admissions process based on the information provided on their initial 'Decision Manchester' form.. • Qualitative feedback from MAP applicants on the usefulness and importance of the 'Decision Manchester' process	Where appropriate, evaluation of comparison cohort (e.g. from school/college or at Greater Manchester level) on the success of gaining a place at Manchester	Participant attendance numbers Feedback from participant evaluation Feedback from University admissions staff	At end of each event/cycle	To provide evaluation data on the support MAP students receive during the admissions process and their subsequent success in gaining an offer of a place at Manchester. Update for Widening Access Working Group.
• To access the impact of the Differential Offer awarded to MAP students for entry onto a degree programme at Manchester.	• Number of MAP applicants whose predicted grades are slightly below the standard entry requirements for the programme(s) for which they hold an offer. • Number of MAP applicants whose actual grades are slightly below the standard offer for the programme they are accepted onto at results confirmation. • Qualitative feedback from MAP applicants on the importance of the Differential Offer e.g. on confidence to apply to Manchester		Predicted grades, UCAS admissions data Feedback from participant evaluation	Annually, at end of each admissions cycle	Update for Widening Access Working Group.
• To access the impact of MAP on facilitating progression to The University of Manchester and other research-intensive universities.	• Number of applications, offers and acceptances by MAP students to The University of Manchester and other institutions.		The University of Manchester UCAS admissions data UCAS data on admission of MAP students to other universities	Annually, at end of each admissions cycle	Analysis of number and proportion of MAP students accepted onto programmes at Manchester, by Faculty and Academic School The Annual Monitoring Returns to OfS Update for Widening Access Working Group.
• To access the subsequent success of MAP students at The University of Manchester	• Progression and achievement of MAP students who required the Differential Offer • Number of MAP students who complete their course at Manchester • Number of MAP students, on classified degree programmes, obtaining a 'good degree' (First or Division One Second Class)	Where appropriate, comparison with The University of Manchester overall student profile.	Student records within Campus Solutions.		The Annual Monitoring Returns to OfS. Update for Widening Access Working Group.

Aims/Objectives	Factors to Evaluate (indicators)	Baseline	Sources of Information	Frequency	Use/Dissemination
• To access the subsequent success of MAP students in gaining graduate level employment.	• Number of MAP students who use the University Careers Service • Number of MAP students who register and complete the University's MLP programme • Number of MAP students who, 6 months after graduation, are in a graduate level job.	Where appropriate, comparison with The University of Manchester overall student profile.	DHLE survey	Annually	The Annual Monitoring Returns to OfS. Update for Widening Access Working Group.
• To access the subsequent success of MAP students in gaining graduate level employment.	• Number of MAP students who use the University Careers Service • Number of MAP students who register and complete the University's MLP programme • Number of MAP students who, 6 months after graduation, are in a graduate level job.	Where appropriate, comparison with The University of Manchester overall student profile.	DHLE survey	Annually	The Annual Monitoring Returns to OfS. Update for Widening Access Working Group.

Manchester Students' Union response to The University of Manchester's Access and Participation Plan

It is the view of the Students' Union that the Access and Participation Plan for 2019/20 provides clear evidence of the University of Manchester's ongoing commitment to widening participation as part of its core goal of social responsibility. The Plan is demonstrative of the University's reflective and adaptable approach to widening participation as it gets right to the heart of the issues surrounding access to education. I am also pleased to say that the Plan also reflects the strong partnership the University has with the Students' Union.

This Access and Participation Plan has been the result of a consultation between the University, the Students' Union, and students more broadly. Students have been represented on all of the main committees that have overseen the development of the plan via the Executive Team of the Union. In addition, members of the student led 'Access All Areas' programme have also had the opportunity to feed into the process.

Whilst is seems like the entirety of the last decade has been a time of significant change for HE funding, the current period is likely to be one of even further change. Over the last few months the government have launched a review of funding for HE and the outcome of this is still unknown. Likewise, we still have little idea of what Brexit will look like for the sector. Meanwhile, industrial action over changes to University pensions has been set the backdrop to the start of 2018. With negotiations still underway, no one can be sure of the extent to which changes to the USS pension benefit structure might impact on student related activity in the University if additional employer contributions result in long term budget cuts.

Within this challenging environment, it is encouraging that the University have remained committed to enhancing access and participation. The work to date has been exemplary and it is fantastic that the University currently has the 3rd highest number of entrants from low-income backgrounds amongst the Russel Group. It is great to hear students talk about how much they value flagship programmes such as MAP and MLE in gaining entry to the University and in supporting them with their studies whilst they are here. It is right, however, that the University seek to adapt their strategy to focus on new priority areas, such as supporting postgraduates and those considered to have 'exceptional need'. It is great that there has now been a commitment to embed the Manchester Master's Bursary long term and to introduce an increased number of meaningful scholarships for asylum seekers. There has also been an impressive level of work on some of the real issues that continue to affect our students, such as the attainment gap between BME, mature, and living at home students compared with other groups.

It was positive to see highlighted, within the Access and Participation Plan, the work of Access All Areas. This is a student-led initiative coordinated by the Union and part financed by the University. Great work is done to support local students in their studies and with entry to University. It also provides excelled volunteering experience for our current students. This is just one example the great things that can be achieved by the Union and the University working together in pursuit of a common goal. I have every confidence that this partnership will continue to thrive and that student need will remain at the heart of the University's widening access plans. The institution's extensive use of research and its wide consultation of students to inform policy are both exemplary. As a University and as a Union, we will continue to be sector leading in our approach to access and participation, ensuring that as many students as possible have the support to reach their full potential.

Alexander Tayler, General Secretary, University of Manchester Students' Union

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Inflationary increases based on RPIX* may be applied to each subsequent year of study subject to government regulations on fee increases.		

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	Low participation neighbourhoods (LPN)	**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. Baseline is average of 2011-12/12-13/13-14.	No	Other (please give details in Description column)	7.4%	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
T16a_02	Access	Socio-economic	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 form lower NS-SEC groups and ensure that we are in top quartile of the English Russell Group. Baseline is average of 2009-10/10-11/11-12/12-13/13-14	No	Other (please give details in Description column)	22.3%	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				
T16a_03	Access	Low income background	**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	Other (please give details in Description column)	n/a	Top quartile of the English Russell Group	Top quartile of the English Russell Group				
T16a_04	Student success	Low income background	**Other statistic** - Other (please give details in the next column)	To continue, year-on-year, to improve the continuation rate of young and mature full time entrants from low household incomes. Baseline is based on entrants in 2010-11/11-12/12-13	No	Other (please give details in Description column)	91.5%	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.

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

										Yearly milestones (numeric where possible, however you may use text)					

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Multiple	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). Baseline is based on 2010-2013.	No	Other (please give details in Description column)	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.				
T16b_02	Access	Care-leavers	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	Other (please give details in Description column)	n/a	Monitor and publish details of our partnership work	Monitor and publish details of our partnership work				
T16b_03	Access	State school	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	Other (please give details in Description column)	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.				
T16b_04	Other/Multiple stages	State school	Strategic partnerships (eg 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	584	642	706	776	853	To increase the number of placed governors by 10% each year.
T16b_05	Access	State school	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	Other (please give details in Description column)	n/a	Monitor and publish %	Monitor and publish %				

T16b_06	Access	Multiple	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. Baseline is based on 2010-11.	No	Other (please give details in Description column)	152 MAP entrants	300	325				
T16b_07	Access	Multiple	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	Other (please give details in Description column)	n/a	Monitor and report on this each year	Monitor and report on this each year				
T16b_08	Student success	Multiple	Other (please give details in the next column)	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	Other (please give details in Description column)	n/a	Report on the activities and beneficiaries each year	Report on the activities and beneficiaries each year				
T16b_09	Student success	Multiple	Other (please give details in the next column)	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	Other (please give details in Description column)	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				
T16b_10	Student success	Low income background	Student support services	To provide a hardship fund to support WP students with costs they could not have foreseen or budgeted for. Alongside this, the University will develop tools to support students to manage their finances.	No	Other (please give details in Description column)	n/a	Monitor applications to hardship fund by students from low household income groups and the uptake of financial management support.	Monitor applications to hardship fund by students from low household income groups and the uptake of financial management support.				
T16b_11	Progression	Low income background	Other (please give details in the next column)	To achieve a year-on-year increase in the percentage of WP students in positive employment destinations whilst also aspiring to narrow any gap between WP and non-WP students achieving successful employability outcomes.	No	Other (please give details in Description column)	n/a	To report on the number of students undertaking targeted employability activities	To report on the number of students undertaking targeted employability activities	To publish results of Graduate Outcome results of WP students and the gap between WP and non-WP students	To publish results of Graduate Outcome results of WP students and the gap between WP and non-WP students	To develop an outcome based target relating to the performance on WP students as measured by the Graduate Outcome data	This target has been updated as it was based on DLHE which has been changed to the Graduate Outomes data the first data for which will be available in 2020.

T16b_12	Other/Multiple stages	Ethnicity	Operational targets	Postgraduate Initial Teacher Training (ITT) Operational targets: Increase the recruitment, completion, attainment and progression rates of BME students undertaking ITT courses.	No	Other (please give details in Description column)	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			
T16b_13	Student success	Multiple	Operational targets	Postgraduate Initial Teacher Training (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	Other (please give details in Description column)	n/a	Monitor and publish outcomes for targeted groups	Monitor and publish outcomes for targeted groups			
T16b_14	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	Yes	2014-15	87 secondary schools engaged with the programme	114 secondary schools	122 secondary schools	130 secondary schools			
T16b_15	Access	Attainment raising	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	2017-18	From 2014/15 to 2017/18, 352 pupils who qualify for Pupil Premium/Free school meals have worked with University of Manchester tutors through the Scholars Programme and achieved a 1st or 2:1	100	100	100	100	100	Maintain an improvement in the average 'before and after' scores amongst the WP cohort of students working with a PhD tutor, across the Brilliant Club's six competency outcome measures. In steady-state to achieve at least 852 pupils who qualify for Pupil Premium/Free school meals to have worked with University of Manchester tutors through the Scholars Programme and achieved a 1st or 2:1 in their Scholars assignment.
T16b_16	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	The Science and Engineering Education Research Hub (SEERIH) provides research-led continued profressional 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)	55%	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.	70%	70%	70%	70%	From the SEERIH cohort of WP category schools active within this timeframe: - 70% or above of primary teachers report increased pedagogical content knowledge - 70% or above of primary teachers report improved confidence in teaching science