The University of Manchester Access and Participation Plan 2020-21 to 2024-25

1. Assessment of performance

Our Assessment of performance is drawn from internal and external data sources. We have used the OfS Access and Participation data set and the statistical flags as per the supplementary data files to provide an overview of our current performance and to highlight areas that we want to explore further. As well as drawing on comparator data at sector level, we have benchmarked ourselves against similar institutions within the English Russell Group.

1.1 Higher education participation (POLAR4), household income, or socioeconomic status

Access

The most recent UCAS Undergraduate reports by sex, area background, and ethnic group (2018) showed a -4.4 percentage point difference between the offer rate for applicants from the POLAR4 quintile 1 group and average offer rate. Our own more detailed analysis (for 2016 and 2017 entry), which controlled for whether applicants met the entry requirements (including subject requirements), found there were no significant differences in offer making across students from WP (based on LPN and socio-economic status) and non-WP backgrounds (except where they had attended a state school, as students from independent schools were more likely to be a made an offer). Offer rates did however increase as predicted grades increased above the minimum required. This reflects the research by the Sutton Trust.[1]

Around 400 students from POLAR4, Quintile 1 (LPNs) enter onto full-time undergraduate degrees at the University each year, accounting for 7.8% of the population in 2017/18 (up 1.2% over the five year period). Students from the highest participation neighbourhoods (POLAR4, Quintile 5) accounted for 40.4% of the cohort in 2017/18, and this has reduced over the five years (Figure 1), so the ratio has reduced from 6.3:1 to 5.2:1. The University still has fewer quintile 1 entrants than the sector as a whole (12% in 2017/18), and although significant, this gap has reduced over the last five years. Based on the most recent HESA WP PI data for 2017-18, we rank joint 5th (out of 20) in the English Russell Group for the proportion of entrants from POLAR4, Quintile 1.

Figure 1: Access proportions of full-time Undergraduates POLAR4 (Source: OfS Access and participation data dashboard, Access: makeup of students entering higher education)
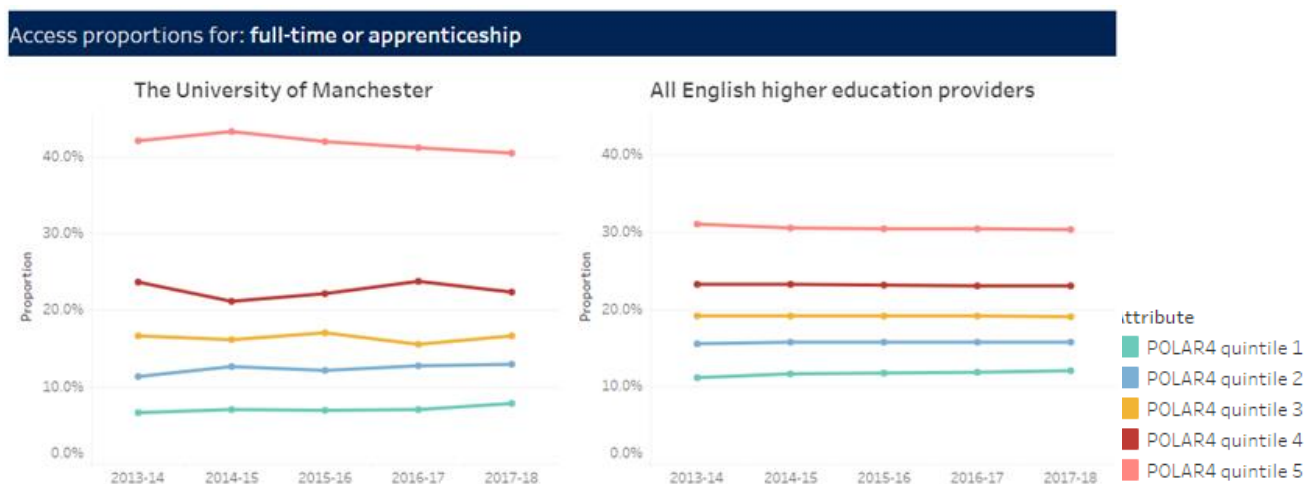
The increase in students from LPNs has primarily been those from BAME backgrounds (an increase of 2.5% over the last five years, compared to just 0.3% for White LPN students) and particularly Asian students. Over the same period we have seen a big increase in participation of female LPN students (2.2%), compared to just 0.6% for male LPN students. Similar patterns are observed on a national level where male LPN participation increased by 0.3% across the sector and females by 0.8%. Therefore, while the University is still behind the sector averages on these measures, our progress is happening at a faster rate.

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[1] Wyness, G., Rules of the Game. Available at: https://www.suttontrust.com/research-paper/rules-of-the-game-university-admissions/

Our 2016/17 Access Agreement monitoring return showed that 29.9% of students were from low household incomes (below £25k) and this proportion has been stable over the last few years. Similar trends are observed when looking at the participation of students from low socio-economic (SE) backgrounds (NS-SEC categories 4-7). In the last two years, around 25% of our intake cohort has been from a low SE background, an increase of 4% over the last five years. LPN status correlates with household income and socio-economic background and 44% of entrants from POLAR4 Quintile 1 over the last five years were also from low income households (compared to just 16% of those from Quintile 5), and 42% were from low SE backgrounds (compared to just 13% of those from Quintile 5). Similarly, 55% of English LPN entrants were from areas within the top 20% most deprived in the country (as measured by lowest two IMD quintiles). This shows the correlation between low progression to HE and other indicators of disadvantage.

Success: continuation

Continuation rates of our students from LPNs (POLAR4 Q1) are higher than for the sector (94% compared to 89.2% in 2016/17), and although students from higher participation neighbourhoods at the University have higher rates of continuation than their LPN counterparts, these gaps are not statistically significant. Similarly, students from both low income households and low socio-economic backgrounds have lower continuation rates than their non-WP counterparts. However, both have seen an improvement in the last five years, with continuation for students from low income households increasing from 92.2% to 94.5%, and continuation for students from low socio-economic backgrounds increasing from 92.1% to 92.7%. The gaps between these groups of students and their non-WP counterparts are small (2.2% and 1.3% respectively).

Our internal analysis suggests that young students from LPNs are much more likely to live in their parental home during their first year of studies than those from the highest participation neighbourhoods who tend to live in halls of residence. Of the 1800 UK, FT, young, first degree students from POLAR4 Quintile 1 who entered the University between 2012/13 and 2016/17, 24% were living in the family home during their first year of study compared to just 7% of those from Quintile 5. It is these students who are the least likely to continue into the second year of their study, with a continuation rate of just 87.5% over the last five years (95% of students who live in University accommodation continued into their second year of study, regardless of their POLAR Quintile – Table 1). These findings have also been evidenced in the regression analysis undertaken as part of the evaluation of financial support, where students living in the parental home had an odds ratio of 0.5 compared to those living in University halls. Students living in the parental home also have lower tariff scores on entry, another factor shown in the regression modelling to impact on continuation rates. Living at home students have been identified as a target group and in partnership with the Student Union, the University has been developing targeted support for this group of students.[2]

Table 1: Term Time Accommodation status of The University of Manchester entrants from each POLAR 4 Quintile and their rate of continuation (Source: internal analysis of HESA continuation data)

| First Year Term Time Accommodation | UK, full-time, young, first degree entrants between 2012/13 and 2016/17 | | | | | | | | | |
| | Proportion of students from each POLAR4 Quintile living in each type of accommodation | | | | | Continuation rates for students in each accommodation type and POLAR4 Quintile | | | | |
	Q1	Q2	Q3	Q4	Q5	Q1	Q2	Q3	Q4	Q5
Provider maintained property	52.1%	53.5%	59.7%	65.9%	77.1%	94.8%	94.8%	95.2%	95.2%	95.3%
Parental/guardian home	23.8%	24.1%	18.7%	14.9%	6.9%	87.5%	90.2%	91.0%	94.0%	92.4%
Own residence	1.1%	0.7%	0.6%	0.6%	0.3%					
Other rented accommodation	2.9%	2.3%	2.4%	1.5%	1.3%	90.4%	83.6%	87.3%	89.9%	91.8%
Private-sector halls	19.8%	19.3%	18.4%	17.0%	14.4%	91.5%	91.9%	92.6%	92.9%	94.1%
Other	0.3%	0.2%	0.2%	0.1%	0.1%					
	1783	3215	4217	5904	11094					

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[2] Maguire D. and Morris D., Homeward Bound: Defining, understanding and aiding 'commuter students. Available at: https://www.hepi.ac.uk/wp-content/uploads/2018/12/HEPI-Homeward-Bound-Defining-understanding-and-aiding-'commuter-students'-Report-11429_11_18Web-1.pdf

Success: attainment

Attainment of all students at the University has increased over the last five years, however, the increase for students from the lowest participation neighbourhoods is almost double that of those from the POLAR Q5 (8% increase compared to 4.2%). This has meant that the gap in attainment has halved over this time period (to 4%), whereas the attainment gap for the sector has reduced by less than 1%. When comparing students from Quintiles 1-2 with those from Quintiles 3-5, the gap reduces to just 1% in 2017/18. Regression modelling undertaken internally has also consistently found no significant impact of POLAR on attainment rates; the analysis suggests that the biggest predictor of graduating with a good degree is tariff score on entry. Students who entered with between 128 and 143 tariff points (equivalent to ABB – AAA grades) had similar attainment rates regardless of POLAR quintile (87% for Quintile 1 compared to 85% for Quintile 5).

Males from LPNs have the lowest attainment rates (84%), whereas females from non-LPNs have the highest attainment (90.3%). This gap has reduced by 7% over the last five years and is not statistically significant. A similar trend is seen across the sector, with the gap between the lowest performing (male LPNs) and highest performing (female non-LPN) at around 10% over the last five years. The overall gender attainment gap across the institution however is significant and larger than the gap within the sector (at 5% in 2017/18) and observed when entry qualifications and subject are controlled for. This is a gap that the University will continue to monitor. Attainment is significantly higher for females than for males, and the gap has narrowed by less than 1% over the last five years (although this is only the case for first degree honours courses, as there is no difference in attainment for Integrated Masters courses).

Attainment of students from low income households (students on HE funded courses, where their household income is known to be less than £25,000 for at least two years of their degree) has increased at the same rate over the last five years as other students, meaning that the gap in attainment has remained consistent at around 6% (83% in 2017/18 compared to 89%). Differences in attainment are observed across Academic Schools and range from 2.2% in Mathematics to 11.6% in the School of Materials. Students from low income households are more likely to have studied Law and Pharmacy and large attainment gaps are observed in both of these Academic Schools (9.5% and 6.1% respectively). Students from low income households are more likely to have studied for Integrated Masters courses, and the attainment gap here is much smaller at less than 2% over the five year period. Students from low household incomes are more likely to enter with lower average tariff scores and when comparing these students with other students who enter on similar tariff scores, gaps in attainment are still observed. This is supported by regression analysis undertaken as part of the quantitative evaluation of financial support, where students' odds of obtaining a good degree were shown to significantly decrease as the amount of financial support they had received (based on low income) had increased. It is likely that the data around household income and attainment is linked to ethnicity and locality of students; over half of black students qualifying for first degrees at Manchester between 2012/13 and 2017/18 were from low income households, as were 59% of Asian students, compared to 24% of White students.

Progression to employment or further study

Regression modelling undertaken internally has found degree attainment to be the strongest predictor of graduate success, with few other variables having a significant impact. There are no significant differences in progression to employment or further study for Manchester students from different POLAR4 Quintiles. Additionally, analysis of the Longitudinal Education Outcomes (LEO) data as part of the Teaching Excellence Framework (TEF) metrics found that students from the lowest two quintiles of participation have high progression to above median salary employment or further study three years after graduation and performance on this measure is significantly higher than the sector weighted benchmark. Graduate outcomes for students from low socio-economic backgrounds have been broadly similar to those from higher socio-economic backgrounds for the last three years, with WP students on this measure actually outperforming their counterparts in 2016/17 (81.2% in graduate level work or study compared to 80.0%).

## 1.2 Black, Asian and minority ethnic students

Access

Our own internal analysis of UCAS data (2016 and 2017) found that applicants from BAME backgrounds were less likely to be made an offer, particularly in Schools of Health Sciences and Medical Sciences. Additional analysis of these cohorts suggests that this is related to the additional selection processes (e.g. UKCAT) used by these Schools. Understanding the impact of different selection measures on offer rates is a priority for the University.

The proportion of BAME students entering full-time undergraduate courses at the University has increased over the last five years (from 23.3% to 30.2%). Internal analysis suggests that there are great variations across subject areas with Asian students much more likely to be studying Health and Medical courses and less likely to be studying Humanities degrees (particularly Social Studies, where Asian students are under-represented compared to the wider Russell Group and the sector).

Participation rates of White and Black students at the University are similar to that of the sector and our data is representative of the wider 18-year-old population (3.8% of our student population identify as Black compared to a population estimate of 3.6%). When comparing ourselves to other Russell Group institutions, the University has a higher proportion of BAME entrants than our comparator HEIs (27.6% compared to 21.3% in 2016/17). However, UoM has around 6% fewer Black students than the sector and Asian students are over-represented. Black students are under-represented across all subject areas, except for Medicine & Dentistry and Education. Black male students are particularly under-represented at UoM – only 37% of Black entrants in the last five years were male compared to 45% of the whole cohort.

Participation of BAME students from the most deprived areas (as measured by lowest two IMD quintiles) has increased by 5.2% over the last five years (figure 2), which is greater than the sector increase of 3.8% over the same time period. At the University and in the wider sector, White less deprived students are the most likely to be accessing HE, and BAME non-deprived students the least likely; however the proportion of BAME and White students from the most deprived areas is higher in the sector overall than at the University (over 20%). With participation from BAME students from the most deprived areas at UoM increasing over the last five years, by 2017/18 the ratio of White less deprived students to BAME deprived students had reduced from 5:1 to 3:1. However, it should again be noted that this applies to some groups of BAME students more than others; 84% of Bangladeshi entrants are from the two most deprived quintiles, as are 69% of Black entrants and 70% of Pakistani entrants (compared to just 21% of White entrants).

Figure 2: Access proportions of full-time Undergraduates to The University of Manchester Ethnicity and IMD (Source: OfS Access and participation individualised student data)
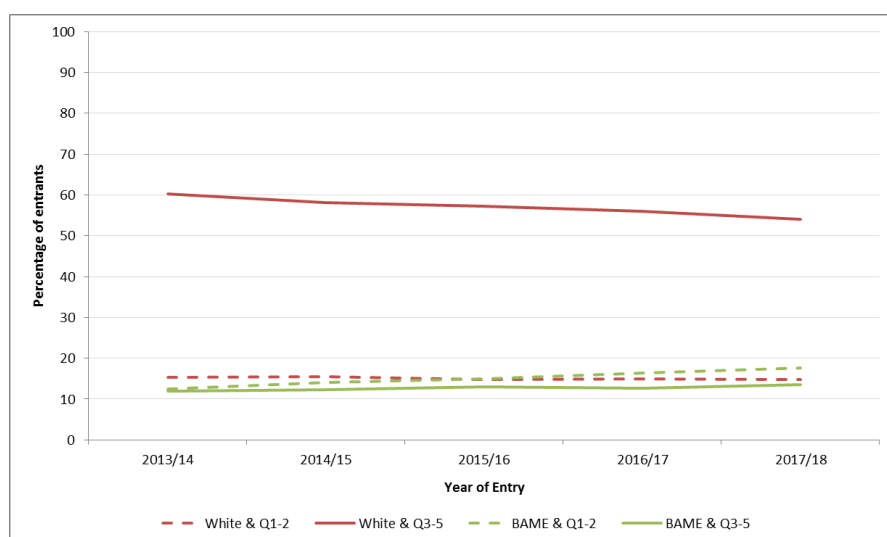
Success: continuation

There are no significant differences in continuation rates between students from different ethnic backgrounds at the University. Asian students have the highest continuation rates at 98%, though again differences are observed within the ethnic groups; Chinese students have higher continuation rates, whereas Bangladeshi and Pakistani students have lower rates. Again it is likely that this is linked to where these students are living in the first year of their study; over 60% of Bangladeshi and Pakistani students live in the parental or guardian home, compared to just 22% of Chinese students (and just 9% of White students).

White students from the most deprived areas (as measured by lowest two IMD quintiles) have the lowest continuation rates, at just 92% in 2016/17; whereas rates for BAME students from both the most and least deprived areas, and White students from the least deprived areas are all higher at around 96-97%. However again these differences are not found to be statistically significant, and the University overall has higher continuation rates across all groups compared to the sector, particularly for BAME WP students.

Success: Attainment

Attainment of both White and Black students has increased in the last five years, and much more so for Black students (an increase of 16% compared to an increase of 6% for White students, Figure 3). The difference of 11.6% in 2017/18 is large, but is not found to be statistically significant. The Black attainment gap within the sector is much larger than at Manchester and has seen little change over the last five years (reducing from 24.6% to just 23.1%). This suggests that progress is happening much faster at the University than in the wider sector.

Figure 3: Attainment rates of full-time Undergraduates at The Universtiy of Manchester – White and Black students (Source: OfS Access and participation individualised student data)
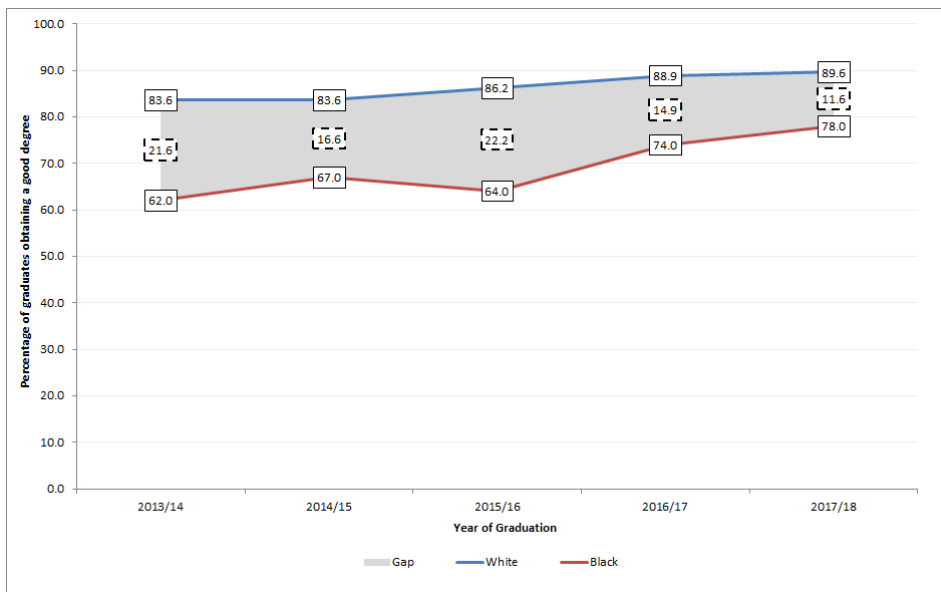
There is a significant attainment gap between White and Asian students at 10.6% (Figure 4), and attainment has not increased by as much for Asian students (+9% over the last five years) as for Black students. The attainment gap between White and Asian students within the sector is similar to that at the University, and while narrower than the gap between White and Black students, it has not seen as much improvement in the last five years. There are some differences across the Asian ethnic group in terms of attainment, for instance, Indian students have the highest attainment across the five years at 78% compared to 72% for Bangladeshi students. However, all groups are below White attainment at 86% across the five years.

Figure 4: Attainment rates of full-time Undergraduates at The Universtiy of Manchester – White and Asian students (Source: OfS Access and participation individualised student data)
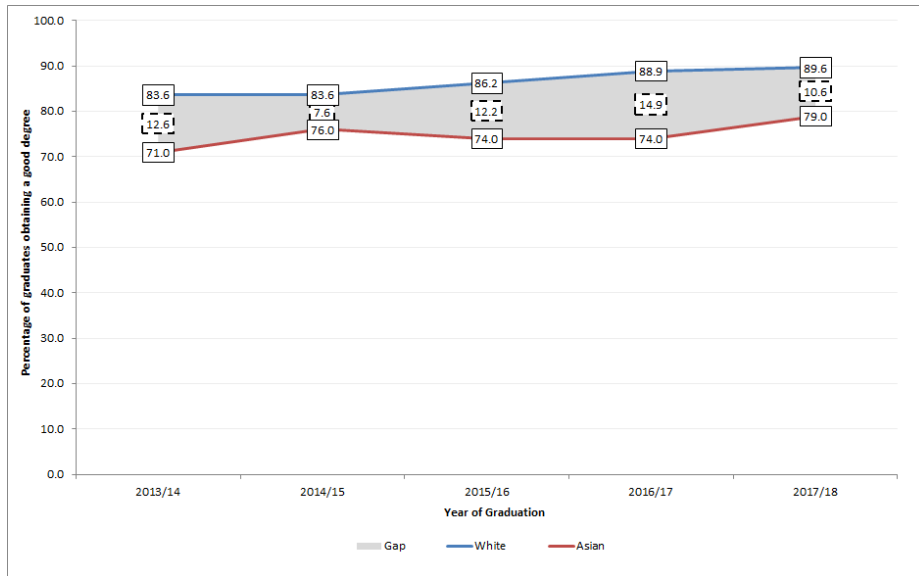
The attainment gap for BAME students holds across both categories of participation (low and high), and BAME students from any POLAR background also have the lowest attainment rates within the sector. The gap between BAME students from the least deprived areas and White students from the least deprived areas is also significant at 7%. These findings support the regression model results which show that ethnicity is a stronger predictor of attainment than WP status.

These attainment gaps between Black and White and Asian and White students are still observed when entry qualifications are controlled for. Regression modelling of 2017/18 qualifier data indicates that whilst tariff score is the strongest predictor of attainment, ethnicity is also an important factor which impacts on good degree attainment, especially for students who entered with a tariff score of less than 162.5 where the gaps are twice as large (Table 2). These students are most likely to have graduated from courses in Pharmacy & Optometry (where Asian low tariff students accounted for 30% of the cohort) and Law (where Asian low tariff students accounted for 14% of the cohort and Black low tariff students accounted for 6% of the cohort).

Table 2: Ethnicity and Tariff Attainment Analysis (2017/18 graduates only) (Source: internal analysis of HESA attainment data)

Ethnicity and Tariff	Good Degree	%↓ of population	Gap with White
High (Tariff higher than 162.5)	92.0%	48.7%	
White	93.1%	38.1%	
Asian	87.3%	6.3%	5.8%
Black	87.8%	1.1%	5.3%
Mixed	89.5%	2.5%	3.6%
Other	88.2%	0.7%	4.9%
Low (Tariff lower than 162.5)	84.3%	51.3%	
White	87.1%	36.8%	
Asian	73.5%	8.2%	13.6%
Black	77.4%	2.3%	9.8%
Mixed	85.5%	3.3%	1.6%
Other	75.0%	0.8%	12.1%
Grand Total	88.0%	100.0%	

Progression to employment or further study

There are no significant differences in progression to employment or further study for UoM students of different ethnic backgrounds. However, internal research has shown that BAME students are more likely to remain unemployed than their White counterparts. This was supported in the TEF metrics data where UoM received a significant negative flag on the employment or further study measure based on the low levels of employment for Black and Asian students when compared to a sector weighted benchmark.

1.3 Mature students

Access

Both the number and proportion of full-time undergraduates aged over 21 has fallen year on year at UoM (down from 9% to 7.9% across the five years) - in 2017/18 there were 12 young students for every one mature student. Most of our mature students are aged 21-25; only 2.5% of the entrant cohort in 2017/18 was aged 26 or over. Mature students are however more likely to do Integrated Masters courses, and are primarily studying for Health and Medical courses, with these two Schools accounting for over half of the full-time, undergraduate mature cohort. An additional cohort of mature students are also enrolled on other part-time undergraduate courses, which are primarily Nursing CPD units; however numbers enrolling on these courses have fallen year on year, from 345 in 2013/14 to just 145 in 2017/18.

The proportion of mature full-time undergraduates has increased within the sector by 3.1% over the last five years. Mature students accounted for 27.8% of the entrant cohort in 2017/18, where there are only 3 young students for every one mature student. However, the increases within the sector are primarily in the older age groups of the mature cohort, not the 21-25 cohort who account for the majority of the mature cohort at UoM and likely to be related to our subject portfolio and largely full-time undergraduate degree provision.

Success: continuation

Mature students on full-time undergraduate courses are more likely to drop out than young students (92% continue compared to 96.2%). However, the gap has almost halved in the last five years due to an increase in continuation rates for mature students, and in 2017/18 this gap was not statistically significant. Cohort sizes for those aged 26 and over are small therefore it is difficult to interpret the changes and significance of continuation rates. However the gap between students aged under 21, and those aged 21-25 (the largest mature cohort at UoM) has reduced to just 3% in the last year and is not significant. Continuation rates within the sector for mature students have decreased, and the gap remains at around 7% (and 7.5% between young and 21-25 year olds). Therefore, UoM is performing better than the sector in terms of continuation of mature students.

Success: attainment

Mature students at UoM have lower rates of attainment than those aged under 21; however, this group has seen a much greater increase in the last five years (12% compared to 5.1% for young students), narrowing the gap in attainment. However, much of the improvement occurred between 2013/14 and 2014/15 – progress appears to have slowed in more recent years. Cohort sizes for mature students are much smaller than for the under 21 cohort however and therefore are more likely to fluctuate year on year. Although overall attainment within the sector is lower, the gaps between young and mature students are fairly comparable at UoM to the wider sector (around 10%).

It is difficult to control for entry qualifications when comparing the attainment of young and mature students, as most young students at UoM enter onto their UG degree with Level 3 qualifications (typically A Levels), whereas mature students have more of a mix of Access courses, A levels and first degrees. Mature students who had already undertaken a first degree (around 19% of the cohort) had the highest attainment rates across the five years at 84% obtaining a good degree, whereas those who had completed a HE access course (around 17% of the

cohort) had the poorest outcomes at 69%. Mature students who entered with A/AS Level grades still had lower degree attainment than their young counterparts who had also entered with A/AS levels; average tariff score was noticeably lower for mature students (they are more likely to have studied on our lower tariff courses such as nursing, however average tariff is lower across all subject areas), though it has been increasing year on year (up from 336 for 2013/14 qualifiers to 380 for 2016/17 qualifiers) perhaps supporting the improvement in attainment for this cohort.

Progression to employment or further study

Mature students are significantly more likely to progress to work or study six months after graduation than those aged under 21 (85% compared to 75.7% in 2016/17). The same trend is observed within the sector, although the gap has narrowed in the last two years as outcomes for young students have increased. Analysis of the Longitudinal Education Outcomes (LEO) data as part of the Teaching Excellence Framework (TEF) metrics has also shown that mature graduates from UoM have high progression to above median salary employment or further study three years after graduation, and performance on this measure is significantly higher than the sector weighted benchmark.

1.4 Disabled students

Access

The proportion of disabled students has increased by 4.5% between 2013/14 and 2017/18, with over half of that increase in 2017/18. This is primarily because of an increase in reported mental health disabilities (up from 1.5% in 2013/14 to 5% in 2017/18), with one in every 18 students in this cohort reporting a mental health disability. Across the sector there has been a 3% rise in the participation of disabled students over the last five years and an increase of 2.1% in mental health disabilities (one in every 25 students).

Success: continuation

Continuation rates for disabled students had been increasing up to 2014/15, however, in the last two years they have fallen again, increasing the gap to 4%. Continuation rates of students with mental health disabilities fell by 5% in 2015/16 (where the numbers of students reporting mental health disabilities increased) and remains at 87%, a gap of 9% when compared to non-disabled students (figure 5). Students with mental health disabilities are the second largest category of disabled students (after those with cognitive and learning disabilities, where we see no gap in continuation rates when compared to non-disabled students).

Internal analysis of continuation data identifies that disabled students who do not receive the Disabled Student Allowance (DSA, who account for about half of those students who have registered as disabled) have the poorest continuation rates, and these are primarily students reporting mental health disabilities (only 30% of students with mental health disabilities received DSA). Mature students are much more likely to report having a disability than young students, particularly a mental health disability – of the five year entrant cohort, 6.4% of mature students reported having a mental health disability compared to just 2.6% of young students linking to the lower continuation rates of mature students.

Continuation rates within the sector have been decreasing for all students over the last five years, however, the gap remains significant with disabled students less likely to continue into second year. Students with cognitive and learning disabilities, the largest cohort of disabled students in the sector, actually have higher continuation rates than non-disabled students. Students with mental health disabilities within the sector overall are less likely to continue into second year compared to non-disabled students, however, in the sector this gap has narrowed as continuation rates for these students have improved.

Success: attainment

Attainment of disabled students has increased by 7% in the last five years, but the gap has only reduced by 1% in the same time period (figure 6). Cohort sizes across the individual disability groups are small (between 100 and 400 each year) and are therefore prone to fluctuations, however, mental health disability has become the largest cohort in the last year at just over 400. Attainment for this cohort has increased by 16% across the five years, and the gap was just 5% in 2017/18. Attainment gaps within the sector for disabled and non-disabled students are smaller than at UoM (around 3%), and are particularly small for those students with mental health disabilities. The gap in the sector is largest for students with social and communication disabilities, however this group is too small to report on at UoM.

Disabled students at UoM do have lower average tariff scores than non-disabled students, however, regression analysis has found that disability status has a significant effect on attainment even when factors such as entry qualifications and subject are controlled for. Of the 2017/18 qualifiers who entered UoM with between 144 and 159 tariff points, 80.1% of those who were disabled obtained a good degree compared to 86.5% of those who were not disabled.

Figure 6: Attainment rates of full-time Undergraduates – Non-Disabled students and Disabled students (Source: OfS Access and participation individualised student data)
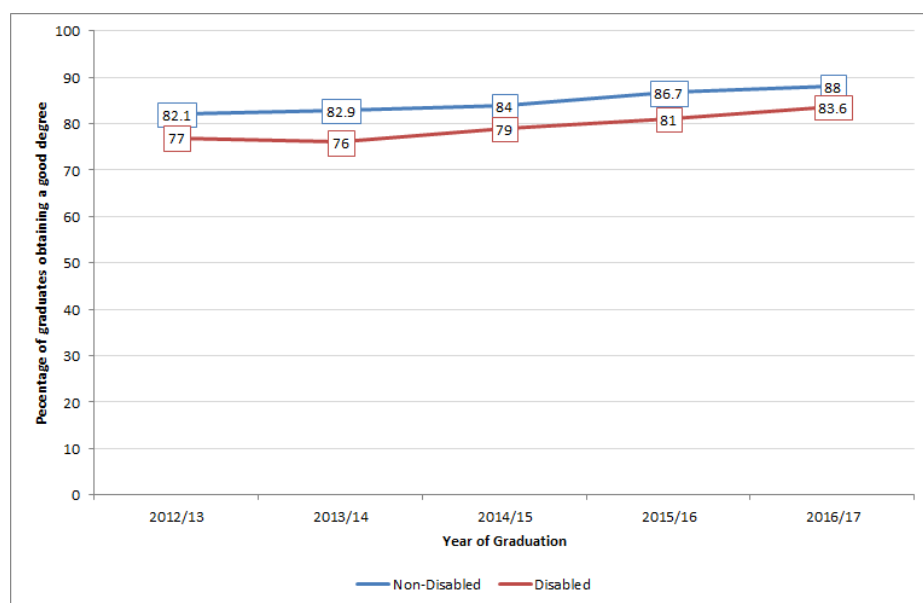
Progression to employment or further study

Whilst non-disabled students were outperforming disabled students in terms of progression three years ago, the gap has narrowed in recent years. In 2013/14 the gap was 7.2% and this has reduced to 3.1% in 2016/17. Response rates to the DLHE survey vary and can be low for certain cohorts of disabled students, therefore it is difficult to interpret trends and gaps across the years. Within the sector, disabled students are significantly less likely to progress to graduate level work or study than those without a disability, particularly those with sensory medical and physical disabilities, mental health disabilities and social and communication disabilities.

1.5 Care leavers

Access

Data on care leavers is reported within the HESA student return, captured under two codes (01 – Care leaver (16+), students who have been reasonably verified as having been in care on or after their 16th birthday; and 04 – UCAS defined "In Care", those who were in care for at least 3 months at some point in their life) although these will also normally include Care leaver (16+) students too. The number of care leavers entering The University of

Manchester each year is small (table 3), therefore percentages or comparisons with non-care leavers would not be meaningful.

Since 2013/14, 20 care leavers who were known to have been in care on their 16th birthday have entered The University of Manchester, with an additional 77 reporting through UCAS that they had experience of care. Our own internal data (only recorded in detail from 2015/16 onwards) highlights that, over the last three years, of the 35 UCAS defined 'In Care' students, 9 had met the requirements for an additional bursary from the University; (being under the age of 25 and having been in public care for a minimum of three months since the age of 11). All students are offered additional support through the Directorate for the Student Experience.

Success: continuation
Of the 81 care leavers (HESA codes 01 and 04) who had entered the University between 2013/14 and 2016/17, 79% had continued into their second year which is lower than the University's average continuation rate. This is however based on a small population.

Success: attainment
Cohorts of care leavers who have graduated from first class degrees in the last five years at UoM are even smaller. Of the care leavers who graduated in 2016/17 and 2017/18 from classified first degrees, 66.7% had obtained a first or an upper second class honours degree which is lower that the University's average degree attainment.

Progression to employment or further study
The number of care leavers that had responded to the DLHE survey are too small to comment on their levels of progression.

1.6 Intersections of disadvantage

There are many correlations and intersections of disadvantage for students at the University which have been discussed as part of this assessment of current performance. Analysis of our student population over the last five years indicates that:
- There are correlations across widening participation measures; students from LPNs are more likely to be from low income households, lower socio-economic backgrounds and more deprived areas.
- A number of ethnic groups are more likely to be from these WP backgrounds – students who are Bangladeshi, Pakistani, Chinese or Black are more likely to be WP. Indian students and White students are under-represented on WP measures.
- Students from WP backgrounds are much more likely to be living in their parental home, rather than in student accommodation in their first year of study. This also correlates to ethnicity with over 60% of Pakistani and Bangladeshi entrants living at home.
- Black students are over-represented in the mature student cohort.
- Disabled students are more likely to be from more affluent backgrounds. A greater proportion of mature and female students register as having a disability – in fact, over the last five years (2012/13 – 2017/18), 72% of students reporting a mental health disability were female. Using Heidi Plus data we can see that the sector patterns are similar where 58% of UK full time undergraduate entrants over the last five years who had a disability were female, and 61% were mature.

Understanding the relationships and intersections across these measures of under-representation enables us to be clearer and more defined about where gaps in access or success exist, and allows us to better target interventions and practice.
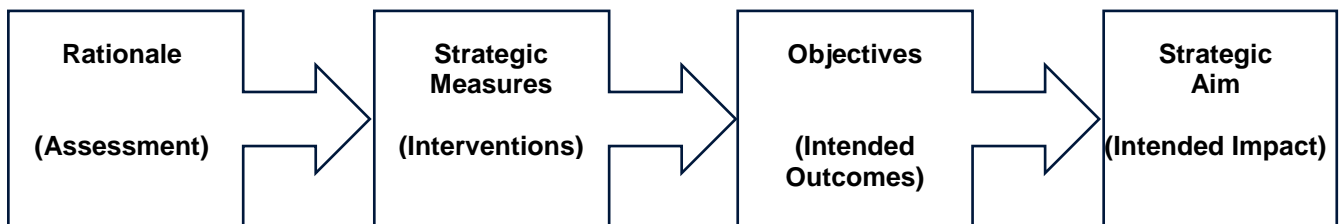
1.7   Other groups who experience barriers in higher education

We continue to monitor other groups of students who may experience barriers to HE. In 2017/18, 254 students registered on first degrees at The University of Manchester reported having caring responsibilities; of those, 89% were caring for children, 6% were caring for a disabled child, and 12% were caring for a relative. Most carers are studying nursing programmes in the School of Health Sciences, 82% are female, and White and Black females are over-represented in the carer cohort. Additionally, 51 students in 2017/18 have refugee status, and these students tend to be male BAME students. We also want to improve the quality of data we have in relation to LGBTQ+ students so that we can monitor outcomes of this group of students.

We also monitor the intake and success of our Initial Teacher Education and Training (ITET) cohort. 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. Recent analysis shows an increase in the number of students with caring responsibilities within our ITET student cohort. We know that studying for a PGCE, teaching on placements and managing coursework can be challenging alongside caring responsibilities[3] and to address this we are a targeting this group for additional support. To address the gaps in access and participation we have committed to deliver a programme of work to support male students, students with disabilities, students from BAME groups and those with caring responsibilities starting and completing a PGCE course and subsequently progressing into a successful teaching career.

2. Strategic aims and objectives

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 set out in this plan are part of a much broader strategy reflected in our three fundamental goals of world-class research, outstanding learning and student experience and social responsibility. These goals drive the University to deliver an institution with no boundaries to learning, and 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. Our strategic aims and objectives are underpinned by an overarching Theory of Change approach:

Rationale (Assessment)	Strategic Measures (Interventions)	Objectives (Intended Outcomes)	Strategic Aim (Intended Impact)

Rationale	Strategic Measures	Objectives	Strategic Aim
To provide, with partner HE and FE institutions across Greater Manchester, coordinated and impartial IAG for	We will contribute to the establishment of the Greater Manchester Higher Governing Board for AY2019-20.

We will develop a Maths | To take a lead role in bringing together HE institutions across Greater Manchester to address areas of inequality in the school system, improve the | To improve equity of opportunity for young people and prospective students across Greater Manchester through |

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[3] Murtagh, L., Invisible perceptions: understanding the perceptions of university tutors towards trainee teachers with parental responsibilities. Available at:https://www.tandfonline.com/doi/abs/10.1080/1359866X.2017.1312280

learners including sustained and long-term engagement.	Attainment Raising Strategy by AY2020-21 in partnership with organisations across Greater Manchester. The strategy will be focused in schools where maths attainment is below the national and regional average. We will deliver the Scholars Programme over the next 5 years in collaboration with the Brilliant Club in order to improve pupils' confidence in specific competencies which are important for HE readiness. This work is targeted at students who are eligible for pupil premium, with no parental experience of HE and from the most deprived areas (IDACI).	accessibility of HE pathways and the HE readiness of learners from under-represented groups. To work with partners to agree a timescale and targets for developing the GM HE Eco-system with other providers and Greater Manchester Combined Authority. To have a sustainable infrastructure for delivering collaborative, impartial IAG for GM learners by July 2021.	the GM HE Eco-system.
Young people from the lowest areas of HE participation are under-represented at The University of Manchester compared to those from the highest areas of HE participation.	We will increase capacity of our Access Manchester Initiatives, in particular the use of contextual offers for students from areas of disadvantage and low HE participation (ACORN/POLAR4) and low performing schools and colleges. Following the introduction of one-grade lower offer for 2019 entry, we will review the effectiveness of this approach and introduce any changes for 2021 entry. We will improve the targeting of our Access Manchester Initiative, particularly the Manchester Access Programme, to specific under-represented groups based on our assessment of performance. In particular White and Black students from low participation neighbourhoods.	To reduce the ratio of POLAR4 quintile 5 and quintile 1 groups from Q5:Q1 5.2:1 to 3:1 by 2025 thereby matching the OfS ambition for the sector.	To remove barriers of access for students from under-represented groups and increase access to The University of Manchester.
Analysis has identified that there is a gap in degree outcomes between Black and White students; Asian	We will undertake enhanced evaluation of our long-running peer support programmes to understand the impact of these on the continuation and attainment of	To eliminate the unexplained gap in good degree outcomes (1sts or 2:1s) between White and Black students by 2024/25 and to	To remove barriers to study for students from under-represented groups and eliminate the

and White students; Disabled and non-disabled students; students from low socio-economic backgrounds at The University of Manchester.	students, in particular where we see the biggest gaps as identified by our assessment of performance. We will continue to deliver and evaluate My Learning Essentials and the impact this has on the continuation and attainment of all students and in particular where we see the biggest gaps as identified by our assessment of performance for Black and Asian students supporting the commitments of our Race Equality Charter Mark. As part of our Teaching and Learning Strategy, we will establish The University of Manchester Institute of Teaching and Learning during AY 2019-20 and commence the delivery of the Curriculum Evolution project with a focus on inclusion, employability and well-being. During 2019-20 we will also work to embed the Diversity & Inclusion Student Ambassador Programme and in partnership with our Students' Union, evaluate how the co-production of activity with our students can support the reduction of the unexplained gap in degree outcomes between White students and Black and Asian students, taking account of areas of intersectionality with other WP measures such as socio-economic status and income, paying particular attention to IMD. We will also continue the focus on living at home/commuter students which is also a partnership project with the Students' Union. In collaboration with other Greater Manchester HEIs and the Greater Manchester NHS we will establish	eliminate the overall gap by 2038/39 in line with the OfS KPMs. To eliminate the unexplained gap in good degree outcomes (1sts or 2:1s) between White and Asian students by 2024/2025 and to eliminate the overall gap by 2038/39. To eliminate the gap in good degree outcomes (1sts or 2:1s) between disabled and non-disabled students by 2024/25. To eliminate the unexplained gap in good degree outcomes between students from IMD quintile 1 and quintile 5 by 2024/25.	unexplained gaps in outcomes with an ambition to eliminating the overall gap.

	a 2-year pilot of The Greater Manchester Student Mental Health Hub commencing in September 2019. We will establish an in-house Specialist Mentor provision for students with mental health disabilities and social and communication disabilities. We will use digital technology to create an improved student experience through the developments to My Manchester and My Student platforms.		
Internal analysis and TEF metrics shows that Black and Asian students at the University are more likely to remain unemployed/in low levels of employment when compared to a sector weighted benchmark.	We will continue to deliver and evaluate a targeted careers support package consisting of work experience bursaries, student experience internships, mentoring and targeted events with employers for students from low-income backgrounds, BAME and disabled students. We will aim to embed aspects of the OfS Addressing Barriers to Student Success project focusing on the progression of and transition into PGT study for students from low participation neighbourhoods and BAME students.	To deliver targeted interventions involving employers and third sector organisations. To embed employability within the curriculum including enhanced placement provision. To set a new target based on Graduate Outcomes data. To reduce the gaps in access of under-represented groups at PGT study.	To close the gaps in graduate outcomes for under-represented groups. To eliminate the gap in unemployment between White and Black students by 2024/25.

2.1 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. Our assessment of performance shows where there is intersectionality between different groups of students and we will also take account of this in our setting our objectives and strategic measures, in particular where we see gaps in success for low-income students from specific ethnic backgrounds and for commuter/living at home students who are more likely to be from a LPN and BAME.

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 across the student lifecycle.

The following table summarises which under-represented groups will be targeted and/or monitored, and at which stage of the student lifecycle. Groups highlighted in bold are targeted for specific interventions/targets based on our assessment of performance.

Access Pre-16	Access Post-16	Success	Progression
• **Targeting primarily at area/school level - state sector, schools with high proportion of disadvantaged pupils in areas of low participation to HE, lower performing schools** • **BAME students, particularly Black students** • **White students from disadvantaged backgrounds** • **Students where there is no parental experience of HE**	• **Neighbourhoods where HE participation is low (LPN Q1 and Q2)** • **BAME, particularly Black students** • **White students from disadvantaged backgrounds** • **Low household income/low socio-economic groups** • **Students where there is no parental experience of HE** • **Low performing schools and colleges** • Mature Learners	• **Black and Asian students** • **Disabled students** • **Living at home students** • **Low household income/low socio-economic groups** • Neighbourhoods where HE participation is low (LPN Q1 and Q2) • Mature Learners	• **Low household income/low socio-economic groups** • **BAME students** • **Disabled students** • Neighbourhoods where HE participation is low (LPN Q1 and Q2)
care-leavers, carers, sanctuary seekers, estranged students			

3. Strategic measures

3.1 Whole provider strategic approach

Our widening participation work is embedded throughout the student lifecycle and is overseen by our Access and Participation Strategy Group chaired by the Vice-President for Teaching, Learning and Students. This Group has academic representation from our 3 Faculties, the Students' Union and senior professional services staff from Teaching and Learning, Careers, Campus Life (student support services, including disability advisory support and counselling), Widening Participation, Equality Diversity and Inclusion and Social Responsibility. This ensures that our widening participation targets and resource are aligned to other institutional strategies including Teaching and Learning, Employability and 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 understanding 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. Our APP targets and strategies therefore support our Equality Objectives and the institution's work to deliver on the commitments of the Race Equality Charter Mark. The University of Manchester successfully renewed its Bronze Award status in 2019 which is the highest award that has been given to any UK university.

Access

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. 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[4]. Much of our pre-16 work is delivered in collaboration with

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[4] https://www.manchester.ac.uk/connect/teachers/students/

other higher education institutions and third sector organisations[5] targeted as outlined in the table in 2.1. This includes our IntoUniversity Centre located in north Manchester providing a higher education presence in this local community and engaging young people aged 7-18 through long-term, sustained activity.

Work to support the progression of specific targeted groups such as care leavers is also done in collaboration and the University is an active member of the Greater Manchester Looked After Children's Forum. Through the Lancashire and North West SCiP alliance hubs, we will work collaboratively with other HEIs across the region to engage young people from military families. Through our Greater Manchester Higher partnership we will deliver collaborative information, advice and guidance relevant to young carers and estranged students as we do for other targeted groups such as care leavers and disabled students. In our 2019-20 APP we committed to signing the Stand Alone Pledge and work is being undertaken to have this in place for AY 2019-20.

The University has recently become a University of Sanctuary where we have committed to continuing our Article 26 Scholarships for sanctuary seekers and working with asylum seekers and refugee organisations to raise awareness of the support available to prospective students. Our Article 26 Scholarships are advertised to students as part of our student financial support package. We have given access to our University library as a place for asylum seekers and refugees to study and use as a reference facility. When students are awarded the Article 26 scholarship we track their progress and continue to offer support and advice during their studies and in preparation for graduation.

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 working across five key themes to contribute to improved attainment and outcomes for learners: i) Strategic Partnerships ii) Outreach iii) Curriculum Support iv) Teacher Education v) Research. This includes our School Governor Initiative, where we encourage and support staff and alumni to become school governors working with Inspiring Governance and Governors for Schools, and our Science, Engineering and Education Research and Innovation Hub (SEERIH) where we support improvements in primary science teaching through the provision of meaningful CPD opportunities. These themes will be a feature of our ambition to work with other partners to reduce the attainment gap in mathematics across Greater Manchester.

We have played a leading role in establishing the Greater Manchester Higher (GMH) Governing Board which will have oversight of the National Collaborative Outreach Programme, responsibility for embedding the Outreach Hub and identifying further opportunities for collaborative work. Through GMH we are committed to working collaboratively with other HEIs, with third sector organisations and employers to raise awareness of, and encourage progression to, the full range of HE opportunities. We aim through our collaborative work to:

- Raise the HE participation rate for learners from POLAR4 Quintiles 1 and 2 in Greater Manchester
- Increase the proportion of Care Leavers from the 10 Greater Manchester Local Authorities who progress to HE

The partnership does not currently have the regional data that will enable us to set appropriate targets in these areas but are committed to developing and delivering these targets during the period of this plan. A baseline and numerical targets will be developed during 2019-20 to be finalised ahead of AY 2020-21.

Our post-16 access work enables prospective higher education students to find out about studying at The University of Manchester and other research-intensive institutions. We have developed Access Manchester[6], our platform for post-16 widening access work to:

- provide a coherent framework for our range of widening access programmes, that students and their key influencers can easily understand;

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[5] The University's current collaborations include The Brilliant Club, The Tutor Trust, IntoUniversity, Brightside, Advancing Access and ReachOut
[6] http://www.access.manchester.ac.uk/

- 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 supporters are able to better navigate the pre-university opportunities available to them at The University of Manchester. Access Manchester is one of the key strategic measures that will enable us to deliver on our ambition to reduce our POLAR4 Q5:Q1 ratio as outlined in the table in 2.1, in particularly through strengthening our use of contextual data to make differential offers using recommendations from recent reports[7]. Through Access Manchester we also aim to address gaps in participation of Black and White students from disadvantaged backgrounds which includes monitoring the difference in offer rates between different groups of students.

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, across student learning support with schemes like My Learning Essentials (MLE); peer support including Peer Assisted Study Sessions (PASS); teaching quality and innovation through our pedagogic Manchester Institute of Teaching and Learning and the University College of Interdisciplinary Learning (UCIL); and student engagement via Stellify[8]. 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. Whilst we aim to provide superb teaching, learning and support services for all students - we also recognise that 'one size does not fit all'.

Our assessment of performance has identified attainment gaps between White students and Black and Asian students, between non-disabled and disabled students and between the most and least disadvantaged students as measured by IMD. Whilst significant, there is a wide confidence interval with these gaps which is an indication of the small number of students represented by these gaps, therefore year-on-year progress may be susceptible to fluctuations. Through analysis of intersectionality, we have also identified gaps in the success of living at home/commuter students. Our strategic objectives and measures have been set to address these gaps. Through addressing the attainment gaps of these groups of students we expect to have an impact on continuation rates.

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 (MLE), a collection of face-to-face workshops and online resources, specifically designed to support students' academic skills development. Through MLE, the Library supports our efforts to close the gaps in access and student success for students from our WP target groups who may be at risk of not achieving their potential. The success of MLE has largely been achieved by the strength of the student voice in its development and this is detailed in section 3.2. We have undertaken analysis of student engagement with MLE and this shows that Black and Asian students are over-represented amongst MLE users and are more likely to be multiple users.

The University seeks to provide all first year students with a supported introduction to higher education by delivering a comprehensive Peer Support programme. The University's Peer Support programme is recognised internationally as an example of best practice and we host the national PASS centre to support HEIs to further understand and develop peer support programmes. Our Peer Support programme offers all new students the structure to seek guidance from students in a higher year of the same course. We deliver two distinct Peer Support schemes: Peer Assisted Study Support (PASS) and Peer Mentoring. Both schemes are centrally coordinated, discipline owned and student led, enabling Academic Schools to select and take ownership of their scheme by designing provision that best meets the needs of their students. The scale of Peer Support is truly institution wide with over 1700 student volunteers undertaking the role of either Peer Mentor or PASS Leader, and our volunteers report that one of the chief benefits of PASS is the sense of community that permeates all years of the same course. Our internal evaluation has demonstrated that there is an association between attending PASS sessions

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[7] Boliver, V., Crawford, C., Powell M. and Craige W (2017) 'Admissions in Context'. Available at: https://www.suttontrust.com/wp-content/uploads/2017/10/Admissions-in-Context-Final_V2.pdf

[8] https://www.manchester.ac.uk/study/undergraduate/parents-supporters/stellify/

and improved exam attainment[9], a result of higher year students articulating the informal demands of higher education, often considered hidden curricula[10]. We plan to embed evaluation within our established Peer Support schemes and interrogate engagement within our schemes to improve attendance amongst commuter students. To do this, we will consider timetabling and different modes of delivery of Peer Support schemes to ensure all students can access the benefits of learning from their peers.

As students progress through their course the University is committed to excellent teaching and delivering transformative learning experiences. As a result, we are establishing the Manchester Institute for Teaching and Learning (MITL). MITL will:

1. Influence the teaching culture across the University through effective use of 'future teaching leaders' and their local activities as well as a range of cross-university events and development opportunities.
2. Lead on cross-University change projects relating to teaching enhancement.
3. Develop and support communities of practice in areas relating to teaching enhancement.
4. Raise awareness of existing academic staff development opportunities, identify gaps in provision and work with Staff Learning and Development to ensure that academic staff have access to timely and high quality training and support.
5. Proactive and effective engagement with students building on existing good practice in student consultancy, co-creation and student research into their academic experience.

As referenced in the table in 2.1, MITL will lead on cross-University change projects and 'Curriculum Evolution' will be one of the principal change projects. The purpose of Curriculum Evolution is to evolve curricula to improve student attainment with a focus on inclusion, employability and well-being. This work will build on the recommendations of our Differential Attainment Project (2017-2019) which acknowledged the need for better engagement with students in non-subject specific provision and concluded that we undertake a review of curricula. We recognise curricula impacts[11] and will enhance curricula and explore pedagogical approaches by examining courses using three central themes: inclusivity, employability and wellbeing. As MITL is in its infancy, the direction of Curriculum Evolution may shift, although our commitment to developing our curricula will not. As evidence of this, we are currently formulating an employability pilot, PASS for Placements, in the Faculty of Science and Engineering considering how we utilise our PASS Leaders to increase the uptake of placement opportunities.

As identified in the table in 2.1 we will work across Greater Manchester (GM) with HEIs and the regional NHS to launch, in September 2019, a new GM Mental Health provision for students with significant mental illness. The two year pilot will seek to address the current gap in treatment provision for students experiencing mental health difficulties as University services and NHS services attempt to co-work without structures or formal agreements leading to the risk of fragmented care. This proposal aims to deliver transformed mental health services for HE students in GM and will create a seamless pathway from in-house support services through to NHS provided specialist treatment, allowing more students to receive appropriate support. The pilot will be evaluated against key outcomes including the impact on continuation and attainment of students who access the new service.

Despite being eligible for DSA funded support, many students with mental health disabilities either do not seek the funding or do not take up the support they have been assessed for. Given the link between DSA funding and support and continuation rates for students with a mental health disability, we will seek to increase the number of students applying for DSA funding and similarly increase those who go on to take up the funded support. We will achieve this by developing an in-house Specialist Mentor provision for students with a mental health disability or a

[9] Fostier, M. and Carey, W. (2007) 'Exploration, experience and evaluation: Peer Assisted Study Scheme (PASS), sharing the experience of The University of Manchester: 480 1st year bioscience students'. In *Science, Learning and Teaching Conference*, 19-20 June, 2007, Keele University, UK. Available at: https://www.heacademy.ac.uk/system/files/transition-exploration-experience-evaluation.pdf
[10] Mountford-Zimdars, A., Sanders, J., Moore, J., Sabri, D., Jones, S. and Higham, L. (2016) 'What can universities do to support all their students to progress successfully throughout their time at university'. *Perspectives: Policy and Practice in Higher Education*, [online] 21 (3): pp. 101-110. Available at: http://dx.doi.org/10.1080/13603108.2016.1203368
[11] Cousin, G. and Cureton, D. (2012) 'Disparities in student attainment'. York: Higher Education Academy. Available at: https://www.heacademy.ac.uk/system/files/hub/download/worlverhampton_2010_disa_final_report_copy_1.pdf

social and communication disability, to launch in September 2019. This will be co-located with other mental health support services and will allow a comprehensive support package to be offered including psychological intervention and support, disability support for adjustments and specialist mentoring in relation to academic attainment and continuation.

Of the 2017/18 FT UG entrant cohort, just 27% of mature students were living either in University halls or private halls (compared to 80% of young students). Our mature students are more likely to be living in the parental home (20%, compared to 17% of young students), their own residence (27% compared to 1% of the young cohort), or other rented accommodation (26% compared to 2% of the young cohort). We have identified living at home/commuter students as a target group for student success activities and will address this through our Living at Home student project delivered in partnership with our Students' Union which will also support other targeted groups such as carers.

Evaluation of our financial support has demonstrated the impact this has in enhancing the student experience. In 2018 94% of respondents said that the Manchester Bursary had been important or very important for their ability to financially continue with their studies. Our financial support for students is delivered through our Manchester Bursary[12] which provides an annual cash bursary to students from low-income households. The 2020 entry cohort of students will be eligible for the following support: £2,000 per annum cash award for students from incomes below £25,000 and £1,000 per annum cash award for students from incomes between £25,000 and £35,000. We have a robust evaluation plan to assess the impact of this support using quantitative and qualitative methods which are detailed in section 3.3. Our investment in financial support expenditure has decreased over the last few years due to: a decrease in home student numbers; reductions that have been made to the level of financial support given to individual students in recent years which are still working their way through the system.

We also provide a living cost support fund for students who find themselves in hardship and have used this to provide support for targeted groups of students including support for estranged students and care leavers during the summer vacation period.

Student Progression

The Careers Service supports the University's WP strategy from pre-entry, through undergraduate studies and beyond via our graduate destination support and alumni community. Pre-entry support includes supporting colleagues in the delivery of targeted WP events through provision of careers information and advice and the championing social mobility issues with graduate recruiters. Initiatives for current WP UG students include enhanced support for undergraduate students who have completed the Manchester Access Programme, 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. Over the last 5 years we have seen the gap in outcomes for WP and non-WP students in positive graduate destinations reduce. The OfS data suggests that there are currently no significant differences in progression to employment or further study for our students on the basis of ethnicity, POLAR4 Q1 or disability. Mature students are significantly more likely to progress to work or further study than those aged under 21 and the University is undertaking further analysis to understand what extent this is due to structural factors. The first Graduate Outcomes data is due to be published in 2020, and we are committed to reviewing the data to identify any significant gaps between different groups of students and subsequently setting targets to reduce these.

The Careers Service 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

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[12] https://www.manchester.ac.uk/study/undergraduate/student-finance/2019/uk/university-support/

receipt of the DSA are less likely to be in a positive graduate destination six months after graduation. We have therefore 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 their second year. The Careers Service works closely with the Disability Advisory and Support Service on a number of shared events.

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 students from low household incomes 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 them 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 a real enabler of social capital.

The University has been part of a successful collaborative OfS bid which will fund a the 3-year *Graduates for a Greater Manchester* project*,* The collaboration focuses on digital skills and is designed to address the skills gap in one of the city's fastest growing sectors. Its specific aim is to help local graduates, from disadvantaged backgrounds, boost their confidence in these industries by harnessing, enhancing and using the digital skills they already have as 'digital natives.' The collaboration is being led by MMU and the universities are working with Manchester City Council, Greater Manchester Combined Authority, Greater Manchester LEP, the Skills Hub, Manchester Digital, Sharp Future, the Students Unions (MMU & UoM) and the Higher Education Careers Services Unit (HECSU).

The University is increasingly focussing on issues related to widening access to postgraduate study. Between January 2017 and February 2019 we were part of one of the OfS Addressing Barriers to Success Projects. The focus of our project was on undergraduate and postgraduate students from areas of low participation and BAME backgrounds and looked to close the gap in student outcomes by helping them progress to, and succeed in, postgraduate study. We are committed to embedding elements of this project into our work and contributing to growing the body of evidence in this area. 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.

3.2 Student consultation

The University works in close partnership with its students and has an excellent working relationship with The University of Manchester Students Union (UMSU). The University funds 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.

A response to our Access and Participation Plan from our Students' Union is included in Appendix 1. As a result, we have committed to developing our work with LGBTQ+ students and understand the needs and barriers of this group of students which was a key priority highlighted by the Student Union.

In December 2018, we carried out focus groups with a diverse range of current students inviting student representatives from the Students Union Education committee, the Access All Areas committee, course representatives and our Executive Officers. These groups enabled us to test current students' level of knowledge and understanding in relation our widening participation work and the key priorities and groups our students felt the University should focus their work on. In future we will work with the Students Union to hold focus groups with students on specific topics and themes relating to our strategic measures so that students are involved in shaping the approach. We have the full support of the Access and Liberation Executive Officer and UMSU in facilitating these focus groups and will take on board their feedback about how we make the strategic aims of the APP more accessible to students. One of the first ways we will approach this is by arranging an annual briefing for the Students' Union's Executive Officers who sit on the institution's key decision-making groups so that they are up-to-date with the our APP commitments and feel confident to engage with the development and monitoring of the plan.

The Students' Union's Executive Team is represented on all key decision making groups relating to widening access and student success at the University including the Planning and Resources Committee and the Access and Participation Strategy Group. We are mindful of the importance of ensuring provision for broader student engagement and so, in addition to the SU Executive members, we have student representation on our Access and Participation Monitoring and Evaluation sub-group and on our BAME Access and Participation Working Group. Our BAME Access working group will soon be carrying out focus groups with current BAME students to allow us to test our assumptions around access to The University of Manchester for learners from this target group.

The University seeks to actively involve the contributions of our students in developing the strategic direction of the University and this was a feature of the recent Our Future consultation in which over 300 students contributed suggestions to determine the 2030 strategic vision of the University. We value the insight of our students and are creating a framework to illustrate how students can shape their experience and that of their peers. We provide a platform for students to collaborate and challenge the University using many approaches such as supporting an established academic representative system and enabling students to be involved in the review of curricula. Our successful Diversity and Inclusion Student Ambassador Scheme is an excellent example of a co-production model bringing together staff and students to improve outcomes for students from BAME backgrounds. Initially funded by HEFCE then OfS, we are committed to embedding this work as part of our Teaching and Learning Strategy and learn from the co creation model to support other access and participation strategies.

Another example of student engagement is the work of the University of Manchester Library which employs 20 current students on a part-time casual basis as members of the Library Student Team. The Student Team is made up of students from all three Faculties across all educational stages (UG, PGT and PGR). These students form a core developmental team that supports all of the Library's learning services, but they are particularly involved in My Learning Essentials (MLE), the Library's skill support programme. The Student Team are integrated into the development of all new resources, both face to face and online and are a key part of the pilot and quality assurance process for both aspects. They support delivery of face to face sessions, deliver peer-led learning during drop ins and workshops, and act as ambassadors to the student body in promoting and integrating MLE into the everyday learning of students at Manchester.

3.3 Evaluation strategy

In developing our APP evaluation strategy, we have used the OfS self-assessment of evaluation tool to complete a review of our approach to evaluation across each of the three areas of the student lifecycle – access, success and progression. In addition, within Dimension 3, we have undertaken a self-assessment of the evaluation of 12 core programmes supporting our APP strategic aims and objectives. These have been completed collectively, involving a range of staff, to provide differing perspectives and to ensure consistency in approach and judgement.

Our assessment has identified areas of good practice as well as opportunities for improvement; and we will be developing detailed action plans to address areas where our evaluation practice can be further developed. The introduction of a theory of change for all core programmes will provide a strong foundation on which to strengthen our evaluation practice.

Dimension 1 – Strategic context

The University's newly formed Access and Participation Monitoring and Evaluation (APME) Sub-group coordinates and provides oversight of the monitoring and evaluation of activities in support of the University's APP. It is responsible for reviewing existing evaluation approaches; utilising research and guidance; identifying expertise and building capacity; sharing best practice and for monitoring progress in relation to APP evaluation.

Evaluation is incorporated into a range of roles supporting WP activity across the student lifecycle; in addition there are two dedicated Monitoring and Evaluation posts supporting the evaluation of the University's outreach and access initiatives. Staff developing and delivering WP activities across the student lifecycle have the opportunity to attend networks, forums and conferences to develop their practice. We are also planning an evaluation skills audit to identify specific areas of development and training need. There is recognition that evaluation is often seen as an additional task to roles and responsibilities and we aim to strengthen the culture for evaluation and develop capacity through the APME Sub-group. There are collaborations with academic staff (e.g. from Education and Psychology) who sit on steering groups and carry out research to inform work such as the Differential Attainment project, and other curriculum interventions such as increasing employability through digital literacy. Funding has also been ring-fenced for a PhD studentship to research the impact of our access and school-based initiatives.

While there is a strong culture of continuous improvement in WP and staff are committed to robust data collection processes, there is yet no overall framework for evaluation in place. Resources have been developed and a series of workshops are being delivered to support colleagues working across the University to apply a theory of change for all core WP programmes. These will link into our overarching theory of change for APP commitments and frames our strategic aims and objectives.

Dimension 2 – Programme design

The majority of our core programmes have clear and documented objectives. Long-established programmes were developed based on research evidence and best practice at the time. Through the APME Sub-group and OfS EIX we anticipate further opportunities to share and draw on evidence to support programme development and design.

Defining and measuring impact for programmes is more straightforward over a shorter timescale and when we can link outcomes and impact directly to participation in our activities and programmes (e.g. for post-16 widening access initiatives; student success approaches to address differential attainment). It is more challenging to evaluate longer-term outcomes when participation in initiatives may have occurred several years earlier (e.g. pre-16 outreach; participation in activities to enhance student employability many years before graduates are surveyed through the Graduate Outcomes Survey, etc.). We will review objectives and supporting outcome measures through development of a theory of change for all existing core programmes. In future, evaluation and the theory of change approach will be built-in at the design stage for all new APP programmes and activities.

Dimension 3 – Evaluation design

Existing evaluation plans are not yet aligned to the OfS standards of evidence as these have only very recently been released. Our self-assessment has identified significant variation in our practice. The majority of access programmes have monitoring, evaluation and targeting plans which specify outcomes, data sources and roles. Evaluation plans are less formal across success and progression programmes. Some core programmes within student success have evaluation frameworks which include mechanisms for feeding in evidence and evaluation into their services (e.g. My Learning Essentials and Diversity Ambassadors). This is not consistently embedded

and work has begun to develop a formal and consistent framework for evaluation and evidence within other programmes such as PASS and Peer Mentors. Within progression there is the potential to do more in-depth analysis of data collected, and to link student outcomes data to individual activities.

Our approach to improve evaluation design can be summarised as:

Standard of Evidence	Improvement of Evaluation Design
Type 1 (Narrative):	Develop theories of change (or other appropriate methodologies) for all core programmes, which can then be used to frame evaluation research questions and methods.
Type 2: Empirical Enquiry	Exploit existing data sources to their full potential (e.g. linking graduate outcomes data to individual progression activities) and use theories of change to identify where new evidence could be collected (e.g. in measuring pre-16 programmes outcomes).
Type 3: Causality	Continue collecting and reporting causal evidence where this is already in place (e.g. for differential offers). Ascertain where causal evidence is possible and proportionate and investigate commissioning research to collect this.

Dimension 4 – Implementing evaluation

Our core programmes have identified the data required to measure outcomes and impacts, although this is not always formalised through a plan or framework. The University has a dedicated Information Governance Office to ensure data processing and systems comply with legislation requirements. The University also has a robust ethical approval process in place although this is not required for the majority of our evaluation research. We are a member of the Higher Education Access Tracker (HEAT) service to support longitudinal tracking of participants in our outreach activities. New IT systems being implemented through our student lifecycle project will improve our ability to link data and participation of students in success and progression activities.

With the new increased requirements of the APP, we are assessing our resource and investment in data analysis and evaluation. This will include an assessment of proportion of investment in evaluation by intensity of activity. Our APME Sub-group will also review the approach to risk analysis for our evaluations.

Dimension 5 – Learning from evaluation

Evaluation reporting and dissemination of findings occurs internally, for example across teams and through steering groups. We have also identified this as a key opportunity for our APME Sub-group, particularly to utilise findings more formally and strategically. Our evaluation reporting will acknowledge the limitations of the research design or data analysis, however there are opportunities to further develop knowledge and understanding in this area amongst practitioners. The majority of our evaluations triangulate data from different sources and we see this as an integral part of our approach. We publish annually a Widening Participation Annual Report[13] and will aim to utilise formal mechanisms and networks, e.g. TASO, for sharing our learnings from evaluation.

Description of financial support evaluation

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 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 to 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 the impact on the student experience. We will be carrying out further evaluation of the impact of financial support in 2020.

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[13] http://documents.manchester.ac.uk/display.aspx?DocID=4294

3.4 Monitoring progress against delivery of the plan

Responsibility for the monitoring of the plan sits with the Access and Participation Strategy Group (APSG) chaired by the Vice-President for Teaching, Learning and Students. This Group reports to the Planning and Resources Committee (PRC) which is chaired by the President and Vice-Chancellor and is the University's key central management committee. PRC serves as the primary source of advice to the Board of Governors and the President and Vice-Chancellor on matters relating to the development and allocation of the resources of the University. PRC also serves as the primary source of advice to the Board on strategic planning issues, operational priorities, and on the financial, educational, research and social responsibility performance of the University against agreed goals and targets. Members of the Students' Union Executive committee sit on APSG, PRC and the Board of Governors. Our APP targets will also be incorporated into the University's Annual Performance Review (APR) cycle to ensure that progress on these measures at subject level is being monitored by our three Faculties.

Our APP milestones and targets align with the institution's strategic objectives. Through the APR Faculties are required to set and monitor key performance indicators which will include the APP targets. Students are involved in the APR process and either the General Secretary or the Education Officer of the Students' Union (SU) Executive team attend the Faculty APR meetings.

The APR data is also shared with Senate and our Board of Governors which have student representation. There are 5 students on Senate and from 2019/20 the number of students represented on the Board of Governors will increase from one to two which will be the General Secretary of the Students' Union Executive and another Executive Officer.

The APR data is also reported to the Access and Participation Strategy Group (APSG) which also monitors progress against the APP action plans. Our SU is represented on APSG. We have assigned responsibility for ensuring the strategic measures to deliver our APP commitments and targets are undertaken to specific Committees which also have SU representation.

Where performance is below what is expected, this will be addressed through APP action plans and operational priorities.

The University may seek variations to its access and participation plan if there is a significant external factor that justifies change as permitted by the provision made by the OfS in the 2020-21 APP guidance (Regulatory Notice 1, paragraph 56), having taken all reasonable steps to comply with it.

4. Provision of information to students

The University's student finance webpages[14] provide accurate and clear information for prospective students on tuition fees and University non-repayable support. The most recent confirmed level of tuition fee is also listed on each individual undergraduate course profile[15] in the overview tab and updated as soon as fees are confirmed annually.

These webpages also include a clear statement in relation to future inflationary increases to tuition fees[16]. The statement is included below:

The tuition fee for full-time UK/EU undergraduate students is £9,250 for the academic year 2019/20. Future inflationary increases based on RPIX* may be applied to each subsequent year of your course, subject to government regulations on fee increases. We will provide further information about such increases when this

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[14] tp://www.manchester.ac.uk/study/undergraduate/student-finance/
[15] Example of course profile for BSc Accounting 2020 entry: https://www.manchester.ac.uk/study/undergraduate/courses/2020/07808/bsc-accounting/
[16] https://www.manchester.ac.uk/study/undergraduate/student-finance/2019/uk/tuition-fees/

*becomes available. *RPIX is a measure of inflation in the UK, equivalent to all items in the Retail Price Index (RPI), excluding mortgage interest payments.*

Information about non-repayable support offered by University through our bursary package clearly states the eligibility criteria for each award and the year of entry to which this applies. Students are automatically assessed for each award, subject to them sharing their financial details with the University as part of their student finance application and this is clearly explained on our website:

Full-time UK students do not need to apply for Manchester's bursaries separately, but should ensure that they consent to share their financial details with the University when making an application to Student Finance England. The Student Services Centre at the University will then be able to automatically identify students who are eligible for University of Manchester support[17].

In addition to the information on the website, we produce an annual Student Finance leaflet[18] in printed copy that is used at events for prospective students and their supporters 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.

We publish approved Access and Participation Plans annually on our website within our University document library and link these via our school and colleges webpages[19] and our Widening Participation website.

The University also publishes a Student Protection Plan[20] which includes an assessment of risks to the continuation of study for University of Manchester students, the measures in place to mitigate for these and information on refunds and compensation policy should we be unable to preserve continuation of study.

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[17] https://www.manchester.ac.uk/study/undergraduate/student-finance/2019/uk/university-support/
[18] http://documents.manchester.ac.uk/display.aspx?DocID=41242
[19] https://www.manchester.ac.uk/connect/teachers/publications/access-and-participation-plan/
[20] http://www.regulations.manchester.ac.uk/non-academic/student-protection-plan/

The University of Manchester Students' Union Response to The University of Manchester's Access and Participation Plan (APP) 2020-21 to 2024-25

The University of Manchester Students' Union believes that the Access and Participation Plan (APP) 2020-21 to 2024-25 reflects the University of Manchester's consistent commitment to widening participation and access as part of one of the institution's core goals of social responsibility. The plan clearly demonstrates the University's understanding of the complex barriers to education faced by different groups, how these barriers intersect, and how they manifest at various stages of the student lifecycle. We are particularly pleased with the University's dedication to maintaining a strong partnership with the Students' Union, allowing student voices to shape the development of the plan and its delivery.

The APP has been created through consultation between the University and the Students' Union. A member of the Students' Union Executive Team sits on the Access and Participation Strategy Group (APSG) and the Access and Participation Plan Monitoring and Evaluation (APME) sub-group, as well as well as relevant operational groups such as the Widening Participation in Postgraduate working group and the BAME Access and Participation Task and Finish Group (APTFG). This has ensured that student voices have been taken into account in the development of the plan, and throughout the delivery of the University's widening participation and access initiatives. Additionally, the Students' Union's Access All Areas programme has played a key role in this process.

The APP contains some important analysis of barriers to education. We are pleased to see the University demonstrate an understanding that groupings such as 'BAME' cannot be regarded as homogenous, and that intersections between ethnicity, socio-economic background, gender and other factors make for a complex picture of access needs, which must be met with an equally diverse range of tactics. We are impressed with the University's understanding that barriers to education do not exist in a vacuum, but in a wider socio-political context, and must be addressed through all stages of the student lifecycle, from pre-16 access all the way through to graduation and employability. We are also very pleased to see that the University is committed to improving the provision of data on LGBTQ+ students, and to making informed efforts to improve this student cohort's access to education in the future. The University has expressed desire to continue to collaborate with the Students' Union and to incorporate student voices in this process.

While the University has demonstrated impressive use of research, data and student consultation, we believe that its strategies to widening participation could do more in the future to contextualise barriers to education through wider socio-political frameworks of oppression and power dynamics. We believe that the University should be as ambitious as possible with the Race Charter Mark, aspiring for Gold by 2025. This being said, the University has shown thorough commitment to growing and adapting its approach to these issues, and we have no doubt that this will continue to be the case moving forward.

Some particularly exemplary measures taken by the University include: the new Greater Manchester Student Mental Health Hub, which clearly demonstrates an ability to identify trends in student wellbeing and go above and beyond to meet these needs; and the new Manchester Institute for Teaching and Learning, which is committed to a co-creative approach to improving curricula that centres the student voice. Overall, we believe that the University's work in this area is robust, that the institution has demonstrated a commitment to growing and adapting its approach, and that the student voice has been incorporated throughout the development of the APP. We look forward to continuing to collaborate on this sector-leading work, ensuring that students have no boundaries to learning and no boundaries to study.

Sara Khan

Liberation and Access Officer, The University of Manchester Students' Union
Pronouns: she/her/hers

Access and participation plan
Fee information 2020-21

Provider name: The University of Manchester

Provider UKPRN: 10007798

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	Entry from 17-18 onwards	£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	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

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	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Office for Students

Targets and investment plan
2020-21 to 2024-25

Provider name: The University of Manchester

Provider UKPRN: 10007798

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£3,534,741.32	£3,587,762.44	£3,641,578.88	£3,696,202.56	£3,751,645.60
Access (pre-16)	£972,608.45	£987,197.57	£1,002,005.54	£1,017,035.62	£1,032,291.15
Access (post-16)	£2,527,691.89	£2,565,607.27	£2,604,091.38	£2,643,152.75	£2,682,800.04
Access (adults and the community)	£34,440.98	£34,957.60	£35,481.96	£36,014.19	£36,554.40
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£11,681,365.00	£11,783,770.00	£11,980,988.00	£11,777,703.00	£11,791,777.00
Research and evaluation (£)	£875,116.90	£888,243.65	£901,567.31	£915,090.82	£928,817.18

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£59,387,170.00	£60,217,130.00	£60,882,460.00	£61,085,620.00	£61,174,170.00
Access investment	5.7%	5.8%	5.8%	5.9%	5.9%
Financial support	17.8%	17.7%	17.9%	17.6%	17.6%
Research and evaluation	1.5%	1.5%	1.5%	1.5%	1.5%
Total investment (as %HFI)	25.0%	25.0%	25.2%	24.9%	25.0%

Targets and investment plan
2020-21 to 2024-25

Provider name: The University of Manchester

Provider UKPRN: 10007798

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation at the University between young, full-time, first degree entrants from POLAR4 Quintile 1 (Q1) and POLAR 4 Quintile 5 (Q5)	PTA_1	Low Participation Neighbourhood (LPN)	To reduce the gap in participation and ratio in entry rates for POLAR 4 Quintile 5: Quintile 1 students	No	The access and participation dataset	2017-18	Ratio Q5:Q1 of 5.2:1 (385 students from POLAR 4 Q1)	Ratio Q5:Q1 of 5:1 (400 students from POLAR 4 Q1)	Ratio Q5:Q1 of 4.5:1 (444 students from POLAR4 Q1)	Ratio Q5:Q1 of 4:1 (500 students from POLAR4 Q1)	Ratio Q5:Q1 of 3.5:1 (571 students from POLAR4 Q1)	Ratio Q5:Q1 of 3:1 (667 students from POLAR4 Q1)	New approaches to increase the number of students from POLAR4 Q1 will take at least two admissions cycles before there is any reliable and detectable increase in the number of applications, acceptances and entrants. In the meantime, the University will aim to at least maintain the number and proportion of students from POLAR4 Q1 in 2020/21. By 2024/25 the University is aiming to recruit an additional 282 POLAR4 Q1 students per year.
To contribute to raising attainment in schools	PTA_2	Attainment raising	In partnership with the Brilliant Club, the University will support pupils from POLAR 4 Q1&2 areas or eligible for Pupil Premium to make at least a 5% improvement in their overall academic progress whilst participating in The Scholars Programme.	Yes	Other data source	2017-18	118 pupils from POLAR4 Q1+2, who made 5% or more progress in overall attainment (written communication, subject knowledge and critical thinking)	170 pupils from POLAR4 Q1+2 make 5% or more progress	200 pupils from POLAR4 Q1+2 make 5% or more progress	210 pupils from POLAR4 Q1+2 make 5% or more progress	220 pupils from POLAR4 Q1+2 make 5% or more progress	230 pupils from POLAR4 Q1+2 make 5% or more progress	The Brilliant Club supports pupils from under-represented backgrounds to progress to highly-selective universities. The Scholars Programme aims to improve pupils' written communication, subject knowledge and critical thinking. The academic progress of pupils who have worked with a University researcher will be assessed by comparing the baseline assignment at the beginning and a final assignment at the end of the programme, both pitched a key stage above the pupils current year group.
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the unexplained attainment gap between white students and black students	PTS_1	Ethnicity	To significantly reduce the difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	11.6%	11.3%	11.0%	10.0%	8.0%	5.8%	The University has made significant progress to reduce the attainment gap between white and black students in recent years. The difference of 11.6% in 2017/18 is not statistically significant and is based on a small population of 175 black students. We will eliminate the unexplained gap thereby reducing the difference to 5.8% by 2024/25. We expect to consolidate recent progress and develop provision, enabling us to achieve significant reductions 2022 onwards as projects deliver further impact.
To reduce the unexplained attainment gap between white students and Asian students	PTS_2	Ethnicity	To significantly reduce the difference in degree attainment (1st and 2:1) between white and Asian students.	No	The access and participation dataset	2017-18	10.6%	10.3%	10.0%	9.0%	7.8%	5.3%	Our provision linked to the attainment of Asian students will be integrated with our work supporting black students. The provision we are developing is likely to take two academic cycles before delivering impact, subsequently we expect more significant reductions to occur from 2022 onwards.
To reduce the unexplained attainment gap between disabled students and students with no known disability	PTS_3	Disabled	To significantly reduce the difference in degree attainment (1st and 2:1) between disabled students and students with no known disability.	No	The access and participation dataset	2017-18	4.4%	4.0%	3.0%	2.0%	1.0%	0%	The baseline data lists the figure for the absolute gap, our analysis demonstrates that disabled students at the University do have lower average tariff scores than non-disabled students. We will make sustained improvements over the five-year plan and aim to eliminate the gap completely by 2024-25.
To reduce the unexplained attainment gap between students from IMD quintile 5 and IMD quintile 1.	PTS_4	Socio-economic	To significantly reduce the difference in degree attainment (1st and 2:1) between the most and least advantaged as measured by IMD.	No	The access and participation dataset	2017-18	10.4%	10.1%	9.8%	8.8%	7.6%	5.2%	The University has made progress to reduce the attainment gap between students from IMD quintile 5 and IMD quintile 1. We will eliminate the unexplained gap thereby reducing the difference to 5.2% by 2024/25. Our analysis shows there is a correlation between IMD and ethnicity. The provision we are developing is likely to take two academic cycles before delivering impact, subsequently we expect more significant reductions to occur from 2022 onwards.

	PTS_5											
	PTS_6											
	PTS_7											
	PTS_8											

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												