2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The University of Manchester against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The University of Manchester's ambition and strategy as detailed in the 2019-20 access and participation plan:

> Embedded into The University of Manchester's strategic plan are a set of principles and values that commit us to identifying and attracting the most able students, regardless of their background, and providing a superb higher education and learning experience. The commitments within this plan 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.

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

1) deliver an institution with no boundaries to learning, no barriers to study. Work to widen participation and close any gaps in outcomes between different groups of students is embedded across the institution and throughout the student journey. Based on this vision, the University, through our staff and students, commits to improving social mobility, regionally, nationally and internationally.

2) ensure our practice is evidence-led and is of the highest standard so that resource is deployed where it has most impact.

3) support students with exceptional need. This includes students with limited access to support because of their personal circumstances, in particular: care leavers, estranged students and forced migrants.

4) increase the prospective applicant pool to higher education, utilizing partnerships with other higher education providers, third sector organisations and employers. It contributes to the city-region and supports the University's position as an anchor-institution in our community; increase the progression of widening participation students into The University of Manchester through targeted post-16 interventions.

5) to support the raising of attainment in schools within disadvantaged areas through delivering successful, long-term initiatives through which we can build capacity and make a difference to a large number of educational establishments in our local community.

6) ensure financial support is targeted at students most 'in need', where funding enables a student's participation and success on their course at The University of Manchester. 'Need' in this context is defined as being from the lowest household incomes and where financial circumstances present a barrier to students accessing or being successful in their studies.

7) ensure the University's financial support packages are easy to understand and effectively communicated to maximise applications to and uptake of support. Information about financial support is clear and accessible for both prospective and current students and their advisors. Provide current students with financial advice and guidance which follows best practice.

8) reduce the gaps in outcomes between different groups of students through better understanding of the causes of differential outcomes and delivering strategies to address these.

9) deliver a blend of whole cohort/targeted student retention and attainment interventions recognising that widening participation students are not a homogenous group and the University's teaching and learning strategy aims to ensure the highest quality experience for all our students.

10) undertake careful monitoring of activities and services which aid student success and progression in order to understand the engagement of different groups of students with this support. Where gaps in engagement are identified, clear strategies are in place to effectively communicate this support and improve uptake.

These ambitions are supported by a range of strategic measures which are outlined in our plan.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of Manchester of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The University of Manchester's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To continue, year-on-year, to increase the percentage of new entrants from Low Participation Neighbourhoods and ensure that we are in top quartile of the English Russell Group. Baseline is average of 2011-12/12-13/13-14.	Other (please give details in Description column)	7.4%	To obtain 8.5% of entrants from LPNs and ensure that we are in top quartile of the English Russell Group	To obtain 8.7% of entrants from LPNs and ensure that we are in top quartile of the English Russell Group	Percentage	2019-20	8.9	Expected progress
T16a_02 (Access)	To continue, year-on-year, to increase the percentage of new entrants form lower NS-SEC groups and ensure that we are in top quartile of the English Russell Group. Baseline is average of 2009-10/10-11/11-12/12-13/13-14	Other (please give details in Description column)	22.3%	To obtain 23.5% of entrants from NS-SEC classes 4-7 and ensure that we are in top quartile of the English Russell Group	To obtain 23.8% of entrants from NS-SEC classes 4-7 and ensure that we are in top quartile of the English Russell Group	Percentage	2019-20	23.7	Limited progress
T16a_03 (Access)	To ensure The University of Manchester is positioned towards the top quartile of the English Russell Group for the proportion of students from low income households.	Other (please give details in Description column)	n/a	Top quartile of the English Russell Group	Top quartile of the English Russell Group	N/A (see description / commentary)	2019-20	25.3	Expected progress
T16a_04 (Student success)	To continue, year-on-year, to improve the continuation rate of young and mature full time entrants from low household incomes. Baseline is based on entrants in 2010-11/11-12/12-13	Other (please give details in Description column)	91.5%	92.1	92.3	Percentage	2018-19	94.9	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	To ensure the University is working with the most disadvantaged schools and colleges by targeting schools using indicators of achievement and pupil disadvantage in our Manchester Prioritisation Model (MPM). Baseline is based on 2010-2013.	Other (please give details in Description column)	70%	At least 70% of schools are from the highest priority bands in our Manchester Prioritisation Model.	At least 70% of schools are from the highest priority bands in our Manchester Prioritisation Model.	Percentage	2019-20	64.6	Limited progress
T16b_02 (Access)	Working with local, regional and national partnerships, we will develop and deliver a range of activities to support care leavers, before and during their time at the University	Other (please give details in Description column)	n/a	Monitor and publish details of our partnership work	Monitor and publish details of our partnership work	N/A (see description / commentary)	2019-20	252	Expected progress
T16b_03 (Access)	To ensure the effectiveness of the University's Information, Advice and Guidance (IAG) and awareness raising activities promoting access to HE (generally and to selective universities).	Other (please give details in Description column)	n/a	At least 70% of students taking part in pre-16 outreach activities understand more about progressing to university. In an annual survey of teachers at least 70% report that the University's activities add value to their School IAG strategy.	At least 70% of students taking part in pre-16 outreach activities understand more about progressing to university. In an annual survey of teachers at least 70% report that the University's activities add value to their School IAG strategy.	Percentage	2019-20		Expected progress
T16b_04 (Other/Multiple stages)	To increase the number of University staff and alumni placed as governors in state schools with a focus on supporting the most disadvantaged schools.	2015-16	364	584	642	Headcount	2019-20	1230	Expected progress
T16b_05 (Access)	To monitor, using our Manchester Prioritisation Model, the engagement of the most disadvantaged schools in the education programmes delivered by the University's cultural institutions: Museum, WAG, Ryland's Library, Jodrell Bank.	Other (please give details in Description column)	n/a	Monitor and publish %	Monitor and publish %	Percentage	2019-20		Expected progress

T16b_06 (Access)	To identify and attract outstanding students based on their educational potential and merit, irrespective of background, through our pioneering Manchester Access Programme, Distance Access Programme and related activities. Baseline is based on 2010-11.	Other (please give details in Description column)	152 MAP entrants	300	325	Headcount	2019-20	481	Expected progress
T16b_07 (Access)	To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify outstanding students from all educational backgrounds. This will be achieved, in part, by providing admissions decision makers with appropriate quantitative information to enable identification of exceptional applicants from educationally disadvantaged backgrounds.	Other (please give details in Description column)	n/a	Monitor and report on this each year	Monitor and report on this each year	N/A (see description / commentary)	2019-20		Expected progress
T16b_08 (Student success)	Student Success: We will continue to pilot and develop activities for enhancing student retention and success, cognisant of students most at risk of non-completion and/or under-attainment.	Other (please give details in Description column)	n/a	Report on the activities and beneficiaries each year	Report on the activities and beneficiaries each year	N/A (see description / commentary)	2019-20		Expected progress
T16b_09 (Student success)	Student Success: We have found that with both the descriptive and statistical analysis that there is evidence of differential attainment for certain student groups. We will continue to develop appropriate services and support to ensure all students are able to reach their academic potential.	Other (please give details in Description column)	n/a	Monitor and seek to understand and develop approaches to address differential attainment	Monitor and seek to understand and develop approaches to address differential attainment	N/A (see description / commentary)	2019-20		Expected progress
T16b_10 (Student success)	To provide a hardship fund to support WP students with costs they could not have foreseen or budgeted for. Alongside this, the University will develop tools to support students to manage their finances.	Other (please give details in Description column)	n/a	Monitor applications to hardship fund by students from low household income groups and the uptake of financial management support.	Monitor applications to hardship fund by students from low household income groups and the uptake of financial management support.	Headcount	2019-20	360	Expected progress

T16b_11 (Progression)	To achieve a year-on-year increase in the percentage of WP students in positive employment destinations whilst also aspiring to narrow any gap between WP and non-WP students achieving successful employability outcomes.	Other (please give details in Description column)	n/a	To report on the number of students undertaking targeted employability activities	To report on the number of students undertaking targeted employability activities	Headcount	2019-20	259	Expected progress
T16b_12 (Other/Multiple stages)	Postgraduate Initial Teacher Training (ITT) Operational targets: Increase the recruitment, completion, attainment and progression rates of BME students undertaking ITT courses.	Other (please give details in Description column)	n/a	To monitor and report on recruitment, completion, attainment and progression of BME students	To monitor and report on recruitment, completion, attainment and progression of BME students	Percentage	2019-20		Expected progress
T16b_13 (Student success)	Postgraduate Initial Teacher Training (ITT) Operational targets: To provide at least 10 Diversity Support Coaches recruited from within the teaching profession to support new retention and coaching activities with the aim of raise confidence and self-esteem in teaching of targeted group.	Other (please give details in Description column)	n/a	Monitor and publish outcomes for targeted groups	Monitor and publish outcomes for targeted groups	Other	2019-20		Expected progress
T16b_14 (Access)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	2014-15	87 secondary schools engaged with the programme	114 secondary schools	122 secondary schools	Other	2019-20	129	Expected progress
T16b_15 (Access)	To grow and maintain the delivery of the Scholars Programme in collaboration with the Brilliant Club.	2017-18	From 2014/15 to 2017/18, 352 pupils who qualify for Pupil Premium/Free school meals have worked with University of Manchester tutors through the Scholars Programme and achieved a 1st or 2:1	100	100	Headcount	2019-20		Expected progress

| T16b_16 (Access) | The Science and Engineering Education Research Hub (SEERIH) provides research-led continued profressional development through its Trajectory of Professional Development (TOPD). SEERIH aims to increase the proportion of schools actively engaged with the different stages of the TOPD. In addition to this, evaluation of the impact of the TOPD on student outcomes and attainment will be undertaken through a range of qualitative measures including case studies, surveys/questionnaires, focus groups and interviews. | Other (please give details in Description column) | 55% | Increase the proportion of WP priority schools that are actively engaged with SEERIH

To understand the relationship between where teachers identify themselves on SEERIH's TOPD and the impact on the quality of teaching and pupil attainment. | 70% | Percentage | 2019-20 | 95 | Expected progress |

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£3,915,084.80	£3,467,000.00	-11%
Financial Support	£12,364,316.15	£12,406,000.00	0%

4. Action plan

Where progress was less than expected The University of Manchester has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	We put additional measures in place during the Confirmation and Clearing period in 2020 to ensure that students from WP backgrounds were not disadvantaged during this exceptional year. These included: • A dedicated hotline for students from our access programmes; • Prioritisation of WP students in the University's Confirmation and Clearing strategy; • WP specific offers for courses in Clearing plus dedicated guidance and an eligibility checker tool for applicants; • Analysis of students' calculated grades compared to their predicted grades to inform Confirmation decisions; • PowerBI dashboard providing up-to-date information on WP student intake data.
T16b_01	Not applicable.

5. Confirmation

The University of Manchester confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
Yes
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes
Verification and sign off
The University of Manchester has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.
Yes
Accountable officer sign off

Name	Professor Dame Nancy Rothwell
Position	President and Vice-Chancellor

Annex A: Commentary on progress against targets

The University of Manchester's commentary where progress against targets was less than expected.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
In our plan we committed to increasing the number of students participating in our post-16 widening access initiatives and this has been achieved through development of our Access Manchester framework (access.manchester.ac.uk). We have increased our outreach work and complementary social media campaigns to raise awareness of our schemes in secondary schools and amongst Y10 and Y11 pupils. Year on year there has been an increase in the number of students successfully completing one of our widening acccess programmes and progressing onto a course at the University (T16b_06). Our pioneering and award-winning School Governor Initiative supports our outreach work with schools and colleges (T16b_04). As an organisation we have continued to grow our governor network and are able to use our links with senior leaders in schools to promote activities and events for young people and facilitate take up of our widening participation programmes. We continue to use contextual data, including to make lower offers, in our undergraduate admissions process and provide training to all new admissions staff on its principles and use. A weekly report on admissions statistics for contextually flagged students enabled application/offer/acceptance data to be monitored throughout the admissions cycle (T16b_07).
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Following an evaluation and feedback on our contextual offer process we have: • Updated our webpages and FAQs to make the content more visible and user-friendly; • Updated our contextual data eligibility checker tool; • Removed the requirement for applicants to accept Manchester as their firm choice in order to receive a contextual offer.

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
Yes- in the 2019/20 academic year 90.6% (29/32) of schools that particiated in the University's Gateways programme were from the most disadvantaged bands (1 and 2) in our prioritisation model. This milestone was not achieved as the targeting criteria for Greater Manchester Higher (Uni Connect programme) had changed after this target and the milestones were set to focus on areas where HE participation was lower than might be expected given Key Stage 4 attainment.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As the targeting criteria for Uni Connect is set by OfS, this is outside our control. We are able to directly imanage the criteria and targeting for our Gateways programme where

in 2019/20, 90.6% (29/32) of schools wwere from the most disadvantaged bands (1 and 2) in our prioritisation model.

Annex B: Optional commentary on targets

The University of Manchester's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	In 2019/20 8.9% of new entrants were from POLAR4 LPNs (Q1), 0.2% above our target. UoM is currently ranked 4th in the RG for the 2019/20 intake by % LPN students. The 8.9% of new entrants is an improvement of 1.5% on 2018/19, and significantly above the 2019/20 RG average of 6.8%. By headcount UoM has the second highest LPN intake in 2019/20 with 430 students. Again this is significantly above the 2019/20 RG average of 265 students.
T16a_02	This is based on our own HESA data record. This is no longer provided in sector data for comparison purposes.
T16a_03	In 2019/20, 25.3% of our first degree, full-time, young Home UG students were from low income households. No sector data available for 2019/20.
T16a_04	Yr1 – Y2 continuation rate for 2019/20 entrants from low income households is 94.9%; up from 91.3% for 2018/19 entrants. This compares to an overall continuation rate of 95.3% for the University as a whole, and 95.5% for 2019/20 entrants from high income households.
T16b_01	59.5% (97/163) of schools worked with for Greater Manchester Higher in the 2019/20 academic year were from the most disadvantaged bands (1 and 2) in our prioritisation model. 90.6% (29/32) of schools worked with for Gateways in the 2019/20 academic year were from the most disadvantaged bands (1 and 2) in our prioritisation model. Greater Manchester Higher targeting is not based on the MPM therefore including GMH schools in this statistic brings the proportion below our target of 70%.
T16b_02	During 2019/20 our collaborative schemes for supporting looked after children engaged with 192 young people and 60 foster carers and key influencers. This data includes care leaver awards 2019, Step Up to Uni 2019 , Success4life, Supporting the Supporters and CPD bookings.

T16b_03	93% of students taking part in our flagship pre-16 programme in 19/20 'agreed' or 'strongly agreed' that they had a better understanding of how university differs from school as a result of an event. 91% of students taking part in flagship pre-16 programme in 19/20 'agreed' or 'strongly agreed' that they knew more about the benefits of university as a result of an event. Due to the pandemic we were unable to collect teacher responses or deliver the full range of programmes during 2019/20
T16b_04	228 staff and 1002 alumni served as governors in 2019/20 totalling 1230 governors.
T16b_05	Of known data in MPM bands 1 and 2: Museum: 61% Jodrell Bank: 32% University Library 49% Whitworth Art Gallery 53%.
T16b_06	MAP: 235 MDAS: 19 SOSS Pre-Uni: 45 Pathways to Law: 10
T16b_07	2,910 contextual offers made in 2019/20, an 8% increase compared to 2018/19. During the 2020 Confirmation and Clearing process the University advertised a contextual clearing offer usually 1 grade lower than the standard clearing requirements. This has contributed to improving our POLAR 4 Q1:5 ratio to 4.6:1 for 2020 entry (provisional data).
T16b_08	The Manchester Institute of Teaching and Learning was established, to support teaching quality, embed innovative teaching methods and lead on projects to improve the academic experience for students. 11 inaugural Institute Fellows have been appointed. Teaching toolkits, development programmes for academics and awards for excellence in teaching and learning have been set up. In conjunction with Advance HE, we participated in the 'EDI in the Curriculum' project to address exclusionary practice and subsequently we are increasing content related to the contributions of BAME individuals. A Student Partnership Programme was created in March 2020 to enable staff and students to work collaboratively on strategic projects. In the first six months 41 Student Partners have been recruited.
T16b_09	In 2019/20 the degree attainment gap between White and Black students was 11.4%; between White and Asian students was 6.4%; between Disabled students and those with no known disability was 1.8% and between the most and least advantaged as measured by IMD was 7.3%. The University has sought to refine its approach to ethnicity targeting. Our Student Partnership Programme includes the employment of Diversity and Inclusion Ambassadors to facilitate events for students to share issues that negatively impacted their academic experience and outcomes.

T16b_10	360 financial support applications received, 243 students received support of which 45 students (£27,955) were identified as WP students. Face to face financial support appointments did not run this year due to the pandemic. Blackbullion has been retired as a system so there are no new sign ups since last year.
T16b_11	In 2019/20 we worked with 259 students through our targeted employability initiatives. This includes Disability appointments and workshops, Manchester Gold, Manchester Graduate Talent, Work Experience Bursaries, UpReach and Student Experience Internships. Due to the pandemic we were unable to deliver the full range of targeted employability initiatives during 2019/20. For students who graduated in 2017/18 (most recent data available from Graduate Outcomes dataset), 81% of WP graduates were in a positive destination (highly skilled job, interim study or further study) compared to 84% of non-WP students, a gap of 3%.
T16b_12	Primary Recruitment - Total: 136 Male: 24% 32/136 BME male: 1% 1/136 BME female: 11% 15/136 BME completion: 100% 16/16 Secondary Recruitment – Total: 224 Male: 42% 95/224 BME male: 10% 23/224 BME female: 14% 32/224 BME completion: 89% (49 PASS, 2 Incomplete,3 Interrupt,1 Withdrawn)
T16b_13	5 diversity coaches were recruited. They carried out a total of 67 coaching visits to trainees on placement. 35 trainees received coaching. 27 completed the programme (PGCE with QTS); 1 completed the programme (PGCert); 4 interrupted and 3 withdrew.
T16b_14	
T16b_15	173 students made a 5% improvement or more after participating in The Scholars Programme in 2019/20. Scholars assignment attainment data is delayed due to programme end date being extended as a result of the Covid-19 pandemic.

T16b_16	95% of primary teachers reported increased pedagogical knowledge in 2019/20. 95% of primary teachers reported improved confidence in teaching science in 2019/20. 56% of schools engaged in SEERIH activity in 2019/20 were WP priority schools (MPM band 1 or 2) Over 94% of teachers in WP priority schools agreed or strongly agreed that they have seen an impact on themselves and pupils from SEERIH professional learning. Specific interventions: • Great Science Share for Schools o 90,760 young people (5-14 year olds) with 47,107 signing up since lockdown in the 2020 campaign only. o 46% of schools engaged in GSS were from areas of social disadvantage in England (based on Band 1-2 MPM Rating), reaching 12 countries in total • GMEC 2020 and annual event designed to inspire 7-14 year olds to engage with engineering processes and scenarios. Pupils work in schools teams and collaborate with engineering ambassadors from industry to work on themed tasks and a Challenge Event each March. Teachers receive tailored professional development. o 20 schools engaged and 18 attended the Challenge Day. o 83% of schools engaged in the GSS were from areas of social disadvantage in England (based on Band 1-2 MPM Rating), reaching 12 countries in total o 540 pupils engaged directly with GMEC o 8100 pupils will indirectly engage with GMEC through their schools. Specific research studies relating to WP • Shine Smarter Choices focuses on improving children's transition in science learning from Key Stage 2 to 3