



Manchester
Metropolitan
University

A Commitment to Inclusion

**An Agreement with the Office for
Fair Access (OFFA)
for 2012/13**

April 2011

ACCESS AGREEMENT 2012/13

Introduction

The Manchester Metropolitan University is committed to assisting entry to higher education to applicants from low income families and has committed approximately 60% of its fee income above £6,000 in the academic year 2012/13 to assist individual students from disadvantaged backgrounds as they enter higher education.

This Access Agreement represents a significant refocusing of MMU's activity to support the recruitment, access, retention and employability of under-represented groups in HE. It is more targeted, and undertakes to continue the outreach commitments it developed under Aimhigher, including working collaboratively with other HEIs in the sub-region. We aim also to provide target schools and colleges regionally and in the sub-region of Greater Manchester and in Cheshire around our Crewe campus with a clear and comprehensive package of engagement to support progression to HE.

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

In 2012/13, MMU will charge £8,000 for new entrants to HE with the exception of the following courses.

£9,000 will be charged for the following programmes/subjects/faculty groupings:

- Contemporary Arts (excluding Creative Writing);
- Sports Science (excluding Sports and Leisure Management) and related Combined Honours courses;
- All courses in the Faculty of Arts and Design, except Contemporary Art History and Film & Media Studies;
- Courses in the Faculty of Science and Engineering's School of Healthcare Sciences Science (excluding Foundation Year);
- Courses in Psychology, Social Work and Acupuncture.

£8,500 will be charged for the following programmes/subjects/faculty groupings:

- Courses in the Institute of Education;
- Certain Combined Studies courses at MMU Cheshire

£3,460 will be charged for the Foundation Year. (This fee is based on the level charged in 2010/11.)

Students on a sandwich placement or a language year abroad will be charged £695 in the relevant year.

The above fees will be increased in line with the annual increases set by the Government each year.

2. Expenditure on additional access and retention measures

2.1 MMU will spend approximately 60% of fee income above £6,000 in the academic year 2012/13 on additional access measures. On current projections, the approximate cash value of that proportion will be £7,800,000. This will be allocated as follows:

NSP match funding	£1,032,000
Outreach activity	£ 250,000
Collaborative working and links to schools/colleges	£ 250,000
Additional retention and employability activity	£ 200,000
MMU funded Bursaries	£ 6,030,000

2.2 The proportion of fee income MMU will commit is premised on its high numbers of students from under-represented groups and the progress that it has made on their retention since its first Access Agreement in 2006-07.

i. Access and Widening Participation

State School Students	MMU	UK ave.
Young full-time first degree entrants		
2009/10	95.4%	88.8%
2006/07	94.7%	87.8%
Young full-time undergraduate entrants		
2009/10	95.4%	89.4%
2006/07	94.6%	88.3%

Students from Low Participation Neighbourhoods (LPN)	MMU	UK ave.
Young full-time first degree entrants		
2009/10	15.3%	10.3%
2006/07	14.7%	9.0%
Young full-time undergraduate entrants		
2009/10	15.5%	10.7%
2006/07	14.7%	9.0%

MMU's absolute performance over the four years has demonstrated high performance in both access and widening participation and, particularly against national benchmarks, is considerably higher than the sector average.

To put in context the proposals to offer financial support to students under this Agreement, MMU's profile for students from households on lower income is as follows.

Income Bands	Year 1 Students	Percentage
£0 to £20,000	3,945	38.8%
£20,001 to £25,000	468	4.6%
TOTAL BELOW NSP THRESHOLD OF £25K		43.4%

Source: HE Bursary portal, 18 Feb 2011

ii. Retention

Indicator			MMU	National
Non-continuation following year of entry: Full-time first degree entrants	Young entrants	2009/10	9.8%	8.7%
		2006/07	10.3%	7.1%
	Mature entrants	2009/10	17.3%	13.9%
		2006/07	14.2%	14.3%
	All entrants	2009/10	11.4%	9.7%
		2006/07	11.1%	8.6%
Non-continuation following year of entry: Young full-time first degree entrants	From Low Participation Neighbourhoods	2009/10	12.8%	10.3%
		2006/07	12.3%	9.7%
	From other neighbourhoods	2009/10	9.3%	8.3%
		2006/07	10.0%	6.8%

Retention is a major priority for MMU and improvement has been the focus of a specific strategy since 2008. MMU's absolute performance in retention of young full-time entrants over the four years of the previous Access Agreement has improved and we will continue to roll out our retention strategies and initiatives to achieve comparable improvements for students in the target groups.

3. Additional access measures

3.1 Outreach

Outreach will continue to form a vital part of the University's activity. Our targeted and long-term outreach programme is designed to raise the awareness and aspirations of target groups and to counter any barriers created by the prospect of higher fees.

MMU's programme of outreach work has been funded to date from a range of income sources that cease at the end of 2010/11, in particular Aimhigher and, Higher Futures 4 You. MMU will fund a range of schemes in 2012-13 from its additional fee income. The development of the programme will incur additional costs 2011-12 and this will be reported to OFFA at the appropriate time.

The programme will include:

- a transition project targeted at primary schools in areas of high deprivation in Greater Manchester in response to the recommendations on this activity made in 2008 by the National Council for Educational Excellence;
- development of provision with secondary schools previously engaged in the Aimhigher programme throughout 2011/12, 2012/13 and beyond, a progressive framework of engagement, including summer schools, for targeted pupils in all schools years over a period of time;
- a programme of engagement that will include information, advice and guidance and a targeted access programme of mentoring and study skills provision for 16-19 year old pupils in target schools and colleges;
- information, advice and guidance and other support during the application and transition stages for students progressing to MMU.

3.2 Collaborative working between institutions

MMU will work with The University of Manchester to carry out a range of new awareness-raising programmes for pre-16 schools in the Greater Manchester sub-region. These will include: dedicated peripatetic staff; a single presence at school-based career and HE-option evenings for parents and pupils; coordinated mentoring; joint and coordinated campus visits; summer schools; work with looked after children; a single web-portal with other local HEIs to signpost enrichment opportunities; funding a common *Young Persons' Prospectus*; specific events for parents/carers; and delivery of teacher/adviser CPD programmes.

Through its campus in Crewe, MMU has worked via Aimhigher with other HEIs to deliver events for young people from the Cheshire, Warrington, Staffordshire and Stoke areas. MMU remains committed to working with other HEIs in this area and explore opportunities to offer campus visits and curriculum enrichment events to target schools.

3.3 Links with schools and colleges

Research by the Sutton Trust and Aimhigher has identified that guidance throughout the transition points into HE can have a significant positive impact on the student's confidence on arrival and aid retention. MMU is committed to strengthening its links with schools in Greater Manchester and around its Crewe campus to facilitate this. The new campus proposed for Hulme and into which the Institute of Education will relocate will open up new training opportunities and create links with schools to help local children and young people progress into HE. We will develop new compacts with target schools and colleges with high numbers of pupils from under-represented groups that will include a range of targeted measures aimed at encouraging progression to HE including:

- one-to-one support before and during the application process;

- provision of bespoke information, advice and guidance to support decision making;
- advice and guidance on finance matters from our 'Money Doctors';
- direct access to a specialist team of 'Progression' advisors at key points of transition;
- guaranteed interviews for highly selecting courses leading to professions.

3.4 Contextual data

The University recognises the vital role that admissions have in ensuring its continued success in attracting students from under-represented groups. During the period of this access agreement work will begin on re-shaping our admissions policy to ensure it fully supports the progression and admission of students from the most disadvantaged backgrounds.

We aim to develop new systems and processes that will allow the use of contextual data during the admissions cycle. This work will be informed by the good practice guidance produced by Supporting Professionalism in Admissions (SPA).

We will enhance the targeting of our outreach initiatives by making improved use of admissions data to support all of our widening participation work.

3.5.1 Student Retention and success, including employability

- As befits our stated intention to prioritise activity which will beneficially impact retention and employability we have had a number of major projects and initiatives during recent years which have led to a wide range of improvement actions. In the main, these actions are becoming embedded within mainstream University activity. Through our processes, systems and surveys and via our Faculty-based Student Support Officers, and in particular through a retention risk diagnostic for all full time students in the first few weeks of the first year to enable targeted support of at risk students, we will seek to improve our monitoring and measurement of their combined impact in relation to the target groups, and identify where particular problems can be addressed by specific additional action.
- We firmly believe that these strategies are well considered and appropriate for improving the chances of success for all full time students. In particular, the Student Induction and Transition Project aims to support students at the most vulnerable stages of their study and during their transition into HE. We believe that the strategies will benefit all full time students.
- Many institutional development projects at MMU have been initiated in support of the strategic objective to improve retention. They comprise a range of central and local initiatives and activities, as part of a whole-University approach to the student experience, student retention and success. Key elements of this approach have included:
 - Strategic Framework for Learning, Teaching and Assessment;
 - Retention and Student Success Project;

- Shock Absorber Project;
 - Threshold Standards Statement;
 - Student Induction and Transition Framework;
 - Timetabling Project;
 - EQAL Programme (see (iv) below);
 - Faculty/Campus Student and Academic Services Service Enhancement Programme.
- iv. Our Enhancing Quality and Assessment for Learning Initiative (EQAL) is overhauling the curriculum and the associated learning environment to improve the student experience and make academic support processes more efficient. EQAL aims to facilitate higher rates of student satisfaction and progression. It incorporates a range of innovations including the streamlining of assessment, more effective feedback and greater student engagement. A major aim of the project is to eliminate over-assessment and to focus resources on support aimed at ensuring student success. The revised Level 4 curriculum will commence in 2011/12 and Levels 5 and 6 in 2012/13, coinciding with this Agreement. Our assessment of its impact will include analysis of the performance of target group students.
- v. Development projects around Retention have led to changes both centrally and locally, within faculties, departments and course teams. At Faculty level, there are now Retention Strategy Groups and/or Faculty Executive Groups which report to the Faculty Academic Development Committees and co-ordinate initiatives that are led often by Senior Learning and Teaching Fellows. Retention is monitored at Faculty level through Action Plans within our Annual Monitoring and Evaluation process.
- vi. During the period covered by this Agreement, we will seek to develop and refine our approach in the new context, in the following ways:
- draw together and implement a new University Retention Framework for the new post-2012 context – which reflects the University’s positioning, revised Widening Participation Strategy and the new commitments for the target groups (by July 2012);
 - specifically, revisit the Threshold Standards, Student Induction and Transition Framework and Strategic Framework for Learning Teaching and Assessment to ascertain whether revisions are needed in the new context and the context of this Agreement;
 - review the processes which contribute to the student lifecycle and revise any which impact the target groups adversely;
 - ensure that as part of our current reviews of course approval and monitoring processes, and of the further development of our “course health check” process, we make optimum use of scrutiny of their performance in relation to the target groups covered by this Agreement;
 - ensure that Student Information Points (SIPs) and the new Student Hub, make particular provision for information and support for the target groups;
 - review the University/Student Agreement and consider development of a Student Contract

- a programme of Information, Advice and Guidance will be delivered through outreach activity to a range of students at pre- and post-application stages to help their preparation for the HE environment. Targeted support will be available at the various stages of transition and from the point of application to ensure the journey into HE is seamless and fully supported.
- vii. We believe our strategy to be fit for purpose and will set a target to minimise differences in the retention rate of students in the target group compared to the retention of those who are not. Should particular issues emerge from our monitoring of the target groups, we will consider what specific additional support would be appropriate.

3.5.2 Employability

MMU also has strategies in place to enhance the employability of its graduates, including “self-employability”. During 2011/12 we will develop plans for accreditation of students’ work experience in graduate level employment and extend the MMU Professional Passport with the advice of local business and public service professionals. We will ally this to a number of initiatives that use web-portfolios as an employability tool under the University’s Employability Curriculum Framework which in turn forms part of the MMU Embedding Employability project. We will aim additionally to provide supported work placements aimed at students entering the professions, to build on the opportunities created by our Business School for internships as part of the curriculum.

3.6 Financial support for students

3.6.1 National Scholarship Programme

- i. In its first allocation of funding under the National Scholarship Programme, MMU was provisionally granted £1,032,000 to assist 344 students. MMU is committed to matching this total in full. We will target the scheme at those from poorer backgrounds who have overcome their disadvantages to achieve highly at Level 3.
- ii. We face a particular challenge in targeting NSP awards because, based on our current student population, we estimate that 45% of our students could fall into the target group defined by HEFCE’s Special Initiative Guidance. However, Students who meet the specified criteria and achieve the required grades will qualify for £3,000 from NSP in their first year. We will build these arrangements into a formal compact scheme over the next two or three years.
- iii. We intend to match the NSP award in full in the first year of study by awarding a £3,000 bursary to other eligible students. This would provide a bursary of £3,000 to an additional 344 students from our target group.

3.6.2 Additional Support

MMU is also developing a wider support and bursary scheme that will be additional to the commitments under the National Scholarship Programme. It will include a range of support measures and will be targeted at students with lower household incomes. MMU is committed to assisting all its new entrants from low income families by funding a £3,000 bursary to all full time students who do not get an NSP or NSP match funded bursary if their disclosed household income is £25,000 or less. Eligible students on a degree with a Foundation Year will receive their bursary when they progress to Year 1 of their link degree.

MMU will also pay an additional bursary of £1,000 to all students with a disclosed household income is £25,000 or less when they progress to Year 2 of their degree.

3.6.3 All Bursaries

All Bursaries will consist of the following.

- Fee waiver or discounts
- Discounted accommodation or other institutional services.

Targets and Milestones

4.1 MMU will target the following groups for the initiatives under this Access Agreement.

- students from Low Participation Neighbourhoods;
- students from lower household incomes.

4.2 MMU anticipates that participation will drop nationally in the first two years following the introduction of tuition fees and is committed to arresting that fall and restoring participation levels of target groups to current levels over the next five years. MMU aims to achieve by 2016/17:

- i. a participation rate of 95.4% of young, full-time undergraduates from state schools, which was the level achieved in 2009/10;
- ii. a participation rate of 15.3% of young, full-time undergraduates from Lower Participation Neighbourhoods, which was the level achieved in 2009/10.

4.3 Targets and milestones for each group of initiatives are set out below.

4.3.1 Outreach

i. Primary schools

Target: Schools targeted will be feeders to the target secondary schools.

Activity	Number of Activities	Total Target Number of Schools	Total Target Number of Participants
Ambassador Visit into School	20	20	500
Year 6 Visit to MMU	10	20	500

Outcomes: Participants will increase their knowledge of the benefits of university and their appreciation of what they must achieve to enter HE. Their aspiration to progress to HE will be increased.

Measurement: Pre-and post questionnaires.

ii. Secondary Schools (11-16)

Targets:

Activity	Number of Activities	Total Target Number of Schools	Total Target Number of Participants
Campus Visits	12	40	1200
Curriculum enrichment	20	50	1600
Mentoring/Associates	40	10	40
Student ambassadors	30	20	600
Summer School	1	10	80

Outcomes: Increased confidence in own ability to progress to university, increased aspirations to go to university and increased knowledge of routes into university. There will be a target of at least two-thirds of beneficiaries to come from target groups.

Building on the lessons learnt from the Aimhigher Progression Framework it is planned that the same schools and pupils will benefit from several different interventions throughout the year. We will engage with schools to assess the medium and longer term impact of our programme.

Measurement: Pre-and post questionnaires to determine changes in attitude;

Questionnaires/interviews with teachers in schools to determine changes in attitude of the learners engaged in the programme;
 Post-code analysis of participants to verify targeting;
 Work with selected schools to determine improved performance against predictions for pupils engaged in several activities throughout their school year.

iii. Post-16 Learners

Target: to engage up to 100 post-16 learners in a targeted access programme, for students in colleges and schools in target groups.

Outcomes: Increased confidence in ability to succeed at university, increased applications to MMU (based on application rates for their school/college).

Measurement: Pre/post questionnaires to determine increased self confidence;
 Analysis of UCAS statistics to determine application rate for applicants.

Additionally, we have included below a table of what we anticipate can be achieved for target groups utilising current activity.

Activity	Number of Activities	Total Target Number of Schools	Total Target Number of Participants
Mature student advisory sessions	20	-	100
Getting into HE	50	-	1000
Applying to HE	50	-	800
Student finance and budgeting	20	-	600
Parents guide to HE	10	-	1000
Community Roadshows	3	-	60
Supporting transition into HE	10	-	50
Getting into Professions	15	-	250
University Experience visits	10	-	500

4.3.2 Collaborative working with institutions

For the partnership with the University of Manchester, MMU will jointly devise outcome measures and publish the results at the appropriate time.

4.3.3 Links with schools and colleges

Schools will be targeted based on the good practice developed by Aimhigher in recent years, focussing on Indices of Multiple Deprivation and POLAR Data. Work will be done in 2011/12 to build closer links with schools and develop systems internally for maintaining and developing these relationships. This, and the targets that emerge during that process, will be reported to OFFA at the appropriate time.

4.3.4 Student retention and success, including employability

- i. To improve the retention statistics for LPN students by at least 3% over five years.
- ii. To cut the difference between retention rates of LPN students and those of non-LPN students for 2009/10 by 50% by 2016/17.
- iii. Provide retention risk diagnostic for all full time students in the first few weeks of the first year to enable targeted support of at risk students.

4.3.5 Employability

- i. Improve employability (DHLE – employment and further study, all those responding) of those from social group 5, 6 & 7 (or family incomes below £25,000 pa) from 7% lower than that for social groups 1, 2 & 3 (2008/9) to 5% for the cohort of FT UG students entering in 2012.
- ii. Provide 150 supported work placements aimed at students entering professions, of up to 6 weeks duration, to provide relevant work experience. The students will receive up to £100pw support, income contingent. Targeted at students from social groups 5, 6 & 7 (or family incomes below £25,000 pa)
- iii. Provide 200 fee waivers of up to £650 for sandwich placement years for students from social groups 5, 6 & 7 (or family incomes below £25,000 pa).
- iv. Provide employment risk diagnostic for all full time students in the first few weeks of the first year to enable targeted support of at risk students.

4.3.6 Financial support for students

MMU will monitor the recruitment, retention and success of students in receipt of NSP-funded support in comparison with those who are not.

5 Monitoring and evaluation arrangements

- 5.1 The measures set out in this Agreement and the progress against targets and milestones will be monitored and evaluated by Academic Development Committee on behalf of Academic Board. It will use the targets set out in paragraph 4 above and will be assessed using the four levels of evaluation set out in HEFCE Circular Letter 24/10: basic monitoring; assessment of targeting; measurement of outcomes; and assessment of value for money.

- 5.2 The senior person and bodies responsible for delivery of our Agreement are Mrs Gwyn Arnold, Registrar and the Academic Board.
- 5.3 The membership of both Academic Development Committee and Academic Board includes student representatives.

6 Provision of information to prospective students

- 6.1 MMU is committed to providing information to students on all the schemes contained in this Agreement.
- 6.2 MMU will use every medium under its control to inform students of both the access and retention schemes in this Agreement and the criteria set for inclusion. At the time of writing this Agreement, such media will include:
- talks on all aspects of Student Finance at Open/Visit Days;
 - Student Finance Talks/workshops for students (and parents) take at schools and colleges;
 - Up2uni project for teachers and tutors across the Northwest;
 - Me2 workshops for mature students;
 - front line advice on entitlement via 'phone, email and 'web-chat';
 - the MMU Student Finance Guide;
 - the Applicant newsletter Spring edition, a Finance special;
 - the School and College newsletter Spring term edition, also a Finance special;
 - the MMU Welcome Guide;
 - the MMU Parents' Guide;
 - the advice team of the Students' Union.

Table 5b - Other milestones and targets

Alongside applicant and external targets, we encourage you to provide targets arising from your children from providing collaborative education work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes-based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Outreach / WP activity (summer schools)	Residential Summer Schools for Year 10 pupils (target is number of pupils completing residential)	2009/10	43	60	80	80	80	80	Year 10 Summer Schools have previously been funded by Aimhigher - baseline data refers to MMU funded Year 11 Summer School only.
Outreach / WP activity (other - please give details in the next column)	be developed based on Aimhigher programme and run in schools across Greater Manchester and Crewe - target relates to number of beneficiaries.	2009/10	30	100	120	140	160	160	delivered in 2009/10. In addition a much greater amount was funded by Aimhigher through the Associates Programme. This new programme will combine the best elements of the two programmes into a new, flexible provision adapted to the requirements of individual schools.
Outreach / WP activity (other - please give details in the next column)	Primary Programme - to work with Year 6 pupils across Greater Manchester to raise awareness of HE (target relates to numbers of schools)	New for 2012/13		10	15	20	20	20	This new project will build on the experience gained through delivered of the externally funded Higher Futures4U programme and Aimhigher funded primary days. It will target year 6 pupils in advance of their transition to secondary education to introduce them to Higher Education.
Outreach / WP activity (other - please give details in the next column)	Campus Visits for Years 7, 9 and 10 to increase knowledge, understanding and aspiration to HE (target relates to numbers of pupils attending).	2009/10	380	1000	1100	1200	1200	1200	Most campus visits have previously been funded through the Aimhigher programme (baseline data is figure for previous MMU funded activity only)
Outreach / WP activity (other - please give details in the next column)	Curriculum Enrichment sessions for Year 8, 9 and 10 pupils in a range of subject areas (target relates to numbers of pupils attending).			1200	1300	1400	1500	1600	Subject areas will include Creative Writing, Modern Foreign Languages and STEM subjects and will build on the successful programmes previously delivered through Aimhigher. As this will build on the previous MMU funded sessions no baseline data is available for MMU funded activity.
Outreach / WP activity (other - please give details in the next column)	activities for the target groups focussed on their IAG requirements to support their application and progression to university in general and MMU in particular (target is numbers of pupils).			600	700	800	900	1000	Sessions will include information on applying to university, student finance as well as information on pathways into the professions.
Outreach / WP activity (other - please give details in the next column)	targeted at Mature learners to provide IAG on HE (target is number of learners)			60	70	80	90	100	
Other (please give details in the next column)	Provide IAG sessions for Parents/Carers on Higher Education			600	700	800	900	1000	
Other (please give details in the next column)	Information sessions and events on Access to the Professions			150	175	200	225	250	Figures relate to number of participants at events focussed on entry to the Professions
Outreach / WP activity (other - please give details in the next column)	To ensure all above projects are targeted at under-represented groups and pupils from low participation areas, utilising targeting methods previously used by Aimhigher.			Monitor and pu	Monitor and pu	Monitor and pu	Monitor and pu	Monitor and pu	at least 70% of students taking part in pre-16 outreach activities understand 'more' or 'a lot more' about progressing to university. This target includes collaborative activities.
Outreach / WP activity (collaborative - please give details in the next column)	To develop Collaborative Partnerships with other Higher Education Institutions in greater Manchester and Cheshire, building on links formed through Aimhigher Partnerships.			Publish a common programme of work , initially with The University of Man					To work with partner HEIs in Greater Manchester to ensure that there is a coordinated package of pre-16 IAG and HE progression activities across each of Greater Manchester's 10 local authorities and beyond into 'hard to reach' areas.

Other (please give details in the next column)	placements aimed at students entering the professions, of up to 6 weeks duration, to provide relevant work experience.			Monitor and pu	Monitor and pu	Monitor and pu	Monitor and pu	Monitor and pu	Students will receive up to £100pw support, income contingent. To be targetted at students from social groups 5, 6 and 7 (or household income below £25000).
Other (please give details in the next column)	Provide retention and employment risk diagnostic for all students in the first year to enable targeted support of at risk students.			Monitor and pu	Monitor and pu	Monitor and pu	Monitor and pu	Monitor and pu	publish outcomes

Annex A: Access agreements for 2012-13: OFFA template for mainstream ITT providers (HEIs and FECs)

Name of institution	Manchester Metropolitan University
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Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranet by 30 March 2012.

Where your arrangements are the same as for other courses, we would encourage you to cross-refer to your main agreement wherever possible, rather than seeking to replicate information from that main document here.

Part one: Introduction to your agreement

A. Your current position in relation to access and, where appropriate, retention

Please use this section to set out any specific issues or aims for your access agreement work in respect of ITT that aren't already set out in your existing agreement for 2012-13. This section doesn't have to be long; however, it will help us to understand what your access agreement is setting out to achieve in respect of ITT. You may wish to consider whether there are separate issues for undergraduate and postgraduate ITT.

You may also wish to cross-refer to the issues or aims stated in your main agreement, if appropriate.

The Manchester Metropolitan University views ITT as an important element of our provision and is committed to assisting entry onto these courses to those from low income families and Low Participation Neighbourhoods (as it is for all other courses).

Undergraduate students on ITT courses will therefore have access to the same support, both financial and pastoral, as other undergraduate students, including the generous bursary package previously outlined in the main agreement. Postgraduate students will also be supported although in a different way to reflect the financial support most of them will access from TDA.

The University has recently launched a Graduate Intern scheme where recent graduates are employed to help support staff to improve the student experience, as well as gain valuable experience and training to boost their own employability. As part of this scheme additional posts have been created within the Institute of Education and the support of ITT students and programmes will be a key element of their role and the retention of students, particularly those in the target groups, will be monitored to assess their effectiveness

Information, advice and guidance on ITT is an integral part of that offered as part of all of our Outreach activity which has previously been outlined, as have the means of

evaluation. However we will also introduce ITT specific targeted Outreach to further support promote this as a career option.

Part two: Fee limits, spend on access and financial support for ITT trainees

B. Fees you are proposing to charge for your ITT courses

Your access agreement should set out the tuition fees you intend to charge new entrants to a) undergraduate and b) postgraduate ITT in 2012-13. There is no requirement or expectation that your fee for undergraduate or postgraduate ITT should be the same as for your other courses – this is a matter for you to decide.

For 2012/13 MMU will charge £9,000 for all ITT courses (both undergraduate and postgraduate).

The above fees will be increased in line with the annual increases set by the Government each year.

C. Amounts of additional fee income to be spent on access measures

Taking into account any new access agreement investment relating to ITT, as well as your existing agreement, what is your estimated spend on access measures as a proportion of your income over £6,000 per fee?

As a broad guideline, for undergraduate ITT, our starting expectation is the same as that set out in our original guidance on how to produce an access agreement for 2012-13 (see OFFA 2011/01, paragraph 39). For postgraduate ITT, we would expect you to recycle a minimum of around 10 per cent of your fee income over £6,000 on access or retention measures. (Note: we will be taking a holistic view when considering whether your proposed spend is in line with our expectations. In other words, we do not necessarily require you to ring-fence set amounts for undergraduate or postgraduate initial teacher training. You simply need to make sure that the overall levels of spend – including ITT – are in line with our expectations.)

The Manchester Metropolitan University will invest 34.3% of additional fee income in access measures in 2012/13. By 2015/16 this will have settled at 22.7% of additional income.

D. Financial support for trainees

In this section you should set out:

- *what you plan to spend on targeted fee waivers, bursaries and in-kind support for a) undergraduate and b) postgraduate trainees in 2012-13*

- *the amounts of support and the eligibility criteria for new entrants.*

You may wish to state whether the financial support for these trainees is the same or differs from your existing agreement.

MMU Funded Bursaries

Undergraduate ITT

Eligible students with residual family income below £25,000 per annum will be entitled to an MMU bursary of:

£3,000 in year 1

£1,000 in year 2

The bursaries will be split between fee waivers, discounted accommodation or other University services and financial scholarships/bursaries (the latter being capped at £1,000) depending on students' circumstances.

Postgraduate ITT

The vast majority of these students will be eligible for bursaries from TDA and therefore there are no plans to offer additional bursaries for these students.

Part three: outreach and retention

E. Outreach and retention work

If you are proposing to introduce additional outreach or retention work in respect of ITT, over and above the outreach/retention work you have committed to in your existing 2012-13 access agreement, please include details here.

Alternatively, please indicate where your outreach or retention work in respect of ITT is already covered by your main agreement.

For the purposes of an access agreement, outreach work includes any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full or part-time study. We particularly encourage sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years.

By retention, we mean the additional (new) retention measures you commit to put in place to improve student retention and success (ensuring that trainees from under-represented groups access the full benefits of higher education).

The current agreement outlines a range of Outreach and retention work which the University will undertake from 2012/13. As ITT forms such a key component of our provision, its promotion is also central to all our Outreach activities. However some of the events already detailed in the main agreement, such as Access to the Professions events

(4.3.1, iii) and links with schools around the Hulme area (3.3) will have particular relevance to ITT.

In addition current students working as Ambassadors on our Outreach programme are able to gain experience which can support their applications for PGCE courses and many previous students from our programme are now successfully employed as teachers.

We also plan to develop additional Outreach activity which will focus on raising aspirations and awareness of teaching as a career. This will include work with targeted groups in schools and colleges to provide detailed information, advice and guidance. We will also work with teachers and advisors to provide CPD activities to better equip them to support their pupils with their future aspirations.

In addition the central WP team are working with the Institute of Education to develop after school revision sessions focussing on English, mathematics and science which will be run by MMU students interested in teaching as a career, supported by staff from the Teaching courses, and targeted at wp schools.

Part four: Targets, milestones and monitoring

F. Targets and milestones

You may choose to develop specific additional targets and milestones which assess your performance in ITT over time – particularly if ITT trainees make up a significant proportion of your overall student body.

Alternatively, you may have targets and milestones in your existing 2012-13 access agreement which you now also wish to apply to undergraduate and/or postgraduate ITT trainees.

These targets may be statistical – based on how representative your entrants are and/or your retention performance – and might include annual or interim milestones to help you monitor whether you are making progress.

You may wish to include criteria around the numbers of trainees in receipt of a full or partial maintenance grant, as financial data will need to be collected to determine bursary support and the data will also be accessible through the Student Loans Company for HEBSS subscribers. You may also wish to consider the TDA guidance at Annex C which gives information on specific groups that are underrepresented in the teaching profession.

In this section, please state whether you intend to develop additional targets and milestones, or the extent to which you intend to use targets and milestones in your existing agreement which you now wish to extend to apply to undergraduate and/or postgraduate ITT trainees. Where you have new or amended milestones and targets, you should set these out in your Excel template (Annex B) at Table 6.

MMU will monitor the recruitment, retention and success of undergraduate ITT students in receipt of bursaries as part of the overall tracking of the bursary scheme.

The effectiveness of the additional retention investment detailed above will be monitored through the non-continuation targets already outlined in the existing agreement (which will include undergraduate ITT courses).

For the additional outreach activity outlined questionnaires will be used to assess increased knowledge of how to become a teacher and increased interest in teaching as a profession. Post-code analysis will be used to verify targeting of activities in line with targets already set out in the Access agreement.

G. Your monitoring arrangements

In your existing 2012-13 access agreement, you set out how you intended to monitor your fulfilment of your agreement. If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

The monitoring arrangements will be the same as already outlined in the 2012/13 Access Agreement

Part five: Information to students

H. Provision of information to trainees

As set out in our initial guidance for 2012-13 access agreements (OFFA 2011/01), you must publish clear, accessible and timely information for applicants and trainees on the fees you will charge and any financial support you will offer. This information should make it clear exactly what level of financial support you are offering trainees in each year of their studies. As well as providing clear and up-to-date information through your own information channels (websites, prospectuses etc), you also committed to provide such timely information to UCAS and SLC as they reasonably require to populate their applicant-facing web services. We will assume that this commitment extends to GTTR, where appropriate.

If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

As previously outlined MMU is committed to providing information to students making use of every medium under its control and this will apply to ITT as for every other course covered by the Access Agreement. A dedicated webpage (www.mmu.ac.uk/fees) has been established with full and up-to-date information for prospective students.

