



Manchester
Metropolitan
University

A Commitment to Inclusion

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

2013-2014

ACCESS AGREEMENT 2013/14

Introduction

The Manchester Metropolitan University is committed to assisting entry to higher education to applicants from low income families and has committed approximately 26.3% of additional fee income to assist individual students from disadvantaged backgrounds as they enter higher education.

This Access Agreement demonstrates MMU's continued commitment to providing a comprehensive programme of activity to support the recruitment, access, retention and employability of under-represented groups in HE. In it, we undertake to continue the outreach commitments 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

1.1 Full-time Students

In 2013/14, MMU will maintain the fee levels set in 2012/13. Therefore we will charge £8,000 for full-time 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.
- All ITT provision (including PGCE programmes)

£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

£3,465 will be charged for the Foundation Year.

For Home/EU students on a sandwich degree or language course where there is a mandatory year out, there will be a reduced placement fee of £680 for the year.

Where Home/EU students undertake an optional approved Erasmus (study or work) or Worldwide study exchange placement of 10 weeks or more on exchange AND spend less than 10 weeks in attendance at MMU, they will be charged 15% of the respective full time tuition fee. Students who spend more than 10 weeks in attendance at MMU will be charged the full fee.

1.2 Part-time students

In 2013/14 MMU will charge part-time students pro-rata of the full time fees outlined in section 1.1, based on the number of credits studied within an academic year. These same fees will also apply to 2012/13 part-time entrants.

In accordance with fees regulations, no individual part-time student covered by this agreement will be charged more than £6,750 in an academic year.

The above fees (both full-time and part-time) 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 plans to invest 36.4% of additional fee income in access measures in 2013/14. On current projections, the approximate cash value of that proportion will be £17,258,662. This will be allocated as follows:

MMU funded Bursaries (including NSP match funding)	£15,611,000
Outreach activity	£ 807,135
Additional retention and employability activity	£ 840,527

By 2015/16 the investment in access measures will have settled at 26.3% of additional income.

2.2 MMU has a relatively high proportion of students from under-represented groups, well above the National average (as demonstrated below). The investment of 26.3% of additional fee income will ensure the progress and achievements made since its first Access Agreement in 2006-07 are built upon in the coming years.

i. Access and Widening Participation

State School Students	MMU	UK ave.
Young full-time first degree entrants		
2010/11	96.1%	88.7%
2006/07	94.7%	87.8%
Young full-time undergraduate entrants		
2010/11	96.1%	89.2%
2006/07	94.6%	88.3%

Students from Low Participation Neighbourhoods (LPN)	MMU	UK ave.
Young full-time first degree entrants		
2010/11	15.4%	10.5%
2006/07	14.7%	9.0%
Young full-time undergraduate entrants		
2010/11	15.5%	10.9%
2006/07	14.7%	9.0%

MMU's absolute performance over the five 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	3,791	38.5%
£20,001 to £25,000	557	5.7%
TOTAL BELOW NSP THRESHOLD OF £25K		44.2%

Source: HE Bursary portal, 25 April 2012

ii. Retention

Indicator			MMU	National
Non-continuation following year of entry: Full-time first degree entrants	Young entrants	2009/10	12.8%	7.2%
		2005/06	10.3%	7.1%
	Mature entrants	2009/10	15.7%	13.3%
		2005/06	14.2%	14.3%
	All entrants	2009/10	13.4%	8.6%
		2005/06	11.1%	8.6%
Non-continuation following year of entry: Young full-time first degree entrants	From Low Participation Neighbourhoods	2009/10	14.4%	9.9%
		2005/06	12.3%	9.7%
	From other neighbourhoods	2009/10	12.5%	9.1%
		2005/06	10.0%	6.8%

Source: HESA tables T3a and T3b (year refers to year of student entry)

Retention is a major priority for MMU and improvement has been the focus of a specific strategy since 2008. Changes in the assessment regulations have resulted in a short-term drop in the most recent figures, but the long-term investment and strategic approach will ensure the position improves in the coming years. The performance in retention of students from LPNs relative to

other students has improved in recent years and we will continue to roll out our retention strategies and initiatives to achieve further improvements for students in the target groups.

iii. Part time Students

Access and Widening Participation

Part-time undergraduate entrants		MMU	UK ave.
Percentage with no previous HE and from LPN (POLAR2)	2010/11	5.7%	8.0%

Retention

Non-continuation two years following year of entry: part-time first degree entrants 2008/09		MMU	UK ave.
Entrants aged 30 and under	2008/09	24.1%	34.2%
Entrants aged over 30	2008/09	27.8%	32.8%

MMU's part-time student population has a very different profile compared to full-time. This is largely because of the type of part-time courses that we offer. Because of this and the fact that the numbers within the target groups are modest (the above figure for those with no previous HE and from LPN represents 70 pupils) it makes a meaningful analysis of the statistics difficult and potentially unreliable.

Additional work will be undertaken to determine the most effective way to encourage and support these students and trends will be monitored to determine the effectiveness of interventions introduced.

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 developed out of a range of programmes and activities previously funded externally through Aimhigher and other initiatives. In the 2012-13 agreement, MMU committed to fund a range of schemes from the additional fee income and these will be continued through 2013-14 before being evaluated and developed in the future.

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;
- a progressive framework of engagement and activities for secondary schools previously targeted by Aimhigher programme, 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 provision for 16-19 year old pupils in target schools and colleges;
- information, advice and guidance and support during the application and transition stages for students progressing to MMU.

Additional Outreach activity focussed on raising aspirations and awareness of teaching as a career will also be developed and implemented during 2013/14. This will include work with targeted groups in schools and colleges to provide detailed information, advice and guidance.

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. This joint programme will be targeted at WP learners and Institutions across Greater Manchester and will include staff and student ambassadors from both Institutions working together to deliver joint campus visits, IAG sessions, HE workshops in schools, and CPD for school staff. There will also be additional targeted activities for specific under-represented groups such as young people from Care and disabled learners. The programme will be jointly branded, promoted and evaluated to ensure the effective delivery of these aspiration raising activities.

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 will continue to work collaboratively to offer jointly organised and delivered campus visits to target schools in the region. The University will also explore extending this programme into other areas such as curriculum enrichment events and support for young people in Care.

MMU is the lead partner in the North West Consortium of Routes into Languages which is a Consortium of five universities (Manchester, Salford, UCLAN and Bolton with MMU as the lead partner). This Consortium has worked closely with the MMU WP team to run events to promote languages in the region, including lesser taught languages such as Arabic, Urdu and Chinese which reach out to some of our Minority Ethnic Communities. The University will look to continue this network beyond the current funding arrangements and will seek to embed some of this activity within the wider Outreach programme.

MMU was also the NW 'spoke' for the National HE STEM Programme, a 3 year project ending in July 2012. There are a number of positive legacies from this engagement that the University is committed to embed and sustain in the future. In particular the Programme has enabled; closer working with HEIs in the region (such as The University of Manchester and Liverpool John Moores), enhanced Outreach offerings through investment in demonstrator equipment (eg Large-scale Maths Outreach and Conference Kits), and more strategic targeting of WP groups through comprehensive mapping of provision across the region. It has also facilitated much wider collaboration with local FECs and employers, which has enabled the development of new Foundation Degree provision, tailored training services to those in work and possible contributions to the Higher Apprenticeship framework. These developments will be monitored and evaluated in future years.

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 continue to develop 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;

We will also work with teachers and advisors to provide CPD activities to better equip them to support their pupils with their future aspirations.

3.4 Contextual data

The University recognises the vital role that admissions have in ensuring its continued success in supporting the progression of students from under-represented groups into Higher Education. During the period of this access agreement work will continue to support and further develop our policies and procedures in this area.

The University is committed to making its Foundation Year programme more accessible to those currently under-represented in higher education. In the 2012 entry cycle we introduced the use of contextual data to support the selection of students for our foundation year with a Widening Participation background. Some of the contextual information provided by UCAS has been

used to provide a full and rounded view of achievement and potential. This is particularly the case where an applicant's background may have adversely affected their academic performance. This development was informed by the good practice guidance produced by Supporting Professionalism in Admissions (SPA).

3.5.1 Student Retention and success, including employability

- i. As befits our stated intention to prioritise activity that will have a beneficial impact upon retention and employability, we have had a number of major projects and initiatives over recent years which have been part of a whole-University approach to the student experience, student retention and success. This approach has encompassed the development of relevant institutional frameworks, and practical activities that have been designed to support and enable student retention and success. It has resulted in a wide range of improvement actions, most of which have become embedded within the mainstream work of the University. We firmly believe that the strategy we have adopted is well-considered and appropriate for improving the chances of success of all of our full-time students.
- ii. Through our processes, systems and surveys and via our faculty-based Student Support Officers, and in particular through a retention risk diagnostic that will be offered to 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 the combined impact of the improvement actions we have taken in relation to the target groups, and identify where particular problems can be addressed by specific additional action.
- iii. Our Enhancing Quality and Assessment for Learning Initiative (EQAL) has overhauled 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 commenced in 2011/12 and Levels 5 and 6 in 2012/13. Our assessment of its impact will include analysis of the performance of target group students.
- iv. During the period covered by this Agreement, we will seek to develop and refine our approach in the new context, in the following ways:
 - specifically, re-visit the Threshold Standards Statement and the 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;
 - implement the new MMU Commitment and keep it under regular review;
 - deliver through outreach activity a programme of Information, Advice and Guidance 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.
- v. 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 retention of students, particularly those in the target groups, will be monitored to assess their effectiveness. This programme will be evaluated to determine the impact on retention and may then be expanded further.
- vi. 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 has embedded employability in the curriculum for all undergraduates through the Employability Curriculum Framework. Additional resources (Skills on-line and Employability on-line) have been developed to support the student experience. There is also a Student Employability Development Programme that runs throughout the year and includes two new programmes to support students in developing their employability skills, Work Ready (for undergraduates) and Graduate to Work (for unemployed graduates). In addition we are engaging with local SMEs to encourage them to offer Internships, placements and graduate opportunities for our students and graduates. We also aim to provide supported work placements to target students looking to secure graduate level experience.

3.6 Financial support for students

3.6.1 National Scholarship Programme

- i. In the 2013/14 allocation of funding under the National Scholarship Programme, MMU was provisionally granted £2,019,000 to assist 673 students. MMU is committed to matching this total in full.
- ii. 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 673 students from our target group.

- iii. We face a particular challenge in targeting NSP awards because, based on our current student population, we estimate that 45% of our full time students could fall into the target group defined by HEFCE's Special Initiative Guidance. However, MMU has committed to create an additional bursary fund so all full-time students who meet the National criteria and are on a full-time course charging above £6,000 will receive £3,000 in their first year.
- iv. Due to the large numbers of eligible students in the Institution, MMU will only offer the NSP to full-time students home students. However part-time students will benefit from a separate MMU funded bursary scheme as detailed below.

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.

i. Full-time students

As outlined above 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 £3,000 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.

The vast majority of PGCE students will be eligible for bursaries from TDA and therefore there are no plans to offer additional bursaries for these students. Similarly those students in receipt of an NHS bursary will not be eligible for the MMU bursary.

ii. Part-time students

Part-time students studying more than 25% intensity (above 30 credits) will be eligible to a bursary which is pro-rata to the £3000 full time bursary during their first year of study.

They will then also be entitled to an additional bursary, pro-rata of the full-time second year award (£1,000), in the second year of their degree programme.

3.6.3 All Bursaries

The aim of our financial support is to help students reduce their costs where they need it most. Students will be able to receive their support in number of

ways according to what suits their circumstances best. Awards will be made up of a combination of:

- Fee waiver or discounts
- Discounted University accommodation
- Discounts to other University services

Other Services will relate to a wide range of University services from printing, catering services, purchase of class materials from University outlets or the provision of IT equipment, which students may choose to purchase through the University using their support package to fund.

Part-time students will receive any bursaries via a fee waiver.

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 In the 2012/13 agreement MMU anticipated that participation would drop nationally in the first two years following the introduction of tuition fees and made a commitment to arresting that fall and restoring participation levels of target groups to current levels over the next five years. Early indications suggest this may be a very ambitious target and once the actual figures are available we will review this position and may alter our targets accordingly. However in the absence of any data we will maintain the targets set out in the previous agreement. Therefore 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; Postcode 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

Targets:

Activity	Number of Activities	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
University Experience visits	10	500

Outcomes: Increased confidence in own ability to progress to university, increased knowledge and awareness of subject

4.3.2 Collaborative working with institutions

MMU will work with The University of Manchester to monitor and evaluate the joint programme of activities offered in terms of numbers of participants, the targeting of the interventions and their impact. In addition processes will be put in place to enable the tracking of the older students into HE. MMU will jointly devise outcome measures and publish the results at the appropriate time.

MMU will also work with other HEIs in the from the Cheshire, Warrington, Staffordshire and Stoke areas to devise targets and jointly evaluate collaborative activity undertaken in the area.

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 continue 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/employability risk diagnostic for full time students in the first few weeks of the first year to enable targeted support of at risk students. Additional English language support will then be made available to students identified through the risk diagnostic process.

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 for undergraduate students, 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 £680 for sandwich placement years for students with a disclosed household income of £25,000 or less.

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 Student Experience 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 Student Experience 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 the schemes outlined in this Agreement.

6.2 MMU will use a variety of vehicles including;

- Student Finance presentations at Open/Visit Days;
- Student Finance Talks/workshops for students (and parents) at schools and colleges;
- workshops for mature students;
- front line advice on entitlement via 'phone, email and 'web-chat';
- the MMU Student Finance Guide;
- Applicant newsletters;
- School and College newsletter
- the MMU Welcome Guide;
- the MMU Parents' Guide;
- the advice team of the Students' Union
- the Key Information Set (KIS)

7 Consulting with students

Students are at the heart of the University and their opinions are sought and valued on a wide range of policies within the institution. Through the Students' Union they are represented on all MMU's major committees including Academic Board and the Board of Governors.

The Students' Union was consulted during the formulation of the very first Access Agreement and has remained involved in the process since then. For this current agreement they have been represented on the Access Agreement Group which has developed and proposed this agreement as well as the committees which have approved it. They have also been consulted and involved in the development of the student support package as outlined in this agreement, in particular with relation to the extension of support to part-time learners.

The Students' Union will remain involved in the process of monitoring the implementation of the agreement which will be done through the Access Agreement Group. Feedback from the Students' Union Advice Centre will also be sought as part of the evaluation of the bursary scheme and they will be consulted on any future developments or changes.

8 Equality and Diversity

The University is committed under its public sector equality duty to have due regard to the impact of any large changes which may impact upon students. This is managed through our Equality impact assessment process.

During 2012/13, the University will carry out an Equality impact assessment to determine if the introduction of the new fees regime in 2012/13 has had any disproportionate effect on the recruitment of target students from particular Equality groupings (looking at age, ethnicity, gender and disability). This will focus on students from the 40% most under-represented areas (based on Low Participation Neighbourhoods). In the event of any significant disproportionate effects being observed the University will develop additional targeted Outreach activities (in consultation with current students) to mitigate the changes observed. At this point additional targets will be introduced to future Access Agreements.

OFFA Access Agreement 2013/14 - Annexes B & C

Institution name: Manchester Metropolitan University

Institution UKPRN: 10004180

Table 6 - Milestones and targets

Validation checks:

10. A reason for changing any prefilled data must be recorded in column L for both tables 6a and 6b.

Validation check passed.

Notes:

These tables have been pre-populated using the information you provided to us in your 2012-13 access agreement.

You will, however, need to consider whether you wish to amend or add targets to reflect:

- the inclusion of part-time and/or ITT courses within your access agreement
- any significant changes to the nature and size of your cohort, for example in response to changing student number controls
- more joint targets around collaborative outreach work
- targets to improve equality and diversity in your access agreement

Table 6a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	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)	If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here.
					2012-13	2013-14	2014-15	2015-16	2016-17		
State School (location adjusted) (HESA Table T1b)	Restore 2009/10 levels of participation for young full-time undergraduates from state schools to 95.4% by 2016/17	No	2009/10	95.4%	94.5%	94%	94.5%	95%	95.4%	In the 2012/13 agreement MMU anticipated that participation would drop nationally in the first two years following the introduction of tuition fees and made a commitment to arresting that fall and restoring participation levels of target groups to current levels over the next five years. Early indications suggest this may be a very ambitious target and once the actual figures are available we will review this position and may alter our targets accordingly.	Early indications suggest this may be a very ambitious target and once the actual figures are available we will review this position and may alter our targets accordingly. However in the absence of any data we have maintained the targets set out in the previous agreement.
LPN (HESA Table T1b)	Restore 2009/10 levels of participation for young full-time undergraduates from Low Participation Neighbourhoods to 15.3% by 2016/17	No	2009/10	15.3%	14.5%	14%	14.5%	15%	15.3%	In the 2012/13 agreement MMU anticipated that participation would drop nationally in the first two years following the introduction of tuition fees and made a commitment to arresting that fall and restoring participation levels of target groups to current levels over the next five years. Early indications suggest this may be a very ambitious target and once the actual figures are available we will review this position and may alter our targets accordingly.	Early indications suggest this may be a very ambitious target and once the actual figures are available we will review this position and may alter our targets accordingly. However in the absence of any data we have maintained the targets set out in the previous agreement.
Non continuation: LPN (HESA Table T3b)	continuation rate for young full-time first degree entrants from LPNs and that for those from other neighbourhoods	No	2009/10	3.5%	3.5%	3%	2.5%	2%	1.75%	Non-continuation rate for those from LPNs in 2009/10 was 12.8% compared with 9.3% for other neighbourhoods, resulting in the current 3.5% difference .	
Non continuation: LPN (HESA Table T3b)	To improve the the retention statistics for LPN students by 3% by 2016/17	No	2009/10	12.8%	12%	11.5%	11%	10.3%	9.8%		

Table 6b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach 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)	Is this a collaborative target?	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)	If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here.
					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)	No	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)	Mentoring/Associates programme to be developed based on Aimhigher programme and run in schools across Greater Manchester and Crewe - target relates to number of beneficiaries.	No	2009/10	30	100	120	140	160	160	The baseline data is based on the MMU funded mentoring 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)	No	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).	Yes	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).	No			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).	No			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)	No			60	70	80	90	100		
Other (please give details in the next column)	Provide IAG sessions for Parents/Carers on Higher Education	No			600	700	800	900	1000		
Other (please give details in the next column)	Information sessions and events on Access to the Professions										This was to be a new area of work for 2012/13. However following a review the IAG for the access to the Professions will now be embedded within the more general IAG sessions offered to promote this opportunity to all students
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.	Yes			Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	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.	
Both ITT: Outreach / WP activity	Increase knowledge of routes into teaching and interest in teaching as a career of students engaged in teaching specific outreach activities	No			Monitor and publish outcomes	Monitor and publish outcomes	Monitor and publish outcomes	Monitor and publish outcomes	Monitor and publish outcomes	Will use questionnaires to establish changes in participants' knowledge of and interest in teaching as a result of Outreach sessions	

