



Manchester
Metropolitan
University

A Commitment to Inclusion

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

2014-2015

ACCESS AGREEMENT 2014/15

Introduction

The Manchester Metropolitan University is committed to assisting entry to higher education to applicants from low income families and has committed approximately 23.6% 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 and develop our outreach commitments, 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

Having frozen fees in 2013/14 year and taking into account the implications of funding changes and changes in student number controls, MMU has re-assessed the fees it will be charging from 2014/15.

Therefore £9,000 will be charged for ALL full time undergraduate programmes and PGCE programmes, with the exception of the following:

£3,500 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 2014/15 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.

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) may be increased in line with the annual inflationary increases set by the Government each year.

2. Expenditure on additional access and retention measures

2.1 In 2014/15 MMU plans to invest 27.0% of additional fee income in access measures. On current projections, the approximate cash value of that proportion will be £13.25M. This will be allocated as follows:

MMU funded Bursaries (including NSP match funding)	£11,251,000
Outreach activity	£ 1,000,000
Additional retention and employability activity	£ 1,000,000

By 2017/18, this investment in access measures will have settled at around 23.6% of additional fee 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 23.6% of additional fee income by 2017/18 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.

Students below NSP threshold of £25k	Number	Percentage
Year 1 students (including Foundation Yr)	3,451	47.05%
All years	9,727	44.37%

Source: HE Bursary portal, 19 February 2013

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.

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. We will continue with this programme but refine and develop it based on evaluation evidence.

The programme will include:

- aspiration-raising activities in targeted primary schools in areas of high deprivation, including campus visits and workshops delivered by current students, as well as transition activities to support the transition to secondary education;
- a progressive framework of engagement and activities for targeted secondary schools, including campus visits, curriculum enrichment, summer schools and mentoring, to provide targeted pupils with sustained interventions across 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 will be developed to support Year 11 pupils with their GCSE preparation in key subject areas through after-school revision clubs run by current MMU students. We will work with schools to demonstrate the impact on attainment made by these interventions.

MMU has also developed a range of outreach activities focussed around the new Birley Fields campus in Hulme, which will house the Faculty of Education and the Faculty of Health, Psychology and Social Care. These activities are engaging local schools and community groups to promote the benefits of Higher Education and this work will be further developed with the opening of the campus in 2014.

3.2 Collaborative working between institutions

The Manchester Higher collaboration has been jointly developed by MMU and The University of Manchester to provide a range of awareness-raising programmes for pre-16 schools in the Greater Manchester sub-region. This programme is targeted at WP learners and Institutions across Greater Manchester and involves 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 are also additional targeted activities for specific under-represented groups such as young people from Care and disabled learners. The programme is jointly branded, promoted and evaluated to ensure the effective delivery of these aspiration-raising activities. The universities jointly run the GM LAC Forum (bringing together all local universities and local authorities to support young people from care).

Through its campus in Crewe, MMU is working with other HEIs to deliver events for young people from the Cheshire, Warrington, Staffordshire, Derbyshire and Stoke areas. The HEIs in this partnership (Keele University, Staffordshire University, University of Chester, University of Derby, MMU, Reaseheath College, Glyndwr University and Somerville College, Oxford) work collaboratively to offer jointly organised and delivered campus visits to target schools across the region as well as targeted events for young people in Care. Events are jointly evaluated and are an integral part of the individual universities outreach programme for schools in the region.

The University is committed to working collaboratively with other HEIs through HELOA (Higher Education Liaison Officers Association) to ensure widening participation and recruitment activities provide accurate, up to date and impartial information on student finance, applying to university, and the benefits of Higher Education to enable potential students to make the right decision for them. Relevant staff actively engage with HELOA to develop their knowledge and understanding of current issues in HE as well as share best practice across the sector. MMU is also a member of NEON (National Educational

Opportunities Network) and, jointly with the University of Manchester, run the NEON working group focussing on supporting disabled learners.

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 is part of a National bid to continue this network beyond the current funding arrangements and will seek to embed some of the 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), more strategic targeting of WP groups through comprehensive mapping of provision across the region, and enhanced Outreach offerings through investment in demonstrator equipment (eg Large-scale Maths Outreach and Conference Kits). These kits will be delivered to 5 consortia of users in Liverpool, Chester, Manchester, Greater Manchester and Lancashire and it is planned to establish a Community of Practice to ensure that emergent good practice in the utilisation of these resources is shared and built on.

Another legacy from the National HE STEM Programme is MMU's participation in the Institute of Physics Schools Outreach Support network which is a community of practice dedicated to sharing good practice in physics outreach and thereby enhancing impact.

It has also facilitated much wider collaboration with local FECs and employers. This has enabled the development of new Foundation Degree provision (such as the FdSc Applied Science programme with Macclesfield and South Cheshire colleges), tailored training services to those in work and accredited provision to the Higher Apprenticeship framework (Life Sciences & Chemical Science Professionals (England)). This Level 3-5 programme is being seen as an alternative route (for technical employees) to gain recognised Professional Scientist status (and is being endorsed by the Royal Society of Chemistry and Society of Biology).

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 Faculty 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 our targeted outreach programme with schools and colleges that have high numbers of students from under-represented groups. Activities will include::

- one-to-one support before and during the application process;
- provision of bespoke information, advice and guidance to help support decision making;
- access to specialist advice and guidance about student finance from our 'Money Doctors';
- direct access to a specialist team of 'Progression' advisors at key points of transition;
- work with teachers and advisors to provide relevant CPD activities to better equip them to support students considering progression to HE

3.4 Admissions 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 recent co-location of the central departments responsible for WP will help to support this approach.

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.

The strands of activity have been brought together in a 'Retention Framework' that provides an institutional framework, and practical activities designed to support and enable student retention and success. The Retention Framework identifies roles and responsibilities of key stakeholders who contribute to its outcomes. 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 framework we have adopted is well-considered and appropriate for improving the chances of success of all of our full-time students. We are now working on moving this framework forward to articulate a retention strategy statement.

- ii. Through our processes, systems and surveys and via our faculty-based Student Support Officers, 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. Additional English language

support will be available to all students to support their academic writing and target students will be encouraged to make use of this support.

- 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 more effective communication of feedback, deadlines and greater student engagement. A major aim of the project is to streamline assessment and eliminate over-assessment; and to focus resources on support aimed at ensuring student success. The revised curriculum was introduced for students commencing Levels 3 and 4 in 2011/12. A phased roll-out has seen a revised Level 5 curriculum introduced in 2012/13. The final stage of the roll-out will be of the level 6 curriculum in 2013/14. Our assessment of its impact will include analysis of the performance of target group students.
- iv. An 'MMU Student Commitment' has been developed by the University and the Students' Union in consultation with our students. It sets out how everyone at the University will work in partnership to support students' learning and success. In creating the MMU Commitment, we have consulted widely with staff, students and the Students' Union to form a very strong public statement of what the University will do for students and what is expected from students. We have gone further than many other universities in creating a more visible and tangible charter, one that sets strong service standards and promises.
- v. 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 Strategic Framework for Learning, Teaching and Assessment in light of a changing QAA Quality Code, and the development of the MMU Student Commitment, and a review of the characteristics of an 'Inclusive Curriculum';
 - 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. Support will be available at the various stages of transition helping to ensure a seamless journey into HE
- vi. The University has created additional 'Student Experience Tutor' posts in each Faculty to augment student-facing support. These posts work alongside Student Support Officers and support the learner journey by providing easily

accessible course-related advice and targeted interventions to improve retention and success. The University has also created the MMU Intern Scheme to offer employment opportunities within the University to our recent graduates. Through this scheme we aim to offer more than 100 internships each year throughout the University and across all parts of the student life cycle from pre-entry through to supporting employability. The scheme also offers many of our graduates the opportunity to gain highly valuable experience of working either within a specific university department or across multiple departments. These initiatives are part of a wider strategy to improve retention and progression at MMU.

- 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

- i. 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.
- ii. We are committed to enhancing the support provided for securing and managing student placements and other work experience and thereby increasing the numbers of target students taking part in such placements.
- iii. An employability risk diagnostic will be available to all students to enable them to identify areas where they can improve their employability skills and to enable them to access targeted support.

3.6 Financial support for students

3.6.1 National Scholarship Programme

- i. In the 2014/15 allocation of funding under the National Scholarship Programme, MMU was provisionally granted £3,060,000 to assist 1020 students. MMU is committed to matching this total in full.
- ii. MMU faces 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 (January 2-013/02). Rather than the funding only benefit a limited number of

students, we are offering it to all eligible students with a household income up to and including £25,000 as part of the Student Support Package (see below).

- iii. Part time students who meet the NSP criteria will be eligible for a pro-rata award in their first year based on their intensity of study.

3.6.2 MMU Student Support Package

We have created an MMU Student Support Package for new first year undergraduate students to enable access to Higher Education to remain within reach for those who wish to go to University. This is partially funded by the National Scholarship Programme but goes beyond our commitment under the scheme. The Support Package is available to all Home undergraduate students paying fees over £6,000 per year (or pro-rata for part time students) with a disclosed household income of £25,000 or less, with the exception of those whose course of study is externally funded (e.g. through the NHS).

For eligible full-time students the Student Support Package will consist of:

- £3,000 in Year 1
- £1,000 in Year 2 of their degree
- £500 in the final year of their degree

Eligible students on a degree with a Foundation Year will start to receive their Student Support Package when they progress to Year 1 of their link degree.

Part-time students studying at least 25% intensity (30 credits) and with a disclosed household income of £25,000 or less will be eligible for a proportion of the Student Support Package based on the intensity of their study. These will be available in the first, second and third years of their study.

The vast majority of PGCE students will be eligible for bursaries from Teaching Agency and therefore there are no plans to offer additional financial support for these students.

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 a 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
- Other University services discount using the 'Met Card'

MMU issues a Met Card to all new full time undergraduate students which they can use to purchase to a wide range of University services from printing, catering services, purchase of class materials from University outlets or purchases through approved external suppliers (such as approved book

stores). Students eligible for the Student Support Package can elect to have part of it credited to their Met Card. The University intends to widen the scope of the other services provided (Further details can be found at www.mmu.ac.uk/metcard)

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

3.6.3 Care Leaver Bursary

MMU also recognises the unique challenges faced by Care Leavers and the barriers they have to overcome to progress to university. We will therefore pay an additional bursary of £1,000 per year to Care Leavers (as defined by the Leaving Care Act) who are on full-time courses.

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

The below targets relate to the numbers of activities we plan to deliver in 2014/15. Planned activity for future years is given in the accompanying OFFA spreadsheet.

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	1400
Mentoring/Associates	40 (mentors)	15	140
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	80
Getting into HE	50	1000
Applying to HE	50	800
Student finance and budgeting	20	600
Parents' guide to HE	10	800
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 Manchester Higher 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. The programme will be reviewed annually to evaluate the effectiveness of the targeting and the impact on the learners.

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 previously by Aimhigher, 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 additional English language support and monitor and publish the numbers of target students (family incomes below £25,000 pa) accessing this support.

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. Make employability risk diagnostic available to all students and monitor and publish numbers of targeted learners (family incomes below £25,000 pa) accessing support
- iii. Increase the numbers of target students (family incomes below £25,000 pa) taking part in sandwich years
- iv. 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 by the 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, social media and 'web-chat';
 - the MMU Student Finance Guide;
 - Applicant newsletters;
 - School and College newsletter
 - 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. A review of the relationship between the University and the Students' Union was conducted in 2012, jointly by senior staff of the two organisations. The purpose of the review was to consider how the relationship might be strengthened and a more overt partnership created. A number of recommendations were made, which have since been endorsed by the University and the Students' Union. This will further enhance the effectiveness of the relationship between the two organisations.

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. In addition, the University and the Students' Union were among the first to work in partnership to reduce additional course related variable costs by

treating them as part of the tuition fee payment. This will ensure there is no financial disadvantage to students from a low income background and enable effective budgeting of students at a pre enrolment stage. It has been agreed that many of these costs will be transferred to the University, and a proportion related to target students will be reported in future monitoring reports. Where additional costs are retained, students and prospective students will be provided with full and timely information about them.

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.

MMU is reviewing current practice in inclusive design and delivery of the curriculum and will develop an institutional framework for inclusive practice. This project aims to embed evaluation and monitoring of inclusive curriculum design within the quality enhancement processes at MMU. It will also deliver good practice resources for supporting inclusive practice in the curriculum and the professional development of academic staff.

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 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.

The University is committed to ensuring the equality of student experience by identifying any areas where satisfaction levels for students from protected characteristics fall below average and devising appropriate action plans. This will be monitored through the internal student satisfaction survey, which will be analysed to identify any statistically significant variations for protected characteristics. This information will help to create actions that will be written into the next action plan of equality activities. Any actions or outcomes relevant to OFFA target groups will be incorporated into future monitoring reports.

OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: Manchester Metropolitan University

Institution UKPRN: 10004180

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Number	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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	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.
2	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.
3	Non continuation: LPN (HESA Table T3b)	To half the difference between the non-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 .
4	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%		
5	Other (please give details in the next column)	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) by reducing the gap to those from social groups 1, 2 & 3 from 7% (for 2008/9 graduates - published 2009/10) to 5% for the cohort of FT UG students entering in 2012.	No	2009/10	7%	7%	6.5%	6%	5.5%	5%		

Table 5b - 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.

Number	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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	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	100	Year 10 Summer Schools have previously been funded by Aimhigher - baseline data refers to MMU funded Year 11 Summer School only.
2	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	200	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.
3	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	25	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.
4	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	1400	Most campus visits have previously been funded through the Aimhigher programme (baseline data is figure for previous MMU funded activity only)
5	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	1800	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.
6	Outreach / WP activity (other - please give details in the next column)	To deliver a wide range of post 16 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	1100	Sessions will include information on applying to university, student finance as well as information on pathways into the professions.
7	Outreach / WP activity (other - please give details in the next column)	Provide student advice sessions targeted at Mature learners to provide IAG on HE (target is number of learners)	No			60	70	80	90	100	100	
8	Other (please give details in the next column)	Provide IAG sessions for Parents/Carers on Higher Education	No			600	700	800	900	1000	1100	
9	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 %	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.
10	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	Monitor and publish outcomes	Will use questionnaires to establish changes in participants' knowledge of and interest in teaching as a result of Outreach sessions
11	Other (please give details in the next column)	Provide employment risk diagnostic and make available to all students and monitor the numbers of targetted learners (household income of £25,000 or less) accessing support	No			Monitor and publish outcomes	Monitor and publish outcomes	Monitor and publish outcomes	Monitor and publish outcomes	Monitor and publish outcomes	Monitor and publish outcomes	Now that it has been developed, the diagnostic focusses on employability rather than retention and employability as was originally envisaged when this target was set.

12	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.	Yes			Publish a common programme of work , initially with The University of Manchester	Publish a common programme of work , initially with The University of Manchester	Publish a common programme of work , initially with The University of Manchester	Publish a common programme of work , initially with The University of Manchester	Publish a common programme of work , initially with The University of Manchester	Publish a common programme of work , initially with The University of Manchester	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.
13	Other (please give details in the next column)	Increase the numbers of target students (household income of £25,000 or less) taking a sandwich year	No			Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	This replaces the previous target of providing 150 supported work placements as it is now felt to be a better way of mproving employability of target students.

Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.