



Manchester
Metropolitan
University

A Commitment to Inclusion

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

2015-2016

ACCESS AGREEMENT 2015/16

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 agreement sees a redistribution of this expenditure, with a shift away from direct financial support in favour of increased investment in student success activities, particularly retention and employability. This is based on an assessment of current performance in relation to the recruitment, retention and success of students from under-represented groups. It is also based on national evidence on the most effective use of Access expenditure and the most recent guidance from the Office of Fair Access.

This Access Agreement commits the University to continue and develop our outreach commitments which have been developed in recent years, including working collaboratively with other HEIs in the sub-region. We aim also to provide target schools and colleges 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 and provide a model of best practice through our collaborative arrangements.

This agreement is written against an uncertainty over the future of HEFCEs Student Opportunity funding and the Access to Learning Fund, which currently represents a significant income stream to MMU (almost £7.7M in 2013/14). This funding supports the recruitment, retention and success of WP students, which represent a large percentage of the student body. Any significant reduction in funding will necessitate resource from this agreement being used to ensure continuation of existing work in this area. Therefore whilst indicative figures are given for outreach and student success expenditure, the actual expenditure in these areas may alter as we react to any future funding changes.

1. Fees and limits and fee income

1.1 Full-time Students

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

£6,000 will be charged for the Foundation Year.

This represents an increase in the Foundation Year fee, moving away from the heavily subsidised fee which has been adopted in previous years. However this will enable financial support to be extended to Foundation Year students from low income households, which we believe will provide an attractive package for target students.

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 2015/16 MMU will charge part-time students pro-rata 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.

2. Expenditure on additional access and retention measures

2.1. The removal of the National Scholarship Programme has led to a re-assessment of both the level of student support and how this is split across the years of study. In 2015/16 MMU will introduce a new Student Support Package which will be equally split across each year of study, which we believe to be the most effective way of providing support. Alongside this the University will create a 'Hardship Fund' to ensure that a flexible source of finance is available to support those students who have financial difficulties.

In addition this agreement will see a shift of resources from bursaries into other areas of student support, particularly interventions supporting retention and employability.

In 2015/16, MMU will be investing 21.6% of additional fee income in Access measures, consisting of the following:

MMU financial support (including bursaries)	£9.4M
Outreach activity	£1.1M
Additional retention and employability activity	£2.0M

This represents 75% on financial support, rising to 77% by 18/19, a reduction from the 88% predicted for 14/15. We are also allocating some of this financial support to the creation of a Hardship fund which will ensure MMU is able to provide continued flexible support to students when they need it most. This will offset any reduction in the Access to Learning Fund which we may see in future years. In 15/16 the investment in Student Success (including progression) will

increase to 16% (compared to from 5.9% in 14/15). We believe this balance better reflects the institutional priorities identified within this agreement.

By 2018/19, this expenditure on access measures will have risen to 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 2018/19 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		
2012/13	96.1%	89.3%
2006/07	94.7%	87.8%
Young full-time undergraduate entrants		
2012/13	96.1%	89.5%
2006/07	94.6%	88.3%

Students from Low Participation Neighbourhoods (LPN - POLAR2)	MMU	UK ave.
Young full-time first degree entrants		
2012/13	18.7%	11.5%
2006/07	14.7%	9.0%
Young full-time undergraduate entrants		
2012/13	18.8%	11.7%
2006/07	14.7%	9.0%

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

A high percentage of MMU's students come from low income households. The table below shows the percentage of Year 1 students on full state support, as well as the percentage with incomes below the upper income threshold for maintenance grants:

Students with household income below:	Percentage
£25,000	48.14%
£42,611	62.05%

Source: HE Bursary portal, 20 February 2014

ii. Retention

Indicator			MMU	National
Non-continuation following year of entry: Full-time first degree entrants	Young entrants	2011/12	9.1%	5.7%
		2005/06	10.3%	7.1%
	Mature entrants	2011/12	11.5 %	10.5%
		2005/06	14.2%	14.3%
	All entrants	2011/12	9.5%	6.7%
		2005/06	11.1%	8.6%
Non-continuation following year of entry: Young full-time first degree entrants	From Low Participation Neighbourhoods (POLAR 2)	2011/12	11.9%	8.0%
		2005/06	12.3%	9.7%
	From other neighbourhoods	2011/12	8.5%	5.4%
		2005/06	10.0%	6.8%

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

Action on retention and timely progression continues to be a major priority for MMU and we recognise the need for more effective interventions and strategies. This is reflected in the proposals made and the rebalancing of resources from bursaries to investment in student success. We therefore expect to see sustained improvements in retention performance over 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)	2012/13	4.9%	8.2%

Retention

Non-continuation two years following year of entry: part-time first degree entrants		MMU	UK ave.
Entrants aged 30 and under	2010/11	22.4%	35.2%
Entrants aged over 30	2010/11	29.2%	33.2%

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 only 35 learners) 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.

The University also continues to work with employers to develop new programmes and more flexible modes of delivery to enable greater participation by those seeking to follow a part-time route.

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 school 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;
- support for Year 11 pupils in target schools 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.

As part of the development of MMU's Birley campus in Hulme, which will house the Education and Health faculties, we are providing a comprehensive programme of school and community engagement to promote the benefits of

Higher Education. This work will be further developed with the opening of the campus in 2014 and there will a significant focus on making the campus a part of, and a resource for, the local community.

Currently the Outreach programme is limited to Greater Manchester and targeted areas around MMU's Crewe campus. However in 2015/16 we will look to engage target schools in additional areas in order to reach out to other under-represented groups.

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 Universities 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 Looked After Children Forum (bringing together local universities and local authorities to support young people from care). We will seek to develop this collaboration further by increasing the range of activities offered, and through working with an increased number of partners where appropriate.

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 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, runs the NEON working group focussing on supporting disabled learners. The University is committed to working collaboratively at a local, regional and National level and will constructively work with partners to develop these collaborations in the coming years.

MMU is the lead partner in the North West Consortium of Routes into Languages which is a Consortium of eight universities (Manchester, Salford, UCLAN, Edge Hill, Lancaster, Liverpool and Chester with MMU as the lead partner) working to widen participation in Languages. 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. They also work with teachers in the region to provide CPD in relation to language teaching and to provide mentoring to pupils in lower participatory neighbourhoods using students from the Consortium.

MMU is continuing to build on the legacy of the National HE STEM Programme (2009-2012) and, working with the Institute on Mathematics & its Applications (IMA), has established 5 user consortia across the region to ensure optimised utilisation of the Large Maths Outreach and Careers Kits purchased as part of the Programme. MMU is coordinating the sharing of good practice among these user groups based in Liverpool, Chester, Manchester, Greater Manchester and Lancashire. MMU continues to participate 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 through the IoP Teacher Support Project

Recruitment onto MMU's FdSci Chemical Sciences Distance Learning programme is running ahead of schedule, buoyed by its accreditation as the academic input to the Higher Apprenticeship framework (Life Sciences & Chemical Science Professionals (England)). This Level 3-5 programme is an alternative route (for technical employees) to gain recognised Professional Scientist status (and is endorsed by the Royal Society of Chemistry and Society of Biology). The collaboration with Cogent, critical to the success of this delivery, continues with plans to extend provision to Level 6 and thereby provide a new route to a full degree level qualification.

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 Birley campus in Hulme 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

3.4.1 Student retention and success

- As part of our commitment 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. A recent report into retention and timely progression made a series of recommendations for improvements and these are now being developed through a task group chaired by the Deputy Vice Chancellor (Student Success). As new initiatives are implemented, details will be incorporated into future Access Agreements and reported through the annual HEFCE/OFFA Monitoring Returns.

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.

- 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.
- 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.
- 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. The University has recently approved a new Strategy for Learning, Teaching and Assessment, and the Centre for Excellence in Learning and Teaching are now taking forward initiatives to embed and enhance provision across the institution.
- 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:
 - a new approach to Inclusive Curriculum has been piloted in one faculty and we will look to extend this into other faculties;
 - 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 Student Hubs make appropriate provision for information and support for all students;
 - 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
- vii. 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.
- viii. Poor attendance is known to be a significant indicator of a student being 'at risk' of failing/dropping out. Being able to monitor attendance and intervene early is therefore an important element in improving retention. Following a trial of different modes of capturing attendance data, an Institution-wide process for attendance monitoring will be introduced. This will enable early interventions to be put in place to support the most vulnerable students.
- ix. Peer Mentoring is widely acknowledged as an effective tool in improving retention. It has been used within individual departments across MMU and University wide training for Mentors has been run in recent years. A Pilot Mentor Scheme is being trialled in 2014 with the intention of rolling out across the Institution in 2015.
- x. As we discover more about the reasons for non-continuation and the factors that influence this, it is important we are providing CPD to staff to support

them in supporting their students. We will therefore introduce additional staff development activity to support the retention of 'at risk' students as this need is identified.

- xi. 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.

3.4.2 Employability

MMU has recently carried out a major Employability Review which has identified a range of initiatives that would improve the employability outcomes for our students. We believe that improving the outcomes for all students is the best way to support WP students, especially in light of the large proportions of undergraduates who are from OFFA countable groups. We will therefore invest in a range of initiatives and monitor the impact this has on target groups through the new Strategy for Employability, Employment and Enterprise. Investment will include the following areas:

- i. MMU has introduced a Writing Project to support students in the development of their academic writing skills. This has been very successful and so will be expanded to enable more students to benefit and for support to be given in other areas such as numeracy. An on-line version will be developed which will then be used as part of a pre-entry initiative to support targeted students before they begin their course
- ii. We will increase the number of placement and work experience opportunities for students. In order to do this we will increase the support provided for securing and managing student placements and other work experience and thereby increase the numbers of target students taking part in such placements.
- iii. 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. We will develop 'Global Citizenship' as a unifying theme for employability related content within and alongside the curriculum. 'Global Citizenship' will encompass Internationalisation, sustainability, ethics, enterprise and entrepreneurship.
- iv. Micro businesses (1-9 employees) are a major part of the local economy and so supporting students develop their enterprise skills would be a valuable addition to their employability skills. We will therefore invest in training for staff and students in skills relating to enterprise and entrepreneurship
- v. Studying abroad, for any period of time, is a highly rewarding experience. Students returning from a study abroad programme frequently describe their experience as 'life-changing'. It helps students develop and mature both

personally and academically, and can improve career prospects. Through the new International Strategy we will identify ways to enable a greater range of widening participation students to gain International experience.

- vi. The University has created the MMU Intern Scheme to offer employment opportunities within the University to our recent graduates. Through this scheme we aim to offer internships throughout the University. The scheme offers many of our graduates the opportunity to gain highly valuable experience of working either within a specific university department or across multiple departments. In addition the GradMatch internship scheme offers internships for graduates with local companies, and we also promote summer Internships for students. In total we aim to provide more than 100 internships each year
- vii. There is 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.

3.5 Financial support for students

3.5.1 MMU Student Support Package

The ending of the National Scholarship programme has necessitated revisions to the financial support given in previous years. We believe that providing financial support to students from low income backgrounds remains an important element of a balanced Access Agreement, but that this support needs to be clear and easily understood by potential students. We also believe it needs to be evenly spread across the years of study to support the student through their whole time at university as part of a comprehensive retention policy. As previously mentioned, we plan to reduce the percentage of additional fee income devoted to direct financial support in favour of greater investment in retention and employability.

The Support Package will be available to all Home undergraduate students paying fees of at least £6,000 per year 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:

- £1,000 in each year where their tuition fee is at least £6000 (or pro-rata for part-time students)

From 2015/16 this support will be available to new students on a degree with a Foundation Year who meet the eligibility criteria.

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

The vast majority of PGCE students will be eligible for bursaries from the National College for Teaching and Leadership 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:

- 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 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 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.

3.5.2 Hardship fund

We recognise that for some students there will be times when they need some additional financial support to get through a challenging time. We see being able to respond appropriately to such need as an essential element of our retention support. From 2015/16 we will therefore create a discretionary fund of £250k per year which will operate alongside the Access to Learning fund to support target students.

3.5.3 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.

4. 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;
- students from a care background.

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 figures suggest that participation (judged against POLAR 2) may have increased since 2012/13. However we believe it is still too early to revise the targets. Therefore we will maintain the targets outlined in previous agreements and by 2016/17 we aim to achieve:

- a participation rate of 95.4% of young, full-time undergraduates from state schools, which was the level achieved in 2009/10;
- a participation rate of 15.5% of young, full-time undergraduates from Lower Participation Neighbourhoods (POLAR 2), which was the level achieved in 2009/10.

4.3 Targets and milestones for 2015/16 for each group of initiatives are set out below.

4.3.1 Outreach

- 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	1500
Mentoring	40 (mentors)	10	160 mentees
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	90
Wide range of post 16 IAG events supporting application and progression to university	100	900
Information sessions for parents/carers	10	900

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. Monitor and publish the numbers of target students accessing the support available through the writing programme and track their retention when compared to other 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. 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 (taking 2013/14 as a baseline)

- 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 (additional criteria may apply to restrict number to 200).
- v. Achieve 70% of students in graduate level employment or further study by 2017

4.3.6. Financial support for students

MMU will monitor the recruitment, retention and success of students in receipt of means tested financial 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 Dr Myszka Guzkowska (Deputy Vice Chancellor) 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 Parent/Carer 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 creation of a hardship fund and spreading support evenly over the years of study. 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.

The Institution's replacement of the Single Equality Scheme with an Equality and Diversity Strategy will allow greater alignment with the University's corporate plan and strategy. The strategy will be supported by a set of objectives that address the key strategic issues covering three broad themes: Student Experience, Staff Experience and Community Activity. Any relevant objectives will be incorporated into future Access Agreements ensuring synergy between the Widening Participation and Equality and Diversity agendas.

Access agreement 2015-16 resource plan (submission 1st May 2014)
(Table 7) Targets and milestones

Institution name: Manchester Metropolitan University

Institution UKPRN: 10004180

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (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)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	HESA T1b - State School (Young, full-time, undergraduate entrants)	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%	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	HESA T1b - Low participation neighbourhoods (POLAR2) (Young, full-time, undergraduate entrants)	Restore 2009/10 levels of participation for young full-time undergraduates from Low Participation Neighbourhoods to 15.5% by 2016/17	No	2009/10	15.5%	14.5%	15%	15.5%			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	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 2) (Young, full-time, first degree entrants)	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%	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	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 2) (Young, full-time, first degree entrants)	To improve the retention statistics for LPN students by 3% by 2016/17	No	2009/10	12.8%	11%	10.3%	9.8%			
5	Other statistic - 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%	6%	5.5%	5%			

Notes

Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaborative work where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes-based targets and should focus on the number of beneficiaries reached by a particular activity/programme or the number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Table 7b - Other milestones and targets.

Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (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)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	Outreach / WP activity (summer schools)	Residential Summer Schools for Year 10 pupils (target is number of pupils completing residential)	No	2009/10	43	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	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		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	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			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			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			80	90	100	100		
8	Other (please give details in the next column)	Provide IAG sessions for Parents/Carers on Higher Education	No			800	900	1000	1100		
9	Other (please give details in the next column)	Information sessions and events on Access to the Professions	No								This target was removed in last years submission
10	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 %		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.
11	Outreach / WP activity (other - please give details in the next column)	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		Will use questionnaires to establish changes in participants' knowledge of and interest in teaching as a result of Outreach sessions
12	Other (please give details in the next column)	Provide employment risk diagnostic and make available to all students and monitor the numbers of targeted 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		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.

13	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		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.
14	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		This replaces the previous target of providing 150 supported work placements as it is now felt to be a better way of improving 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.

In light of current uncertainties, targets have not been extended beyond those approved in the 14/15 Agreement. The only exception is the removal of the target around providing 150 supported work placement which was replaced by the target to increase the numbers of target students undertaking a sandwich year.