



Manchester
Metropolitan
University

A Commitment to Inclusion

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

2017-2018

ACCESS AGREEMENT 2017- 2018

Introduction

The Manchester Metropolitan University is committed to supporting the entry to higher education to applicants from low income families and supporting their progression and success. The University is committing approximately 23.6% of additional fee income to assist individual students from disadvantaged backgrounds to achieve their potential (based on steady state investment in 2020/21).

In this Agreement we are making a further shift away from financial support in favour of increased investment in student success. This is based on an assessment of current performance and is designed to bring the proportion of OFFA countable expenditure spent on financial support closer to the National average. However we recognise the financial challenges faced by students', so we are also increasing the amount we allocate to targeted hardship funds, so that those students most in need can continue to access the support they need.

This Access Agreement commits the University to continue and enhance our outreach commitments developed in recent years, with a particular emphasis on collaborative working and sustaining the partnerships developed through the National Networks for Collaborative Outreach. We aim to provide target schools and colleges in the sub-region of Greater Manchester and around our Crewe campus with a clear and comprehensive package of engagement activities to support progression to HE.

This agreement is written in the context of an uncertain future of HEFCEs Student Opportunity funding, which currently represents a significant source of income to Manchester Met (over £8M for 2015/16). 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

The following fees (both full-time and part-time) may be increased in line with any annual inflationary increases allowed by the Government.

1.1 Full-time Students

£9,250 will be charged for ALL full time undergraduate programmes and PGCE programmes, with the exception of the following:

£6,165 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 Manchester Met, they will be charged 15% of the respective full time tuition fee. Students who spend more than 10 weeks in attendance at the University will be charged the full fee.

1.2 Part-time students

In 2017/18 Manchester Met 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.

2. Expenditure on additional access and retention measures

- 2.1. In 2017/18 Manchester Met will continue to provide a Student Support Package which is equally split across each year of study, which we believe to be the most effective way of providing support. However, we will reduce the amount spent on financial support as we focus more of our Access Agreement expenditure on retention and success.

In 2017/18 Manchester Met will be investing 22.7% of additional fee income in Access measures, consisting of the following:

Financial support (including bursaries)	£10.06M
Outreach activity	£1.51M
Student Success expenditure	£1.65M
Progression expenditure	£0.65M

This represents 72.5% on financial support, a reduction from the 88% predicted for 2014/15. In 2017/18 the investment in Student Success and progression will represent around 16.6% of OFFA countable expenditure (compared to 5.9% in 2014/15). When the full impact of these changes takes effect in 2020/21, expenditure will have risen to around 23.6% of additional fee income, with the investment in financial support dropping to 56.7%, and 32% spent on Student Success and progression.

- 2.2. Manchester Met 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 2020/21 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

Manchester Met demonstrates high absolute performance in both access and widening participation and, particularly against national benchmarks, is considerably higher than the sector average. The percentage of pupils coming from the lowest participation neighbourhoods has increased significantly, particularly since the introduction of higher fees in 2012.

Participation of Young Full time Undergraduates - HESA Table T1b						
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
State School Pupils						
Manchester Met	95.4%	96.1%	95.0%	96.1%	96.6%	96.9%
UK Average	89.4%	89.2%	89.3%	89.5%	89.9%	90.0%
LPN (POLAR 3)						
Manchester Met	13.9%	13.8%	14.5%	16.2%	16.4%	17.3%
UK Average	10.1%	10.4%	10.5%	11.1%	11.1%	11.6%

The figures above relate to our young full time undergraduates and show the improvements made in widening participation in recent years. However, a significant proportion of our full time first degree entrants are mature students (17.8% in 2014/15). The figures below show that our improved performance in relation to WP has also extended to our mature student population.

Participation of mature full-time undergraduate entrants with no previous HE - HESA Table T2a						
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
LPN (POLAR 3)						
Manchester Met	12.6%	14.1%	18.2%	18.2%	17.5%	17.8%
UK Average	10.6%	10.9%	10.9%	11.6%	11.9%	12.8%

A high percentage of Manchester Met'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	43%
£42,611	55%

Source: HE Bursary portal, 13th April 2016.

We believe the data above provides evidence that the policies we have adopted since the introduction of higher fees in 2012/13 have had a positive impact on our recruitment of WP students. This has been achieved against a background of increased entry tariff for our undergraduate courses.

Student financial bursaries have been an important element of the support we have provided during this time and a survey of recipients reveals 89% were

satisfied or very satisfied with it, 76% agreed it had helped them be as successful as possible academically, and 85% said it had enabled them to meet their financial priorities.

Care Leavers are a priority group for Outreach activity and also receive additional financial support through the Care Leaver Bursary, worth an additional £1,000 per year. The bursary is for full time students who have Care Leaver status with their local authority and the numbers have increased in recent years.

Academic Year	Number of Care Leaver Bursaries awarded
2012/13	49
2013/14	57
2014/15	58

We will monitor the success and progression of these students as they continue their studies.

ii. Retention

Non-continuation following year of entry: Full-time first degree entrants - HESA Tables T3a and T3b						
Year of entry	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14
Young entrants						
Manchester Met	9.8%	12.8%	12.3%	9.1%	7.4%	8.0%
Benchmark	8.7%	9.6%	8.7%	6.9%	7.0%	7.4%
UK Average	6.5%	7.2%	6.3%	5.7%	5.7%	6.0%
Mature entrants						
Manchester Met	17.3%	15.7%	15.9%	11.5%	10.5%	12.5%
Benchmark	13.9%	13.7%	12.3%	10.8%	12.6%	12.7%
UK Average	12.9%	13.3%	11.6%	10.5%	11.9%	11.8%
Young LPN (POLAR 3)						
Manchester Met	13.0%	14.5%	15.1%	11.4%	8.7%	9.3%
Benchmark	10.1%	11.6%	10.8%	8.6%	8.5%	8.7%
UK Average	8.6%	9.8%	8.8%	7.9%	7.7%	8.2%

Action on retention and timely progression continues to be a major priority for the university. Although the most recent figures show a disappointing increase in non-continuation, this follows sustained improvements over recent years. We will continue to prioritise investment in student success, as highlighted in this agreement, to achieve further success in future.

iii. Employability

The Employability, Employment and Enterprise (E3) Strategy outlines Manchester Met's approach to improving outcomes for our students in the coming years, setting challenging targets and outlining the initiatives which will be implemented to achieve these. Whilst the targets relate to all students, the

analysis below of our data shows the breakdown of current performance by POLAR quintile.

Young participation quintile (1=low, 5=high)	Professional/Managerial employment or further study					
	2013 survey (Graduated 2011/12)		2014 Survey (Graduated 2012/13)		2015 Survey (Graduated 2013/14)	
	Number	%	Number	%	Number	%
1	256	52%	328	57%	413	58%
2	418	59%	443	60%	518	61%
3	432	54%	484	57%	630	63%
4	493	58%	556	60%	669	63%
5	634	63%	703	64%	829	68%
TOTAL	2233	58%	2514	60%	3060	63%
% from quintile 1 and 2	674	56%	771	59%	931	60%

The above figures relate to home, FT first degree entrants at Manchester Met, and show that the outcomes for those from the 40% lowest participation neighbourhoods (quintiles 1 and 2 combined) has improved over recent years, but not as fast as it has for those from other areas. We will continue to monitor these figures and to target interventions at those students least likely to progress to Professional/Managerial employment or further study

iv. Part-time Students

Access and Widening Participation

Part-time undergraduate entrants		Manchester Met	UK ave.
Percentage with no previous HE and from LPN (POLAR3)	2014/15	4.2%	8.6%

Retention

Non-continuation two years following year of entry: part-time first degree entrants		Manchester Met	UK ave.
Entrants aged 30 and under	2012/13	11.1%	38.4%
Entrants aged over 30	2012/13	19.2%	34.3%

Manchester Met'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 30 learners) a meaningful analysis of the statistics is difficult and potentially unreliable.

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 under-represented groups and to counter any barriers created by the cost of Higher Education.

The University's programme of outreach work has developed over recent years and provides sustained interventions, with a particular focus around key transition points. We will continue to develop our targeted outreach programme with schools and colleges that have high numbers of students from under-represented groups

The programme includes:

- Primary: aspiration-raising activities in targeted primary schools in areas of high deprivation, including campus visits and workshops delivered by current students, as well as activities to support the transition to secondary education;
- Secondary: 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;
- Post 16: a programme of engagement that will include information, advice and guidance and a targeted provision for learners in target schools and colleges including:
 - 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

Through our Brooks building in Hulme, which opened in 2014 and houses the Faculty of Education and Faculty of Health, Psychology and Social Care, 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 a significant focus on making the campus a part of, and a resource for, the local community.

Through this agreement, we will invest additional resource in the establishment of Faculty Outreach Officers, who will provide targeted outreach with local schools, colleges and community groups to support the widening participation agenda. These posts will strengthen faculty outreach, as well as improving monitoring and evaluation of activities across the Institution.

Whilst the Outreach programme is primarily focused on Greater Manchester and targeted areas around our Crewe campus, we will look for opportunities to work with under-represented groups in other areas, through close engagement with neighbouring outreach networks.

3.2. Collaborative working between institutions

Manchester Met is committed to working in partnership with other HE providers to raise aspirations to HE. The University is the lead institution for Greater Manchester Higher, one of the HEFCE-funded National Networks for Collaborative Outreach, which we have committed to sustaining beyond the lifetime of the HEFCE funding. Through this Network we will continue to promote our existing outreach activities and contribute to the development of a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. We will use the Network as an opportunity to share best practice, grow the evidence base for what works, and identify and reduce cold spots within our region.

Through our campus in Crewe, the University is also a member of the Higher Horizons Collaborative Network. Higher Horizons is a collaborative network of university and FE college partners, working together to support schools with outreach activities to help broaden the horizons of young learners into further and higher education. It currently represents 12 HE and FE partners and supports a network of 171 state funded secondary schools across the North West and Midlands region.

The University is committed to maintaining its involvement in the collaborative networks and will use Outreach funding identified in this Agreement to sustain the work developed through these networks in recent years. Through these networks we will also look to play a leading role in the new HEFCE funded National Collaborative Outreach Programme and will review the targeting of outreach activity to ensure it complements the work of these networks.

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. Manchester Met 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 work constructively with partners to develop these collaborations in the coming years.

Manchester Met Uni is the lead partner in the North West Consortium of Routes into Languages, which is a Consortium of eight universities working to widen participation in Languages. This Consortium has worked closely with Manchester Met's 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. The partnership are currently exploring ways of sustaining this work beyond the ending of HEFCE funding in 2016.

The University is also a partner in two new University Technology Colleges, one in Crewe (specialising in Engineering and Design) and the other in Warrington (Engineering and Energy). Both will open in September 2016, providing new and innovative routes into Higher Education for young learners.

Manchester Met is a pioneer in the development of higher-level and degree apprenticeships, including degree apprenticeships in digital and technology solutions and chemical science, and higher and advanced apprenticeships in legal services. The University is committed to leading the way in working with companies to develop programmes that work for them, supporting their commitment to develop their employees as future business leaders. Further programmes will be developed in partnership with employers to provide alternative routes into Higher Education and support the University's commitment to widening participation.

3.3. Student retention and success

As part of our commitment to prioritise activity that will have a beneficial impact upon retention and employability, we implemented a number of major projects and initiatives over recent years, which have been part of a whole-University approach to the student experience, student retention and success. This has included the creation of the new Student Support Services directorate, which brings together central support services and has increased institutional oversight and coordination of support for student retention and progression. The newly developed Student Support Framework identifies and describes the different types and levels of pastoral support available to students at Manchester Met. This support ranges from universal provision, delivered at Faculty/ departmental level to which all students are entitled such as the allocation of an academic and personal tutor; to the provision of more specialist, centrally provided services, such as support for disabled students, or the provision of counselling support.

3.3.1. Retention and Progression

- i. Numerous studies, as well as feedback from our staff, have shown that ‘a sense of belonging’ is important to ensuring student success. Students who have a network of friends who can provide support when they experience problems are likely to do better. Likewise, uncertainty about the course and what to expect can create a lasting anxiety, which will make it harder for students to succeed.

The Student Induction Project has implemented a range of new initiatives to help support our students from the time they receive their unconditional offer to attend Manchester Met, through the first few critical weeks of their first term. These initiatives include:

- Peer Mentoring – This scheme was piloted in 2014 and is designed to provide support to new students through the summer and into the first few weeks of term. Following evaluation of the pilot, the programme is being made available across the institution.
- ‘Step in’ Summer Events – These days provide new students an opportunity to engage with the institution before they start their induction. The programme includes events targeted at learners with young families, team-building activities, and sessions focussed on enhancing academic study skills. Whilst open to all new students, the programme is of particular benefit to those from widening participation backgrounds. These events culminate with ‘Welcome Festival’, which provides a fun and engaging programme of activities to welcome the new students to the University at the start of induction week.
- Enhanced Student Induction – Recognised as a key phase of building a sense of belonging in new students, a series of improvements have been made to our student induction programme. This includes the development of an ‘induction self-assessment tool’ used by programme leaders to identify local improvements to their students’ induction. Manchester Met has also introduced a Part Time jobs fair and an event showcasing language opportunities, study and placement options, international cultures and entertainment.
- Residential Advisors (RAs) - RAs are second year, third year and postgraduate students who live in halls and support new students through the transition from home into their accommodation and University life. RAs provide student support and create a community within halls, through a positive intervention programme, in conjunction and support of wider health and wellbeing campaigns, to enhance the student residential life experience. Following a successful pilot, the roles are being extended across university accommodation.
- Academic Transition – an opportunity for university staff to visit school and college sixth forms to understand the prior learning experience of new undergraduate students and ensure their programmes take prior experience into account from the design stage. Students from the colleges also have opportunities to visit lectures and preview learning at university.

- ii. Through the University Writing project, additional English language support is available to all students to support their academic writing and target students are encouraged to make use of this support. A complimentary Numeracy project provides support through Numeracy Cafes and workshops delivered by suitably qualified undergraduates ('data buddies'), who also provide in class support. This provides useful experience for the data buddy, and provides an opportunity for students to learn practical numeracy skills in a more comfortable environment. An evaluation will be carried out of the Writing Project and the Numeracy project, to identify their impact on student progression and degree classification and inform the future growth and development of the support at Manchester Met.
- iii. The University has created additional 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. These roles are being evaluated for the impact they have on student success, and the outcomes of this evaluation will inform the future development of these roles.
- iv. One of the key indicators of likely student success is good student engagement. The Student Engagement Monitoring project aims to identify, as early as possible, those level 4 students who appear to be disengaging so that we can work with them to get them back on track. The project provides valuable data on attendance at timetabled classes, engagement with Moodle, coursework submissions and marks, in addition to regular contact with personal tutors. The data provides early warning of non-engagement and enables early interventions to be put in place to support the most vulnerable students. As the project is rolled out across the institution, we expect to be able to improve student retention and progression.
- v. The University's Strategy for Learning, Teaching and Assessment makes explicit the need to ensure the curriculum is inclusive and accessible to all. This notion of inclusive curriculum goes beyond previously used definitions that refer only or mainly to disabled students, aiming to more accurately serve the diverse student base at Manchester Met. The University's Inclusive Curriculum project was set up to 'join-up' and embed those dispersed pockets of support that already exist in order to improve the learning experience for all students; utilising the Higher Education Academy (HEA) Self-Evaluation Framework as a basis for reviewing current practice. Guidance for academic staff draws together internal and external good practice for inclusive, accessible and differentiated approaches to teaching and learning.
- vi. Peer Support is seen as critical in supporting effective retention and progression for new students. We will build on the pockets of excellence in Peer Assisted Learning (PALs) through a new post in the Widening Participation team to develop Peer Support programmes across the University.
- vii. Manchester Met offers a range of events to provide additional support to disabled students, including pre-entry days where they can find out more about the support available. A Peer Mentor scheme provides on-line support from

current disabled students before they start their course, followed by face-to-face engagement once they enrol on their course. This has provided very popular with students, with many mentees choosing to become mentors in following years to support other students. We also provide CPD for staff in schools and colleges to increase their awareness of the support available in University and how to support their progression to us.

viii. During the period covered by this Agreement, we will seek to develop and refine our approach in the following ways:

- review the processes that contribute to the student lifecycle and revise any which impact upon the target groups adversely. We will draw on Institution, HEA and HEFCE data that highlights any differential performance of different student groups;
 - 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.
- ix. 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 assist 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.
- x. 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.

3.3.2. Employability

Manchester Met has introduced the E3 (Employability, Employment, Enterprise) Strategy which identifies a range of initiatives and measures to improve the employment outcomes for all our students. The University has increased the resource available to improve the opportunities and support for students entering the graduate labour market, and we will monitor the impact of this on the target groups. Specific investment in time and resource will include the following areas:

- i. From the beginning of the 2016/17 academic year, we are replicating the proven initiative taken by the University of Leeds, and adopted elsewhere within the sector, to use data gathered through the enrolment process to assess the career readiness of our students and the nature of work experience opportunities they seek. This data will be used to help inform relevant faculty provision and services that are aligned to the needs of our students. It will also be used to assess progression and prioritise resource allocation for specific institutional priorities.

- ii. Research demonstrates that as many as 30% of major employers offer graduate jobs to students who have undertaken placements with them. Increased resource for placement teams in Faculties will enable us to increase the number of placement and work based learning opportunities for students, and increase the amount of support available to students to ensure the experience is a success.
- iii. Support will be provided for target group students to access both study and work experience opportunities abroad as this can be a great way of helping students to develop personally and academically, and can raise aspirations and improve confidence, and therefore job prospects. Our Internationalisation Strategy identifies ways to facilitate a greater range of target group students to gain international experience.
- iv. The University has created the Manchester Met Intern Scheme to offer employment opportunities within the University to our recent graduates. 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.
- v. As around 66% of our graduates choose to stay in the North West it is important that we maximise employment opportunities for them in this region. As SMEs represent 95% of all employers in the UK, we will develop a specific plan to increase employment with SMEs for Manchester Met students and graduates.
- vi. The University provides an on-campus part-time jobs bureau, Jobs4Students, plus runs an annual part-time employment fair to support students in finding work whilst they are studying, to both aid retention and deliver quality work experience to improve graduate job prospects. We will also implement a graduate Recruitment Agency so that we can direct employers straight to our students and graduates, and offer targeted support, thus maximising their chances of entering professional/managerial employment.
- vii. Our 'Mentormatch' on-line career mentoring programme will have a particular emphasis on matching widening participation students with employers from professions they would like to enter.
- viii. We recognise that unpaid internships and work experience can offer valuable employability skills to students, but often WP students are prevented from taking these opportunities due to financial barriers. We will therefore introduce support through our hardship funds to support target students through wishing to undertake these opportunities. The recent report from the Institute of Fiscal Studies on graduate earnings has highlighted the importance of overcoming these barriers

3.3.3 Support for Vulnerable students

Care Leavers and those from a care background are a priority group for outreach activities and are provided with additional support to help them progress into and through Manchester Met. This support includes financial support (through the Care Leaver bursary) as well as access to student ambassador opportunities to enhance employability skills.

Through our LOTUS programme (Linking Opportunities To University Support) we have extended our support to other vulnerable groups, particularly estranged students and young carers. This includes priority access to hardship funds as well as targeted outreach activities and opportunities to work as student ambassadors. We will continue to develop this work further with existing students to determine how they would like to be supported through their time at university.

3.3.4 Support for students with disabilities or mental health issues

As has been outlined above, disabled learners are a key target group for our widening participation activities, through both Outreach and the support we provide when they progress to Manchester Met. We are therefore keen to ensure the changes in Disabled Students Allowance do not have a detrimental impact on our students. In response to the changes, new posts to provide support for Dyslexic students and those with mental health issues will be deployed in a way that is consistent with the Student Support Framework to ensure the University continues to provide high quality support for the retention and progression of disabled students. Take-up levels and the effectiveness of the support delivered will be monitored and evaluated and recommendations made if further investment is required for 2018/19 and beyond.

The University has for a number of years been experiencing a substantial increase in the number and severity of students with mental health and related issues. A similar pattern is being seen across the higher education sector. A review will be undertaken of the University's counselling, health and wellbeing services, to identify additional investment and other changes that are needed to provide a sufficient level of support for students who present with problems of this nature, both within academic departments and in University residences.

A Fitness to Study policy and procedure will also be rolled out, to improve early, professional, intervention in student cases that are causing concern, and to facilitate active collaboration in the implementation of reasonable adjustments.

3.3.5 Support for BME Students

We acknowledge and will respond positively to the targets to increase the numbers of BME students in Higher Education set by the government. Manchester Met Uni has a greater proportion of BME students than the sector averages (and subsequently a smaller proportion of White students). However there are significant variance across faculty and programme areas and

therefore targeted outreach work will be developed to encourage greater participation in programme areas where there is current under-representation.

We also recognise the significant attainment gap for BME students when compared to white students, which has been highlighted in recent HEFCE reports. We will explore reasons for this difference and seek to introduce targeted interventions where necessary to support the employability and progression to further study of BME students. We will work in partnership with the Student Union to develop a programme of interventions to provide targeted support to these students. As part of the commitment to Improving the representation, progression and success of minority students, the University and the Students Union will look to work towards the ECU's Race Equality Charter.

3.4 Financial support for students

3.4.1 Manchester Met Student Support Package

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 based on simple eligibility criteria to make it 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. Having evaluated the current support package, and the balance of expenditure between financial support, outreach and student success, it is now felt appropriate to make a further rebalancing of expenditure to focus less resource on financial support and increase that available for retention and success activities.

The Support Package will be available to all Home undergraduate students (with a UK student support number from Student Finance) paying full fees with a disclosed household income of £25,000 or less, with the exception of those whose course of study is externally funded.

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

- Undergraduates: £750 for each year of study where their tuition fee is at £9,250 per year (or pro-rata for part-time students).
- Foundation Year: £750 for each year of study where their tuition fee is £6165.

Part-time Home 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. Manchester Met issues a Met Card to all new full time undergraduate students which when topped up either by a student or third party can be used 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 and IT suppliers).

Students eligible for the Student Support Package can use it towards the costs of University accommodation or have it credited to their Met Card (which can also be used towards tuition fees). 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.

3.4.2 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. As we reduce the Student Support Package we will also increase the hardship funds provided through the Access Agreement to £500k per year from 2017/18. This will operate alongside the funds set aside from HEFCE Student Opportunity (SO) funding, and so this increase will protect against any decrease that we may see in the amount available from the SO funding in the coming years.

3.4.3 NHS Students

The ending of NHS bursaries in 2017/18 will see a large increase in the amount of student loan these students have to take out to finance their studies. New students on these courses will become eligible for the financial support package. However it is unclear what the impact of these changes will be, particularly for WP students, and therefore we will look at what additional support we can provide to these students.

3.4.4 Care Leaver Bursary

Manchester Met recognises the unique challenges faced by Care Leavers and the barriers they have to overcome to progress to university. We will therefore continue to 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.

3.4.5 Fee Waivers for Sandwich placements

To encourage more WP students to take work placements we will also provide up to 250 fee waivers of up to £680 for sandwich placement years for Home students with a disclosed household income of £25,000 or less as at 31st July in

the year prior to commencing their placement. Additional criteria may apply to restrict the number of awards to 250.

4. Targets and Milestones

4.1 Manchester Met 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.
- students who are young carers
- estranged students
- disabled students
- students from BME backgrounds
- mature students

As part of the 2016 /17 Agreement, we revised our targets in line with the OFFA guidance. As we do not yet know how we will perform against the new targets, we have decided not to extend these targets any further at the moment. Instead we will assess performance over the coming year and review the targets in time for the next Access Agreement.

4.2 Outreach remains a key commitment within this agreement and we will deliver a programme for target primary, secondary and post-16 institutions which supports and motivates target learners through their education journey. We are committed to working in partnership with other HE providers through the NNCO project and will, through this partnership work, expect to increase the number of pupils and the number of schools engaged through the Outreach programme. We have therefore set the following targets in this area:

- i. To engage 130 schools in the GM Higher outreach programme by 2021 (baseline 84 schools in 2013/14)
- ii. 90% of Pupils attending a campus visit to indicate they have a better idea of what they would need to do if they wanted to go to university (baseline 85% in 2013/14)
- iii. To ensure Manchester Met Outreach provision is targeted at under-represented groups and pupils from low participation areas (through monitoring percentage from POLAR 3 Quintiles 1 or 2)
- iv. To monitor the percentage of pupils taking part in targeted campus visits, mentoring and summer schools who subsequently progress to HE (through involvement in HEAT or similar tracking systems)

4.3 Access and Recruitment

- i. To achieve a participation rate of Young Full time Undergraduates (HESA Table T1b) of 17.5% from Lower Participation Neighbourhoods (POLAR 3), by 2020.
- ii. To increase the number of Care Leavers at Manchester Met to 75 by 2020 (based on numbers having Care Leaver status with their Local Authority and receiving the Care Leaver bursary).

4.4 Student retention and success

- i. To reduce the non-continuation rate for WP students at Manchester Met to 7.5% by 2020 (as measured by HESA Table T3b – POLAR 3 data).

4.5 Employability

- i. To achieve the sector median by 2020 for the percentage of full-time, UK, first-degree graduates entering professional/managerial work and/or graduate-level further study.
- ii. To increase positive response in the National Student Survey to the statement 'As a result of my course I believe my career prospects have improved' to 78% in 2020 (from 68% in 2013).
- iii. Increase the numbers of target students (family incomes below £25,000 pa) taking part in sandwich years (taking 2013/14 as a baseline).

4.6 Financial support for students

We will monitor the recruitment, retention and success of students in receipt of means tested financial support in comparison with those who are not. We will also survey students to determine their opinions on the impact financial support has on them.

4.7 Equality and Diversity

Manchester Met Uni has a Student Equality Objective to ensure 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 is reported through the Equality and Diversity Annual Report.

5 Monitoring and evaluation arrangements

- 5.1 The Access Agreement is developed and approved by the Access Implementation Group. Progress against targets and milestones will also be monitored by this group and 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 the Registrar (Professor Karen Moore) 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 Manchester Met is committed to providing information to students on the schemes outlined in this Agreement.
- 6.2 The University will use a variety of vehicles including:
 - Presentations and information, advice and guidance at Open/Visit Days
 - Talks/workshops and 1:1 information advice and guidance for students (and parents) at schools and colleges
 - Talks/workshops for mature students
 - front line advice on entitlement via 'phone, email, social media, and face to face appointments
 - Money Matters and How to Apply Guides
 - Applicant e-newsletters
 - School and College newsletter
 - the Manchester Met Parent/Carer Guide
 - Mini guide and offer brochures
 - Manchester Met web study section IAG pages www.mmu.ac.uk/study
 - Online FAQs www.mmu.ac.uk/ask/
 - Social Media channels for timely information, advice and guidance for enquirers and applicant, including <https://manmetuniblog.com>
 - 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 Manchester Met's major committees including Academic Board and the Board of Governors.

The Students' Union was consulted during the formulation of the very first Access Agreement and has remained involved in the process since then. For this current agreement, they have been represented on the Access Agreement Group which has developed and proposed this Agreement as well as the committees which have approved it. They have also been consulted and involved in the development of the student support package as outlined in this Agreement, in particular with relation to the 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 Implementation Group. They have also worked in partnership with the University to carry out a survey with current students to determine the impact the financial support package has had on them across the student life cycle. The outputs from this research have informed the development of the support outlined in this agreement. The Students' Union Advice Centre is also represented on the Discretionary Funds Steering Group, which oversees the operation of the hardship fund to ensure it meets the needs of students.

8 Equality and Diversity

The University is committed under the Equality Act (2010) and associated Public Sector Equality Duty to have due regard to the impact of any significant changes which may impact upon students. This is managed through our equality impact assessment (EIA) process.

Work has been undertaken at Manchester Met to review practice in inclusive design and delivery of the curriculum and develop an institutional framework for inclusive practice. This project set out to embed evaluation and monitoring of inclusive curriculum design within the quality enhancement processes at the University. It also delivered good practice resources for supporting inclusive practice in the curriculum and the professional development of academic staff. An 'Inclusive curriculum' refers to all of the good practice around learning that is designed, planned and delivered to enable everyone to access it, regardless of student educational, dispositional, circumstantial, or cultural background.

The Institution's Equality and Diversity (E&D) Strategy has enabled greater alignment with the University's corporate plan and strategy. The strategy is 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 have been incorporated into future Access Agreements ensuring synergy between the Widening Participation and Equality and Diversity agendas.

The University is committed to ensuring the equality of student experience by identifying any areas where satisfaction levels for students from particular groups fall below average and devising appropriate action plans. This is monitored through the internal student satisfaction survey, which is analysed to identify any statistically significant variations for students from particular groups. Through the student enrolment process, the University now collects equality monitoring information relating to religion/belief and sexual orientation. This information will ensure that the University maintains inclusivity and identifies any future E&D objectives. Any actions or outcomes relevant to OFFA target groups will be incorporated into future monitoring reports.

E&D data is published through the E&D Annual Reports, which highlights trend and sector benchmarking data and can be downloaded from: <http://www.mmu.ac.uk/equality-and-diversity/>

The University invests in continuous improvement standards to maintain and go beyond its E&D responsibilities such as:

- The Disability Standard – The Business Disability Forum (BDF) rigorously assess ten criteria to track disability competence and confidence. Manchester Met achieved a Silver status (overall score 87% only 3% away from Gold). MMU is the only University to have achieved this award and were named ‘Best Public Sector Organisation’ by the BDF in 2013.
- Athena SWAN - The University currently holds an Institutional Bronze Athena SWAN award, and is resubmitting for renewal in April 2016.
- Stonewall Workplace Equality Index – The University are active members of the Stonewall Diversity Champions programme, and are have ambition to achieve a place in the top 100 workplace index.
- Investors in People – Manchester Met is an IiP Gold Champion organisation. The University was last accredited against the 6th generation IiP framework, in May 2015. Having initially been involved in the pilot of the new framework, it was then launched nationally in September 2015.

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

Reference number	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	To achieve a participation rate of Young Full time Undergraduates (HESA Table T1b) of 17.5% from Lower Participation Neighbourhoods (POLAR 3), by 2020.	No	2013-14	16.4%	16.9%	17.1%	17.3%	17.5%		
T16a_02	Student success	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	To reduce the non-continuation for young FT UGs from LPNs to 7.5% by 2020 (as measured by HESA Table T3b – POLAR 3 data)	No	2012-13	8.7%	8.1%	7.9%	7.7%	7.5%		
T16a_03	Progression	Other statistic - Progression to employment or further study (please give details in the next column)	To achieve the sector median by 2020 for the percentage of full-time, UK, first-degree graduates entering professional/ managerial work and/or graduate-level further study.	No	2013-14	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure		This target has been amended to reflect the change made in the E3 strategy which this target is linked to.
T16a_04	Progression	Other statistic - Other (please give details in the next column)	To increase positive response in the National Student Survey to the statement 'As a result of my course I believe my career prospects have improved' to 78% in 2020 (from 68% in 2013)	No	2013-14	68%	72%	74%	76%	78%		
T16a_05	Access	Other statistic - Care-leavers (please give details in the next column)	To increase the number of Care Leavers at MMU to 75 by 2020, from 57 in 2013/14 (based on number of students receiving the MMU Care Leaver Bursary)	No	2013-14	57	63	66	70	75		
T16a_06	Student success	Other statistic - Low-income backgrounds (please give details in the next column)	Increase the numbers of students from low income backgrounds (household income of £25,000 or less) taking a sandwich year	No	2013-14	155	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure		

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (collaborative - please give details in the next column)	To increase the number of state secondary schools engaged with through the Greater Manchester Higher collaborative network	Yes	2014-15	87	98	106	114	122	130	

T16b_02	Operational targets	Operational targets	90% of Pupils attending a campus visit to indicate they have a better idea of what they would need to do if they wanted to go to university	No	2013-14	85	87	88	89	90		
T16b_03	Operational targets	Operational targets	To ensure MMU Outreach provision is targeted at under-represented groups and pupils from low participation areas (through monitoring percentage from POLAR 3 Quintiles 1 or 2)	No	2014-15	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %		
T16b_04	Other (please give details in the next column)	Other (please give details in the next column)	To monitor the percentage of pupils taking part in intensive interventions (mentoring and summer schools) who subsequently progress to HE (through involvement in HEAT tracking system)	No	2015-16	Monitor and publish	Monitor and publish	Monitor and publish	Monitor and publish	Monitor and publish		HEAT to be used for the first time in 2015/16, with results to follow in future years
T16b_05	Other (please give details in the next column)	Other (please give details in the next column)	Monitor the recruitment, retention and success of students in receipt of means tested financial support in comparison with those who are not and publish annual figures	No	2014-15	Monitor and publish	Monitor and publish	Monitor and publish	Monitor and publish	Monitor and publish		

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.

These targets were changed last year in line with the updated OFFA guidance. As we have not yet stated monitoring performance against these targets we feel it is too early to know how achievable they are. Therefore we have decided not to extend the targets beyond 2019/20 at this stage. Instead we will monitor performance in the coming years and re-evaluate them next year. The exception is the collaborative target which was reviewed at the Greater Manchester Steering group and has been adopted across the partnership. The target relating to employability has been amended to reflect the changed target in the E3 strategy which it is based upon.