



Manchester
Metropolitan
University

A Commitment to Inclusion

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

2018-2019

ACCESS AGREEMENT 2018- 2019

Introduction

The Manchester Metropolitan University is committed to supporting entry to higher education for 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 2021/22).

In our 2017-18 Agreement we made a significant shift of resource away from student financial support in favour of increased investment in outreach and student success. We will not be making any further changes in our financial support package until we have had an opportunity to evaluate the impact of the changes we have recently introduced.

Our recently published University Strategy places Partnership and Community at the heart of the institution. This is reflected in this Access Agreement, which continues to commit us to work in partnership with other institutions to raise awareness of, and aspirations to, Higher Education. As we continue to lead the Greater Manchester Higher collaborative network for the region, we will focus the Access expenditure identified in this Agreement on supporting learners from WP backgrounds who are not covered by the NCOP targeting, such as those from younger age groups and those from other priority postcodes. We will also continue to work with our communities to ensure they see Manchester Met as an institution which is part of, and contributes to, the local area.

This agreement is written in the context of a large reduction in the HEFCE Student Opportunity allocation (up to 50% by 2020), which currently represents a significant source of income to Manchester Met (over £8.5M for 2016/17). This funding supports the recruitment, retention and success of WP students, who constitute a significant proportion of the student body. As Student Opportunity funding is progressively reduced (provisionally to £6.8M in 2017/18), the University will need to use Access Agreement funding to ensure continuation of this work.

In addition, the University has recently announced that it intends to withdraw from its campus in Crewe. The final intake of new undergraduate students at Crewe was September 2016. The intention is that these students will complete their courses at the end of the 2018/19 academic year, when the Crewe campus will close. The decision has implications for projected student numbers and therefore also for additional fee income. The number and financial projections for 2017/18 and beyond have been amended to reflect this change in provision.

1. Fees and limits and fee income

Manchester Met has traditionally charged below the maximum permitted fees for students undertaking a Foundation Year, and those on a sandwich year or year abroad. However, this effective discounting of fees does not reflect the actual costs of delivering these routes. The decision has therefore been made to increase these fees for those students starting in 2018/19 to the upper fee limit.

This will generate additional fee income, which will allow us to provide additional targeted support to these students to help them to succeed.

The following fees (both full-time and part-time) apply to new students in 2018/19 and may be increased in future years in line with any annual inflationary increases allowed by the Government. Fees for students who started at Manchester Met prior to 2018/19 are outlined in our previous Access Agreements.

1.1 Full-time Students

£9,250 will be charged for ALL full time undergraduate programmes and PGCE programmes, including all Foundation Years.

For Home/EU students on a sandwich degree, there will be a placement fee of £1,850 for the year for all UK placements.

Where Home/EU students undertake a mandatory overseas study year as part of a language course, or 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 £1,385. Students who spend more than 10 weeks in attendance at Manchester Met will be charged the full fee.

1.2 Part-time students

In 2018/19, 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 £6,935 in the academic year.

2. Expenditure on additional access and retention measures

- 2.1. In 2018/19, Manchester Met will continue to provide a Student Support Package that is equally split across each year of study, because we believe this to be the most effective way of providing support.

In 2018/19, Manchester Met will be investing 23% of additional fee income in Access measures, consisting of the following:

Financial support (including bursaries)	£9.0M
Outreach activity	£1.45M
Student Success expenditure	£3.4M
Progression expenditure	£0.775M

This represents 62% on financial support, a reduction from the 89% spent on financial support in 2014/15. In 2018/19, the investment in Student Success and

progression will represent around 28% of OFFA countable expenditure (compared to 8% in 2014/15). By 2021/22, investment in Access measures will have risen to around 23.6% of additional fee income, with expenditure on financial support dropping to 54%, and expenditure on Student Success and progression increasing to 35%.

2.2. Manchester Met has a relatively high proportion of students from under-represented groups, well above the national average (as demonstrated below). The proposed investment 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	2015/16
State School Pupils							
Manchester Met	95.4%	96.1%	95.0%	96.1%	96.6%	96.9%	96.8%
UK Average	89.4%	89.2%	89.3%	89.5%	89.9%	90.0%	90.1%
LPN (POLAR 3)							
Manchester Met	13.9%	13.8%	14.5%	16.2%	16.4%	17.3%	16.6%
UK Average	10.1%	10.4%	10.5%	11.1%	11.1%	11.6%	11.5%

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 (15.8% in 2015/16). The figures below show our performance in relation to WP for our full time undergraduate 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	2015/16
LPN (POLAR 3)							
Manchester Met	12.6%	14.1%	18.2%	18.2%	17.5%	17.8%	15.3%
UK Average	10.6%	10.9%	10.9%	11.6%	11.9%	12.8%	12.3%

Whilst the percentage from the lowest participation neighbourhoods is higher than the national average, and remains higher than it was back in 2010/11, there was a significant dip in the figure for the last year. We will continue to monitor this figure in the coming year to see if the percentage continues to drop, and if it does we will seek to identify additional ways of addressing the situation.

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, and the percentage with incomes below the upper income threshold for maintenance grants:

Students with household income below:	2013/14	2014/15	2015/16	2016/17
£25,000	48%	47%	43%	39%
£42,611	62%	60%	55%	51%

Source: HE Bursary portal.

We have observed a reduction in the percentage of students with assessed income at OFFA countable levels in recent years, although it still represents a significant proportion of our home undergraduate population. The most recent reduction coincided with the replacement of maintenance grants with loans. We have also seen an increasing number of students electing not to be income assessed by Student Finance England and are working to raise awareness amongst students that income assessment by Student Finance will be used for institutional bursaries. We will monitor these proportions in future years.

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 the bursary. 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, which is 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
2015/16	68

Through our Outreach targeted at Care Leavers and their key influencers, we have increased awareness of the support provided by the University. This has resulted in more students disclosing their Care Leaver status and it has led to increased engagement with potential students. The increase above demonstrates the impact of the sustained work we have undertaken with this group in recent years.

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

ii. Retention

	Professional/Managerial employment or further study							
Young participation quintile (1=low, 5=high)	2013 survey (Graduated 2011/12)		2014 Survey (Graduated 2012/13)		2015 Survey (Graduated 2013/14)		2016 Survey (Graduated 2014/15)	
	Number	%	Number	%	Number	%	Number	%
1	256	52%	328	57%	413	58%	410	65%
2	418	59%	443	60%	518	61%	523	63%
3	432	54%	484	57%	630	63%	577	69%
4	493	58%	556	60%	669	63%	550	66%
5	634	63%	703	64%	829	68%	675	69%
TOTAL	2233	58%	2514	60%	3060	63%	2735	67%
% from quintile 1 and 2	674	56%	771	59%	931	60%	933	64%

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	2014/15
Young entrants							
Manchester Met	9.8%	12.8%	12.3%	9.1%	7.4%	8.0%	8.6%
Benchmark	8.7%	9.6%	8.7%	6.9%	7.0%	7.4%	7.8%
UK Average	6.5%	7.2%	6.3%	5.7%	5.7%	6.0%	6.2%
Mature entrants							
Manchester Met	17.3%	15.7%	15.9%	11.5%	10.5%	12.5%	10.1%
Benchmark	13.9%	13.7%	12.3%	10.8%	12.6%	12.7%	12.1%
UK Average	12.9%	13.3%	11.6%	10.5%	11.9%	11.8%	11.6%
Young LPN (POLAR 3)							
Manchester Met	13.0%	14.5%	15.1%	11.4%	8.7%	9.3%	10.0%
Benchmark	10.1%	11.6%	10.8%	8.6%	8.5%	8.7%	9.6%
UK Average	8.6%	9.8%	8.8%	7.9%	7.7%	8.2%	8.8%

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 for young and LPN students, this follows sustained improvements over recent years. We have also seen welcome improvements in the figures for mature entrants. Through the range of interventions outlined in the Agreement we will work to improve the retention and successful outcomes for our widening participation students, and improve these figures in future years.

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.

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) have significantly improved over recent years. 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)	2015/16	4.3%	8.5%

Retention

Non-continuation two years following year of entry: part-time first degree entrants		Manchester Met	UK ave.
Entrants aged 30 and under	2013/14	20.8%	37.3%
Entrants aged over 30	2012/13	14.6%	33.4%

Manchester Met's part-time student population has a very different profile from its full-time population. This is largely because of the type of part-time courses 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 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 on 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

The University also provides a programme of community engagement to promote the benefits of Higher Education. This includes the Manchester Children's Book Festival, The Community Learning Festival, and many STEM related events linked to National Science week. We see such events as an integral part of our widening participation provision.

Whilst the Outreach programme is primarily focused on Greater Manchester, we continue to 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, established through the HEFCE-funded National Networks for Collaborative Outreach, and which we have sustained beyond the lifetime of this funding. Through the Network we will continue to promote our existing outreach activities and contribute to a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. In addition, 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 Greater Manchester Higher we are also leading HEFCE's National Collaborative Outreach Programme (NCOP) for the region, where we will work with other Network partners to deliver a programme of activities targeted at NCOP learners which complements our existing outreach work. We will look to work closely with the Opportunity Areas, particularly Oldham in Greater Manchester. We will ensure our outreach provision, both institutional and collaborative, meets the needs of learners in Oldham and we will work with partners to demonstrate the positive impact of what we are doing.

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 and to 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 local, regional and national levels and will engage constructively with partners to develop these collaborations in the coming years.

The University is also a partner in two University Technology Colleges, one in Crewe (specialising in Engineering and Design) and the other in Warrington (Engineering and Energy). Both opened in September 2016, and are 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 create programmes that work for them, supporting their commitment to develop their employees as future business leaders. Further programmes are being planned in partnership with employers to provide alternative routes into Higher Education and support the University's commitment to widening participation.

3.3. Strategic Involvement with Schools

Manchester Met is committed to working strategically to support local schools and colleges. This takes various forms and is designed to ensure we support in areas where there is mutual benefit to both partners. We currently sponsor two University Technology Colleges, but have no immediate plans to enter further sponsorship arrangements. Instead, we will seek to evaluate the impact that our current partnerships have and look to build on areas where we can see greatest positive impact. Some of the key strategic links we have with schools are listed below:

i. Sponsorship of University Technical Colleges

The University sponsors two UTCs, in Warrington and Crewe which opened in September 2016. Both specialise in Engineering and have close links to the Faculty of Science and Engineering. The University is represented on the Board of Governors and was closely involved in setting up the UTCs, working on the development of the buildings and the specifications for specialist engineering equipment. The University was also involved in the development of the curriculum, ensuring it delivers the skills and knowledge required for a range of STEM pathways. We will look to assess the impact of these arrangements as they develop in the coming years.

ii. Supporting Supplementary Schools

The University works closely with local supplementary schools, identifying opportunities to work with those schools that teach widening participation students in a non-traditional setting. The Faculty of Education have been supporting supplementary schools in the Hulme/Moss Side area since the opening of the Birley campus and now hosts a supplementary school twice a week at the University, providing student ambassadors to support the sessions. Work will be undertaken with the supplementary school staff and students to evaluate the impact of this intervention.

iii. Business Class Partnership

The Faculty of Business and Law, with the central widening participation team, are members of the Business Class partnership. This is a Business in the Community programme which forms strategic partnerships between businesses (in this case the University) and a local school (Abraham Moss in North Manchester) to provide support in a range of areas, including leadership and governance, curriculum, enterprise and employability. This partnership is in its second year and as the partnership develops, work will be undertaken to evaluate the impact it is having on the school and the learners.

iv. School Governors

The University has many staff who are members of governing bodies in local schools, but currently this is done on an individual basis and is not supported by the institution. Learning from the highly successful School Governor initiatives in other universities, Manchester Met is developing a School Governor programme which will support existing and potential governors through information sessions, networking opportunities and support with applying. The scheme will involve the widening participation team, HR, and charities involved in supporting the recruitment of school governors. As the scheme develops we will monitor its progress and seek to identify any impact, both on the staff involved and their schools.

v. Programmes to support English and Maths attainment

We recognise the importance of students attaining a good level of English and Maths and we have developed some small scale projects to support learners in these areas. Through this agreement we will seek to develop these further and produce evidence of the impact they have on attainment.

vi. Supporting the Professional Development of Teachers

Staff across the institution are currently engaged in a wide range of Continuing Professional Development (CPD) for staff in schools. This includes subject specific support and networking opportunities for teaching staff, as well as development of knowledge for advice and guidance staff, enabling them to better support their students to progress to Higher Education. We will look to evaluate the impact of the work in the future, both on the staff and the students they support.

3.4. First Generation Scheme

Manchester Met's First Generation Scheme is a new 'whole student life cycle' widening participation programme. Launched in April 2017, First Generation will work with Year 12 students in local colleges, supporting them through a summer school and mentoring as they complete their level 3 qualifications. Those who choose to progress to a course at Manchester Met will receive additional support and interventions focused on employability and successful outcomes. The scheme will use Alumni and business contacts to provide the students with contacts and opportunities to support their career development. We will monitor and assess the outcomes for the students we support through the Scheme.

3.5. 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 department, which brings together central support services and contributes to institutional oversight and coordination of support for student retention and progression. The Institution has also established posts of Heads of Education in each faculty, who work with the Pro-Vice Chancellor (Education). Each of the Heads has a cross institutional remit, covering areas such as widening participation, induction and retention, and will support the enhancement of the provision offered across these areas.

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 delivered services, such as support for disabled students and counselling support.

In this Agreement we propose to increase the fees for Foundation Years, sandwich placements, and years abroad, to the maximum allowable levels. This will generate additional fee income, which we will look to invest to support progression from foundation year to year 1, and also to support students undertaking placements as part of their course. We will report on this additional support and evaluate its impact in future monitoring returns.

3.5.1. Retention and Progression

- i. Numerous studies 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 Pre-Entry, Enrolment and Induction Steering Group has implemented a range of initiatives to help support our students from the time they receive their 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 was made available across the institution in 2016.
 - ‘Step in’ Summer Events – These days provide new students with an opportunity to engage with the institution before they start their induction. The programme includes events targeted at learners with young families, and sessions focussed on enhancing academic study skills. Whilst it is open to all new students, the programme is of particular benefit to those from widening participation backgrounds. These events culminate with a ‘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. These include the development of an ‘induction self-assessment tool’ used by programme leaders to identify local improvements to their students’ induction, the introduction of 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 with, and in support of, wider health and wellbeing campaigns, to enhance the residential experience of students. Following a successful pilot, the roles are being extended across University accommodation.
 - Academic Transition – This provides 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 in the University.
- ii. Through the University Writing project, additional English language support is available to all students to support their academic writing, and targeted students

are encouraged to make use of this support. A complementary Numeracy project provides support through Numeracy Cafes and workshops that are delivered by suitably qualified undergraduates ('data buddies'), who also give in class support. The data buddies gain useful experience and the students have an opportunity 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 to inform the future growth and development of these areas of 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 more accurately to 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 the new Transition and Peer Support Manager to establish 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 new students with 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

proved 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 the University. In addition, we have developed a pre-entry ASD summer school for students who are due to start at Manchester Met. This summer school, piloted in 2016, has proved very popular with students and feedback demonstrates it eased their concerns about starting university. We will look to track the students as they progress to see if there is any noticeable difference in their retention compared to similar students who did not participate in the summer school.

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 adversely upon the target groups. We will draw on institutional, 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.

3.5.2. 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. Faculty Heads of Education are responsible for implementation of the Strategy in their faculty, working in collaboration with professional support services. 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 and ensure that they 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 enhance the amount of support available to students to ensure that 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 powerful 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 of enabling a broader 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, Talent Match provides employers with a professional recruitment service, working proactively to connect students and graduates to highly skilled employment opportunities. This added-value service also serves to develop wider opportunities for our students, including placements and access to mentors.
- v. The majority of our graduates (68%) choose to work in the North West. It is therefore important that we maximise employment opportunities for them in this region. As SMEs represent 95% of all employers in the UK, we will continue to work closely with local SMEs through our service offer to recruiters and the opportunities we provide to employers to connect with our students and graduates at events on campus.
- vi. The University has an on-campus part-time jobs bureau, Jobs4Students. This service aims to ensure fair and equitable access to the employment opportunities that are available. The support provided to students aids retention and delivers quality work experience to improve graduate outcomes.
- vii. Our 'Mentor Me' 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 internships and work experience can offer valuable employability skills to students, but often WP students are prevented from taking these opportunities because of financial barriers. We will therefore introduce support through our hardship funds to support target students wishing to undertake these opportunities. Improving social mobility is a key objective for the University and access to high quality work experience is a key factor in this respect.

3.5.3 Support for Vulnerable students

Care Leavers and those from a care background are a priority group for outreach activities and these students are provided with additional support to help them progress into and through Manchester Met. This 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.

As a result of this work we were able to identify and support over 60 estranged students in 2015/16. We will develop this work in conjunction with existing students to determine how we can further support them through their time at university.

3.5.4 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 of students with mental health and related issues and the severity of their problems. A similar pattern is being seen across the higher education sector. A review was undertaken of the University's counselling, health and wellbeing services, to identify additional investment and other changes that were 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. As a result, several new posts have been created, including a drug and alcohol worker and additional counsellors. In addition, we

have employed several mental health and wellbeing mentors to provide support to students through their time at university and help them manage the stresses and challenges of student life. We will continue to monitor the health and wellbeing of our students and we will invest additional resource to support them as the need is identified. A bank of additional staff has been identified to provide support so that waiting times can be minimised during particularly busy periods.

A Fitness to Study policy and procedure has been 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.

3.5.5 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 has a greater proportion of BME students than the sector averages (and consequently a smaller proportion of White students). However, there are significant variations between faculty and programme areas, and targeted outreach work will therefore be undertaken to encourage greater participation in programme areas where BME students are currently under-represented.

We also recognise the significant attainment gap for BME students when compared to White students, which has been highlighted in recent HEFCE reports. The newly established Equality & Diversity Strategy Development Group (Student) will oversee a range of initiatives to support BME students. This will include the Diversity and Inclusion Student Ambassador project, for which Manchester Met is one of the partners. Through this project we will look to introduce student led initiatives to support particular groups of students. Other initiatives will also seek to support more BME students to progress to postgraduate study. As funded projects are delivered we will look to identify their impact and, where they are successful, embed them within the wider work that is supported through the Access Agreement.

We will invest in additional data analyst support focused on diversity to provide a better understanding of the differences in attainment of our BME students. Interventions will be evidence based and targeted to support progression and employability of this group. We will work in partnership with the Students' Union to develop a programme of interventions to provide targeted support to these students. As part of its 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.

3.6 Financial support for students

3.6.1 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 that 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. In our 2017/18 Agreement, we reviewed and rebalancing our expenditure to focus less resource on financial support and to increase that available for retention and success activities. We will now seek to evaluate the impact of these changes before making any further adjustments to the balance of expenditure.

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 (including Foundation Year) where their tuition fee is at £9,250 per year (or pro-rata for part-time students).

Part-time Home students studying at least 25% intensity (30 credits) and who have 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 who are 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 be used to purchase a wide range of University services including printing, catering, purchase of class materials from University outlets, and purchase of books and IT equipment through approved external suppliers. It 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.

3.6.2 Hardship fund

We recognise that some students need additional financial support to help them get through a challenging time. We believe being able to respond appropriately to such needs is an essential element of our retention support. Therefore, 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 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.

3.6.3 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.

3.6.4 Fee Waivers for Sandwich placements

To encourage more WP students to take work placements we will also provide up to 250 full fee waivers 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.

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 Greater Manchester Higher partnership and, 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 Attainment target

- i. Monitor the progression and success of students recruited to Manchester Met each year through the First Generation Scheme.
- ii. To audit and monitor the numbers of Manchester Met staff who are school governors, and work to deliver agreed increases.

In the coming year we will refine these targets in the light of the evidence of the impact of this work and work towards developing outcome focussed attainment raising targets.

4.4 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).

4.5 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).

4.6 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. To increase the numbers of target students (family incomes below £25,000 pa) taking part in sandwich years (taking 2013/14 as a baseline).

4.7 Financial support for students

We will monitor the recruitment, retention and success of students who are 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.

4.8 Equality and Diversity

Manchester Met has established a Equality and Diversity Strategy Development Group (Student). This group will develop the Student Equality and Diversity Strategy and Implantation Plan, and progress against the strategy will be reported to the University Diversity and Equal Opportunities Committee (DEOC) (Chaired by the Deputy Vice Chancellor) and the Education Committee (Chaired by the Pro Vice Chancellor (Education)). Through this work we will seek to reduce the differential outcomes for BME students at the University.

5 Monitoring and evaluation arrangements

5.1 The Access Agreement is developed by the Access Agreement Implementation Group, Chaired by the Registrar, prior to approval by the University Executive Group and the Board of Governors. Progress against targets and milestones will also be monitored by this Group and by the Education Committee on behalf of Academic Board. Monitoring will use the targets set out in paragraph 4 above and assessment will be made 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 the Education 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 Implementation Group, which has developed and proposed this Agreement, as well as on the committees that have approved it. They were also consulted and involved in the development of the student support package as outlined in this Agreement, in particular in 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 students to budget effectively 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 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. In addition, the Students' Union Advice Centre is 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 several broad themes:

- Inclusive leadership and decision making at all levels of the organisation
- Understanding our communities and providing support for their needs
- Accessible and inclusive campus
- Progressive, informed, diverse and supported workforce
- Inclusive student experience

Any relevant objectives will be 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 highlight 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 Gold status (overall score 92% only) and 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 will submit under the new criteria in November 2017. Work continues to support departmental applications, from both STEMM and non-STEMM departments.
- Stonewall Workplace Equality Index – The University are active members of the Stonewall Diversity Champions programme, and in 2017 achieved a ranking of 41st in the top 100, a rise of 125 places from the previous year. This improvement ranks the University as 4th in the Sector..

In 2016 the University retained our Investors in People ‘Gold’ level status, being amongst the very first organisations worldwide to use the 6th generation framework. The updated framework now has nine indicators to reflect the very best people management practices.

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)	Main target type (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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Low participation neighbourhoods (LPN)	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%	17.1%	17.3%	17.5%	17.5%		
T16a_02	Student success	Low participation neighbourhoods (LPN)	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%	7.9%	7.7%	7.5%	7.4%		
T16a_03	Progression	Other (please give details in Description column)	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 (please give details in Description column)	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%	74%	76%	78%	78%		
T16a_05	Access	Care-leavers	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	66	70	75	80		
T16a_06	Student success	Low income background	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		
T16a_07	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Monitor the progression and success of students recruited to Manchester Met each year through the First Generation Scheme.	No	2018-19	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	This is a new scheme aiming to recruit First Generation students to the university through a targeted outreach programme. The first cohort will start at the university in September 2018	
T16a_08	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	Reduce the differential outcomes for BME students at the University	No	2015-16	Monitor and publish figure	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	Main target type (drop-down menu)	Target type (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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Other (please give details in Description column)	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	106	114	122	130		
T16b_02	Access	Other (please give details in Description column)	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	88	89	90	90		
T16b_03	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	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	Access	Other (please give details in Description column)	Outreach / WP activity (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	Multiple	Other (please give details in Description column)	Other (please give details in Description 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		
T16b_06	Access	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To audit and monitor the numbers of Manchester Met staff who are school governors, and work to deliver agreed increases.	No	2016-17	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.