

1. Introduction

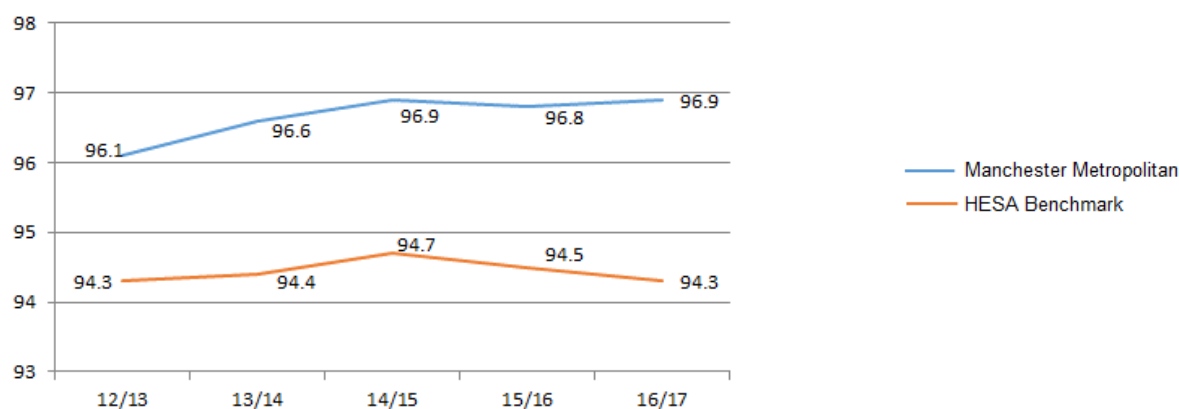
Manchester Metropolitan University is committed to supporting applicants from low income families to enter higher education and supporting their progression and success. The University will continue to commit approximately 23.6% of additional fee income to assist individual students from disadvantaged backgrounds to achieve their potential (based on steady state investment in 2022/23).

2. Assessment of Current Performance

2.1 Access

2.1.1 Access: Young UK Full-Time UG Entrants

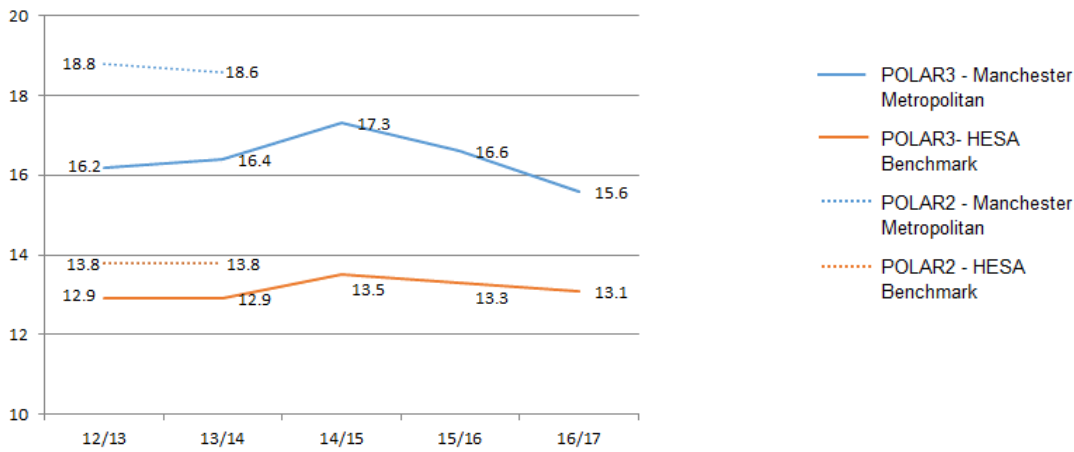
The proportion of our young UK full-time undergraduate students who are from state schools has increased since 2012/13 and remained steadily higher than our benchmark, in contrast to the decline shown by the benchmark since 2014/15. Manchester Met recruits the largest number of students from state schools/colleges of any institution in the county, with over 6,000 state school or college new entrants.



HESA PI Table 1b % Young UK full-time undergraduate entrants from **State Schools**

The proportion of students from Low Participation Neighbourhoods (LPNs) has fallen at a faster rate than the benchmark since 2014/15 but remains 2.5 percentage points higher than the benchmark. The method used for calculating Low Participation Neighbourhoods changed from POLAR2 to POLAR3 in 2012/13: the dotted lines show that our performance would have been higher been using the previous method.

The University is currently withdrawing from its campus in Crewe and the final intake of new undergraduate students at Crewe was in September 2016. This decision was taken in light of the decline in applications and recruitment to programmes on this campus over recent years. Internal data shows that the Crewe campus traditionally has a larger proportion of LPN students than the Manchester campus, in part due to significant recruitment from the surrounding areas of Crewe and Stoke.



HESA PI table 1b % Young UK full-time undergraduate entrants from **Low Participation Neighbourhoods**

Internal data also shows a fall from 16.2% LPN new entrants in 2015/16 to 15.4% in 2017/18 (note that HESA data uses 1 December census point while internal data uses October enrolments so figures do not match exactly). If Cheshire new entrants are removed from the data, there is a less pronounced downward trend – from 15.7% new entrants in 2015/16 to 15.4% in 2017/18. Therefore, the closing of the Crewe campus has impacted directly on the LPN profile of the institution. However, despite this decline, Manchester Met is the country’s second largest recruiter of young full time undergraduates from Low Participation Neighbourhoods (1000 students in 2016/17).

Internal data has also been analysed to look at the types of level 3 qualification that students are progressing to Manchester Met with. This reveals that the proportion of new entrants with vocational qualifications¹ has increased over the last three years.

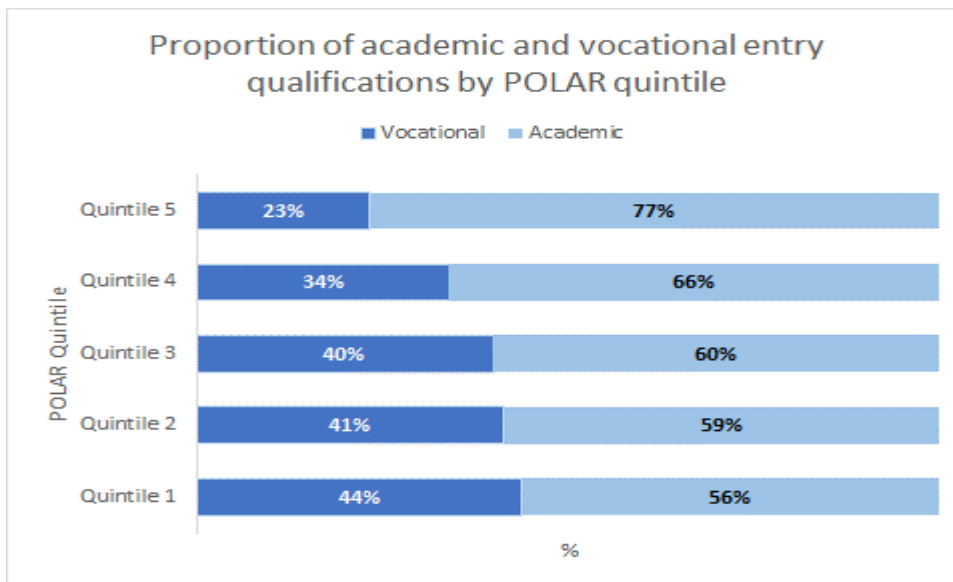
		15/16	16/17	17/18	<i>Difference 15/16 to 16/17</i>	<i>Difference 16/17 to 17/18</i>
Academic	%	64.0%	65.7%	61.2%	1.8%	-4.5%
	No.	5,035	4,775	4,471	-260	-304
Vocational	%	36.0%	34.3%	38.8%	-1.8%	4.5%
	No.	2,838	2,492	2,831	-346	339
Mixed or N/A	No.	1,218	1,058	966	-160	-92

Entry Qualification type of undergraduate new entrants, 2015 to 2017

There is evidence that students with vocational qualifications are more likely to drop out and less likely to attain a good degree than students with academic entry qualifications. We have conducted in-depth research to understand these trends and are developing interventions to support vocational students (as detailed later in this document).

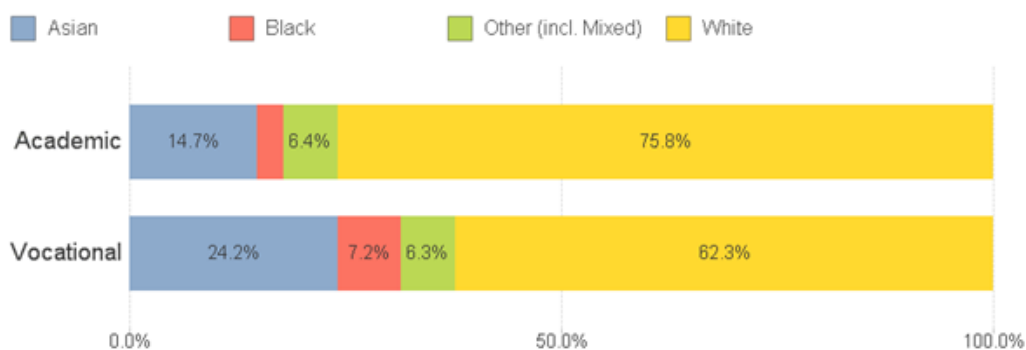
Analysis of data on academic/vocational qualifications by POLAR quintile has also revealed that students from Low Participation Neighbourhoods are more likely to have vocational qualifications.

¹ New entrants are classed as Academic if the majority of their level 3 qualifications are from A/AS Levels, Scottish Highers, International Baccalaureate or similar. Entrants are classed as Vocational if the majority of their level 3 qualifications are from a BTEC, NVQ or Access course.



Young, UK new entrants (2017/18) enrolled or registered at Manchester Metropolitan on 09/09/2017

When this data is broken down by ethnicity, it reveals that BAME students are more likely to enter with vocational qualifications than white students.



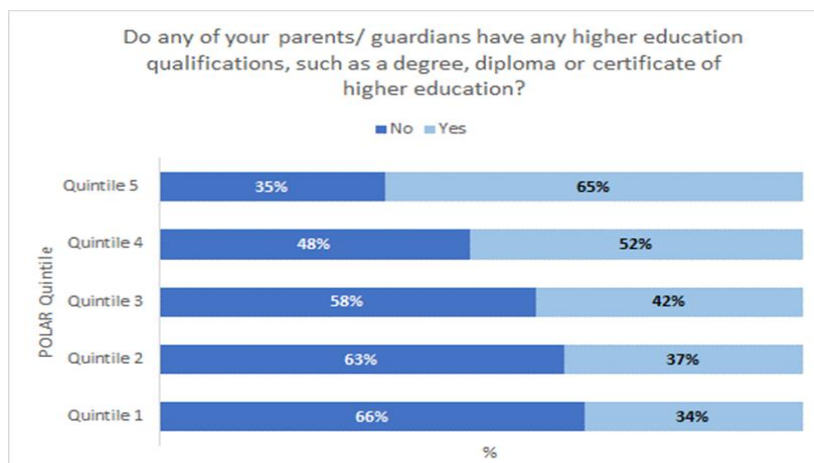
UG new entrants with vocational and academic qualifications by ethnicity group (2017/18)

At Manchester Met we are also aware of the importance family HE experience can have on access to, and success in, university. Analysis of our internal data shows that, despite a drop in recent years, over 50% of FT Home undergraduate students are first generation (no parent or guardian who has any higher education qualifications).

		15/16	16/17	17/18	Difference 15/16 to 16/17	Difference 16/17 to 17/18
First Generation	%	54.7%	54.1%	50.8%	-0.6%	-3.3%
	No.	3,670	3,300	2,977	-370	-323
Not First Generation	%	45.3%	45.9%	49.2%	0.6%	3.3%
	No.	3,038	2,798	2,878	-240	80
Not known	No.	488	528	728	40	200

Parental Education of young UK undergraduate new entrants, 2015 to 2017

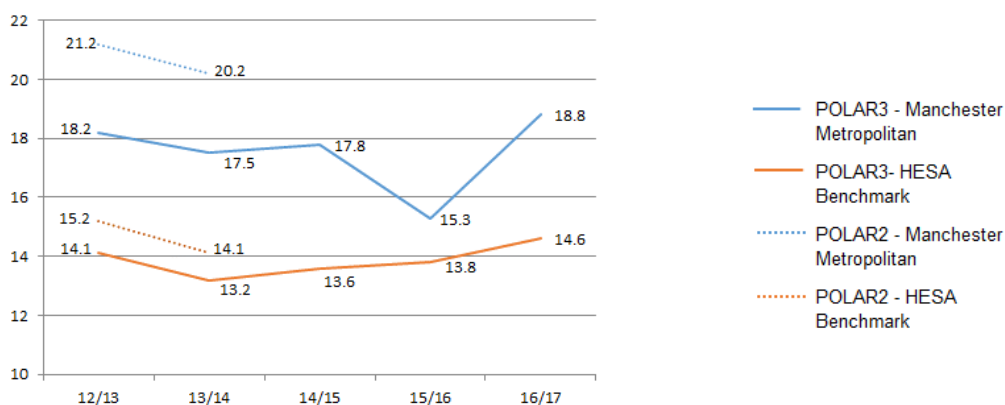
Analysis also shows that first generation students are more likely to be from Low Participation Neighbourhoods.



Young, UK students enrolled or registered at Manchester Metropolitan on 09/09/2017

2.1.2 Access: Mature and Part Time Entrants

The proportion of mature entrants from Low Participation Neighbourhoods fell by 2.9 percentage points between 2012/13 and 2015/16, but recovered with an increase of 3.5 percentage points in 2016/17. The proportion has remained higher than the benchmark throughout the five-year period. The University is in the top 10 institutions in the country for the numbers of UK domiciled mature full-time undergraduate entrants from Low Participation Neighbourhoods 2016/17 (215 in 2016/17).



HESA PI table 2a % FT UG **Mature** Entrants from LPNs (with no previous HE)

Internal data shows the overall proportion of mature first degree new entrants (aged 21 and over) has fallen from 16.1% in 2015/16 (n=1,466) to 14.3% in 2017/18 (n=1,186). The number of part-time UG Entrants from Low Participation Neighbourhoods (with no previous HE) is very low (only 35 students in 2016/17) making meaningful comparison difficult.

However, these figures do not include the significant numbers of students studying on a degree apprenticeship, of which Manchester Met had over 600 in 2017/18. The University has ambitious plans to grow these numbers going forward, and further work will be undertaken to analyse the profile of students accessing the institution through degree apprenticeships.

2.1.3 Access: Equality Groups

At an institution level, female new entrants outnumber male, and the gap has widened over the last three years, reflecting national trends. Faculties vary widely in their gender balance, with very high proportions of female students in Health, Psychology & Social Care and Education, and higher proportions of male students in Business & Law and Science & Engineering.

The proportion of full-time students in receipt of Disabled Students' Allowance (DSA) has remained below the benchmark throughout the five-year period, and has decreased since 2014/15 at a greater rate than the benchmark.

Over a third (38.3%) of all disabled students disclose a specific learning difficulty (such as dyslexia, dyspraxia or ADHD). The second most common disabilities are mental health conditions, accounting for 28.3% of disclosures in the new entrant population in 2017/18.

The proportion of BAME (Black, Asian and Minority Ethnic) students has increased from 27.9% of all UK new entrants in 2015/16 to 29.8% in 2017/18. This increase is entirely due to a 2.0% increase in Asian students; there has been no proportional increase in students from Black and Other (including Mixed) ethnicity groups. The proportion of Black students has in fact fallen from 5.3% in 2015/16 to 5.1% in 2017/18.

Christianity is the predominant religious belief, followed by Islam. The proportion of Muslim students has increased over a three-year period from 16.3% to 19.3%. In addition, 6.7% of students identify as Lesbian, Gay or Bisexual.

2.1.4 Access: Other Target Groups

A high percentage of Manchester Met's students come from low income households. The table below shows the percentage of Year 1 full time students with household incomes assessed below certain thresholds:

Students with household income at or below:	2013/14	2014/15	2015/16	2016/17	2017/18
£25,000	48%	47%	43%	39%	38%
£42,611	62%	60%	55%	51%	50%

Source: HE Bursary portal March 2018

We have observed a reduction in the percentage of students with assessed income at these levels in recent years. As the threshold has remained fixed over the years, wage inflation has taken more households above this level. However, it still represents a significant proportion of our home undergraduate population.

Care Leavers are a priority group for Outreach activity and receive financial support through the Care Leaver Bursary, which is worth an additional £1,000 per year. Through our targeted outreach with care experienced young people and their key influencers, we have increased awareness of the support provided by the University. The bursary is for full time undergraduate students who have Care Leaver status with their local authority and the numbers have increased since 2012/13.

Academic Year	Number of Care Leaver Bursaries awarded
2012/13	49
2013/14	57
2014/15	58
2015/16	68
2016/17	68

A significant number of our Care Leavers graduated in 2016, resulting in the numbers in the Institution levelling out. However, initial figures for 2017/18 already show an increase for the current year.

In addition, research from Stand Alone reveals that in 2014/15 the University had 224 estranged students as defined by Student Finance England (more than any other institution in the country).

2.2 Retention and Progression

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	2015/16
Young entrants								
Manchester Met	9.8%	12.8%	12.3%	9.1%	7.4%	8.0%	8.6%	8.3%
Benchmark	8.7%	9.6%	8.7%	6.9%	7.0%	7.4%	7.8%	7.9%
UK Average	6.5%	7.2%	6.3%	5.7%	5.7%	6.0%	6.2%	6.4%
Mature entrants								
Manchester Met	17.3%	15.7%	15.9%	11.5%	10.5%	12.5%	10.1%	9.0%
Benchmark	13.9%	13.7%	12.3%	10.8%	12.6%	12.7%	12.1%	12.2%
UK Average	12.9%	13.3%	11.6%	10.5%	11.9%	11.8%	11.6%	11.6%
Young LPN (POLAR 3)								
Manchester Met	13.0%	14.5%	15.1%	11.4%	8.7%	9.3%	10.0%	10.9%
Benchmark	10.1%	11.6%	10.8%	8.6%	8.5%	8.7%	9.6%	9.3%
UK Average	8.6%	9.8%	8.8%	7.9%	7.7%	8.2%	8.8%	8.6%

Action on retention and timely progression continues to be a major priority for the University. One of the University's key performance targets is to improve progression and this is measured by the percentage of Level 4 students who re-enrol the following year. Our target is to reach 90% by 2021/21 for L4 FT UG progression - it is currently 83%. We have seen welcome improvements in the figures for students overall, and both mature and young entrants, but a disappointing increase in non-continuation for LPN students. Through the range of interventions outlined in the Plan, we will work to improve the retention and successful outcomes for our Widening Participation (WP) students, and improve these figures in future years.

A regression analysis has been conducted internally to determine the impact on progression from level 4 to 5 of multiple variables presented simultaneously. This method highlights if a variable will make it more likely for a student to progress

when other variables are held constant. The key findings of the analysis are as follows (ordered by their level of significance):

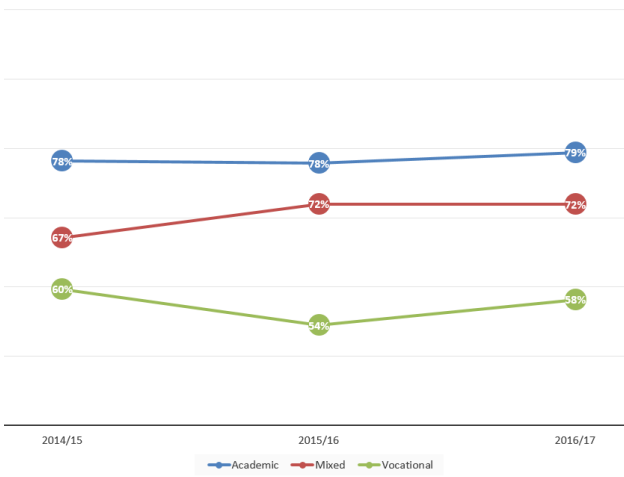
- The type of level 3 qualification affects a student's chances of progressing to level 5. Those with academic qualifications with at least 113 tariff points were most likely to progress, whilst those with BTECs were least likely to progress (with a 15% difference in progression between the top academic qualification group and students with BTEC qualifications)
- Those who committed to Manchester Met through main cycle were more likely to progress than those who came through clearing.
- Males, black students, and students with disabilities were less likely to progress to level 5. Those from areas with low HE participation were also less likely to progress.
- Students who have already attended Manchester Met for one year on a foundation year have better chances of progressing than those without a foundation year.
- Staying in university halls aids a student's chances of progression. Those in other types of accommodation including private-sector halls and guardian/parental home were less likely to progress. However, progression rates for some accommodation type (such as rented accommodation and a student's own residence) is improving.
- Being older with potentially more commitments does not hinder a student's progression. There is no significant difference in progression rates between young (under 21) and mature (21 and over) students.
- There were variations in progression rates across subjects when key student characteristics were controlled for. Students in Engineering and Law were least likely to progress whilst Education and leisure, Bioscience and Business had good progression levels.

Additionally National Student Survey data has been broken down by ethnicity, gender, socio-economic classification and disability, and the results will be analysed to determine any significant variations in responses to particular questions. This, together with further analysis of the ISS (Internal Student Survey), will help inform the targeted work with students from particular groups.

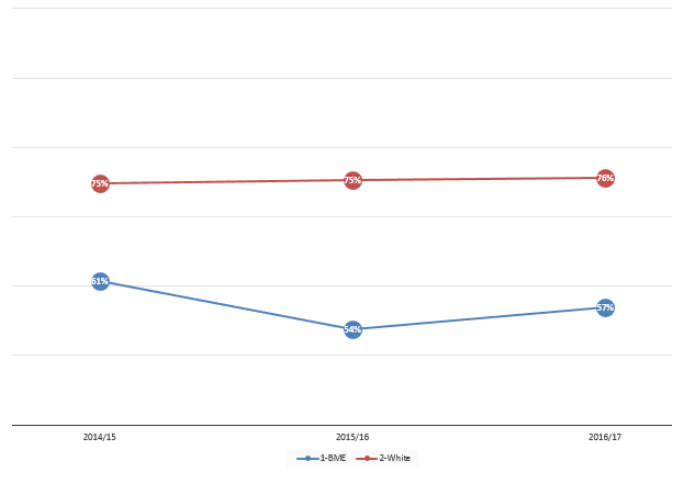
2.3 Attainment

A statistical analysis of our student data has revealed that academic achievement is one of the key factors in securing graduate outcomes. Students with 1st/2:1 were 2.1 times more likely to gain graduate work/study than those with a 2:2/3rd. However, analysis has revealed marked differences in degree attainment when looking at entry qualification and ethnicity:

Good Honours by Entry Qualifications Type

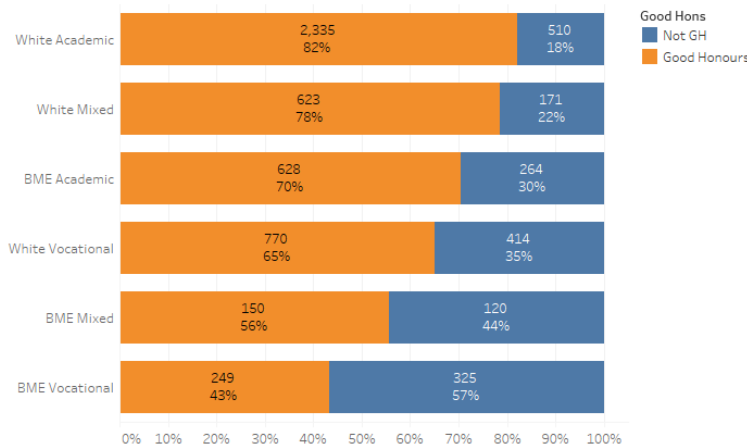


Good honours by ethnicity (BME/White)



Further analysis into the intersectionality of these factors reveals that white students entering with academic qualifications are most likely to attain a good degree, and BAME students with vocational qualifications are least likely. Our data also shows BAME students are more likely to enter Manchester Met with vocational qualifications than white students. The following chart illustrates the differences in good degree attainment:

Good Honours Attainment by Ethnicity/ Entry Qualification Group (2016/17)



Our analysis shows that Manchester Met leavers with 1st/2:1s had better graduate prospects than those with 2:2s/3rds. In all faculties, a higher proportion of graduates with 1st/2:1s gained graduate work/study than those with 2:2s/3rds. Having a 1st/2:1 is the only factor tested that is significant across all faculties. Therefore, addressing differential attainment is central to our strategic approach to improving employability outcomes.

2.4 Employability

Analysis of the graduate outcomes for Full Time first degree entrants at Manchester Met shows that the outcomes for those from the 40% lowest participation neighbourhoods (quintiles 1 and 2 combined) has significantly improved over recent years.

Whilst national research shows that a student's polar quintile does significantly affect their graduate outcomes, this is not the case overall for Manchester Met. Our logistic regression analysis did not show the student's quintile as a significant factor overall.

	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)		2017 Survey (Graduated 2015/16)	
	Number	%	Number	%	Number	%	Number	%	Number	%
1	256	52%	328	57%	413	58%	410	65%	473	67%
2	418	59%	443	60%	518	61%	523	63%	552	68%
3	432	54%	484	57%	630	63%	577	69%	582	68%
4	493	58%	556	60%	669	63%	550	66%	634	69%
5	634	63%	703	64%	829	68%	675	69%	682	75%
TOTAL	2233	58%	2514	60%	3060	63%	2735	67%	2923	69%
<i>% from quintile 1&2</i>	674	56%	771	59%	931	60%	933	64%	1025	68%

We know from sector research that employment outcomes differ for student ethnicities, and our analysis shows that this is the case for Manchester Met students too. Our 14/15 and 15/16 white leavers were more likely to be in graduate work/study than BAME leavers. This confirms analysis of the TEF data, which reveals that there is a significant negative difference in the Employment and Highly-skilled outcomes for BAME students, and for disadvantaged and male students progressing into Highly-skilled employment. This directly links to the findings above relating to differential attainment, and in particular, the link to academic qualification type, and this will therefore be key focus for this Plan.

2.5 Summary of Current Performance

The above analysis has identified the following key areas of focus for this Access and Participation Plan:

- Increased emphasis needs to be placed on recruitment of students from Low Participation Neighbourhoods to address the decline seen in recent years.
- Retention and progression activities need to be targeted towards specific groups where we have identified differential performance.
- We need to focus on the differential attainment amongst different equality groups, particularly BAME, and introduce interventions to reduce these gaps.
- Activities need to be undertaken to better understand the prior experience of students entering the institution with BTEC qualifications, and ensure our programmes build on and develop the skills of these learners.
- Data on recruitment, retention, progression, attainment and graduate outcomes needs to be routinely broken down to look at different student groups at an institution, faculty and programme level to identify areas of differential performance and inform action plans.

3 Ambition and Strategy

3.1 Strategic Ambitions

At Manchester Met, our mission is ‘to make an impact on Manchester, our nation and beyond, with a driving ambition to discover and disseminate knowledge, and make higher education accessible and beneficial to all those with the passion and ability to succeed.’ Our strategic themes of Place, Ambition, Partnership, Community, and Sustainability are the backdrop for our plans and strategies, setting the tone for our approach. These strategic themes are integral to our approach to this Access and Participation Plan.

Our three core strategies (Education, Internationalisation, and Research and Knowledge Exchange) are integral to ensuring that we deliver on our promise to transform lives and make an impact on a global scale. The recruitment, success and progression to employment of our widening participation students is central to our Education Strategy, as is the use of data and information to inform key decisions and actions.

Through our new Education Strategy, we will ensure we deliver on our mission to recruit ambitious students from all backgrounds and to inspire and support them to achieve. We will analyse and segment data to ensure we can demonstrate improvements in the outcomes for target students. The Strategy includes a commitment to strong student outcomes that support social mobility and to the regional and global educational responsibility of the University. The aims and objectives of the Education Strategy are central to the commitments made in this plan, and will be overseen by the Pro-Vice Chancellor (Education) working with the Faculty Heads of Education. Each of these 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.

Within the University’s Education Strategy, the six principles for learning, teaching and assessment make 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.

We will also link this Plan to the Internationalisation and Research and Knowledge Exchange Strategies where appropriate, in areas such as enhancing the international mobility opportunities for Widening Participation students and linking research and WP activity to provide robust evidence of impact.

3.2. Targeting of Under-represented Groups Across the Student Life-cycle

3.2.1 Outreach

This Access and Participation Plan 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 here on supporting learners from WP backgrounds who are not covered by the National Collaborative Outreach Programme (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.

For post-16 interventions, the majority of pupils in Greater Manchester transfer institution at age 16 to either study in large sixth form, or Further Education colleges. Therefore, much of our post-16 activity will be targeted at pupils in these colleges, but prioritising access to intense activities to pupils whose parents did not attend higher education (first generation), or who have a disability, or are from a care background. We will also target mature learners and returners to education, to support them to access higher education.

The University is also committed to engaging with people in other settings, providing a programme of community engagement to promote the benefits of Higher Education. We see such events as an integral part of our Widening Participation provision and such events are targeted at those who live local to the University as part of our commitment to community engagement.

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.

In order to ensure our outreach activity successfully reaches those groups we have identified as a priority for access, we will use the following measure to target our interventions.

Low Participation Neighbourhoods

We recognise that NCOP targeting does not include all LPN postcode areas, so we will prioritise schools which have a large proportion of students from target postcode areas but a low proportion of NCOP learners. We will also target NCOP schools with activities for activities targeted at learners in Years 7 and 8 (as these are outside of the NCOP targeting) to provide interventions for these learners before they engage in the NCOP programme. We will also ensure we prioritise learners from POLAR3, quintile 1 areas for learner level interventions, such as summer schools and the First Generation scheme.

Free School Meals

We recognise the National data² showing significant gaps between progression to HE for those in receipt of free school meals (FSM) compared to those who are not, and we will therefore also prioritise schools with high proportions of FSM

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/635103/SFR39-2017-MainText.pdf

pupils for our WP outreach activities. We will ask schools to target those FSM pupils with the potential to benefit, plus pupils with a disability and those from a care background or young carers. We have developed a priority list of secondary schools which is shared across the institution to inform outreach, and for our interventions with primary schools, we prioritise those schools which feed into our priority secondary schools.

First Generation

Our First Generation scheme targets high achieving first generation year 12 students, and supports them into and through the institution. This is in recognition of the importance of social capital in securing graduate employment.

Mature Learners

We recognise the importance of engaging mature learners and supporting those looking to return to education. We will therefore provide specific events targeting this group and providing information and guidance on the routes into higher education.

Equality Groups

We will target disabled learners through our GM Higher collaborative programme, working with other institutions to promote HE as an inclusive experience, and encourage more disabled learners to progress to HE. We will also deliver targeted conversion events for disabled students who apply to Manchester Met, ensuring they are aware of the support available, and providing them opportunities to engage with current disabled students.

For our pre-entry events, focussed on new students to Manchester Met before they arrive, we will target mature learners, local students, and students who are progressing from a vocational qualification (such as BTEC).

We will also analyse our data to identify any other groups who may be under-represented (e.g. white working class boys, or certain ethnic minorities) and focus specific interventions on these groups as this is identified.

Other Target Groups

We will continue to work in partnership with other institutions through the Greater Manchester Higher collaboration to deliver a range of outreach events to support young people from care. We will also offer bespoke activities for young carers and estranged students, working in partnership with 3rd sector organisations such as Stand Alone. We will also provide pre-entry support to these students when they apply to Manchester Met to support their transition into the institution.

3.2.2 Retention and Student Success

We recognise the challenges we face in terms of improving timely progression and completion. This is central to our Education Strategy, and we are committed to be evidence led in our approach to improving performance in this area. A subgroup of the Education Committee is specifically focussing on this issue, and will analyse the data and make recommendations for future improvement. The aims of the group are:

- To develop an institution wide overview of the issues affecting retention, attainment and progression at Manchester Met.

- To agree priorities at institutional and faculty level bearing in mind overarching principles of equality of outcomes, taking an inclusive curriculum approach.
- To commit to act(ion) – for example, targeted support, pilot schemes/projects, whole institution policy recommendations if we are confident (if we fail, we fail fast, evaluate and move on).

Part of this group's remit is to address the quality, style and delivery of teaching and the key driver is the inclusive curriculum approach³.

We are also aware of national research showing a sense of belonging as being a key factor in retention, as well as the importance of student engagement with the programme, particularly at an early stage. We will therefore focus on enhancing our transition and induction support for all students, and assessing the impact on target students. Our research has shown early Moodle usage by students is strongly associated with the probability of progression, and so we will also be using attendance and student engagement monitoring to identify students most at risk of non-continuation. We will target support and interventions at these students, whilst assessing data to determine any correlations with WP target groups.

HESA data clearly shows a challenge in the non-continuation for students from Low Participation Neighbourhoods, but we know from our internal regression analysis that it is previous study of BTEC qualifications which is the most significant factor in predicting non-progression. This group will therefore be a key focus for our work in this area. We will also focus on students from a BAME background, particularly in subject areas where the data shows differential timely progression rates for these students.

We are reviewing our assessment strategies to align our approach with the educational experiences of our students. We will examine a sample of units, comparing those which mirror university-wide differential student outcomes, to those where student achievement does not mirror demographic differences. We will investigate issues such as assessment practices, student support and teaching delivery to develop recommendations on how unit leaders might ensure unit design and deliver better supports successful outcomes for all students.

We will provide targeted support to disabled students to smooth their transition into Manchester Met, and also support them throughout their studies. We will also ensure that we embed support throughout the institution to ensure that all disabled students, whether in receipt of DSA or not, can access the support they need to succeed. We will also ensure students with a mental health condition are supported appropriately, as well as providing support to help students manage the stresses and anxieties often associated with university life.

We will also continue to support targeted groups such as first generation students, disabled students, care leavers, estranged and parent/carers, as part of a whole student lifecycle approach to Widening Participation.

³ www.celt.mmu.ac.uk/inclusion/index.php; www.celt.mmu.ac.uk/progression_retention/index.php

3.2.3 Progression to Employment and Further Study

The Education Strategy 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.

Since the beginning of the 2016/17 academic year, we have replicated 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.

We will also focus interventions and activities at our key target groups identified above, especially in areas where the evidence suggests lower take up of opportunities than for other students (e.g. work placements or international experience) using data to inform us of where groups are under-represented and pro-actively engaging with them to address this under-representation. We will use a similar approach to engage with target students around postgraduate opportunities at Manchester Met.

We recognise the link between social capital and successful outcomes, and are therefore conscious of providing targeted support to enhance the outcomes for our first generation students. Through our First Generation scheme, we will support these students as they progress through their studies, using Alumni and business contacts to help them prepare for the employment market.

3.3 Integration of Access and Participation Plan with Other Funding

In order to maximise the impact of the funding provided through this Plan, we will ensure that activities and interventions support and complement income derived from other funding. This is evidenced through our approach to outreach, where institutional funding is used to target priority schools or year groups not covered by NCOP funding.

Our First Generation scheme involves outreach and targeted pre-entry activity, including a summer school, which is funded through additional fee income. Support for the students once they progress to Manchester Met is being funded through Alumni donations. This co-funding of the programme allows us to have a greater reach and impact than if we relied on one source of funding only.

We will also take the opportunity to embed and sustain activity through this Plan which was previously funded elsewhere. We have several projects focussed on enhancing the student experience for targeted groups, which are currently funded through the HEFCE Catalyst Fund (such as the Diversity and Inclusion

ambassadors) which we will evaluate and seek to sustain if there is evidence of a positive impact.

3.4 Evaluation and Continuous Improvement

We recognise the importance of monitoring and evaluating the impact of activities funded through this Plan, to ensure the significant investment supports target learners across the student lifecycle. We will ensure the recent investments made in both planning and WP evaluation posts continue to develop and enhance the evidence base for our activities.

We will ensure widening participation outreach activities across the institution are evaluated consistently, and learners tracked through the HEAT service, to ensure the most effective use is made of this significant investment.

Through our Annual Education Reviews, we will assess performance at a programme level, including differentiated outcomes for particular student groups. Data on retention and student success will be analysed to look at the relative performance of WP students and other protected groups. This will be done at institutional level, and broken down further where possible to understand the performance at faculty, departmental and programme level. This data will be provided to Faculty Heads of Education so that, through Faculty Education Committees, they can develop local plans to address any faculty specific issues identified by the data, with interventions made to support specific groups for whom we observe differential performance. Through the systematic and consistent analysis of data, we will ensure that we prioritise those areas where we face greatest challenge, supporting academic accountability and focus.

We believe that financial support can play an important role in supporting student success, but recognise the importance of rigorous evaluation and evidence to support the significant investment we make in this area. We will therefore continue to analyse and interpret data on students on student financial support, utilising the resources developed by OFFA, to provide the best possible evidence of the impact our student support package has on students. We will use the statistical analysis of historical data to identify any impact from our historical support, particularly looking at periods when our support has changed significantly. We will also survey current students to assess their perception of the impact that financial support has on them. We will use the outcomes from this analysis to inform future developments of the support we offer students.

We will investigate the characteristics of students who are accessing our hardship funds to identify any groups which are under-utilising this resource, and pro-actively promote its availability to groups we identify. We will also evaluate the impact of this support to inform how we target this resource in the future.

The University will also explore opportunities to link widening participation activity to relevant areas of research within the Institution, to enhance the evidence of impact of interventions.

3.5 Monitoring of Performance

The Access and Participation Plan is developed by the Access Agreement Implementation Group, chaired by the Director of External Relations, 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 our resource plan 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. The senior person and bodies responsible for delivery of our Plan are the Chief Operating Officer and the Academic Board.

3.6 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 University's Equality and Diversity Strategy (2017-2021) 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 and Participation Plans ensuring synergy between the Widening Participation and Equality and Diversity agendas.

We will extend and improve analysis of Equality and Diversity student data to support the development of evidence-based interventions to improve recruitment, retention and progression of students from protected characteristic groups, with a particular emphasis on students from BAME groups. We will also investigate the profile of students based on qualifications on entry data to identify any equality issues. To support this work, we have invested in data analyst support focused on diversity to provide a better understanding of the differences in attainment of our

BAME 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.

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 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 Equality and Diversity objectives. Any relevant actions or outcomes will be incorporated into future monitoring reports.

3.7 Student Consultation and Involvement

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 Education Committee, Academic Board and the Board of Governors.

The Students' Union will remain involved in the process of monitoring the implementation of the Plan, which will be done through the Access Agreement Implementation Group, as well as being represented on Faculty Education Committees, which will scrutinise faculty level performance. Students are therefore engaged in the development, implementation and monitoring of this Plan, and several of the interventions around student success will be developed and delivered in partnership with the Students' Union.

The Students' Union was consulted during the formulation of the very first Access Agreement and has remained involved in the process since then. They are represented on the Access Agreement Implementation Group, which has developed and proposed this document, as well as on the committees that have approved it. They were also consulted and involved in the development of the student support package, 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. Many of these costs have been 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.

In addition, the Students' Union Advice Centre works closely with the University to ensure the financial support provided meets the needs of students.

4. Access, Success and Progression Measures

Through this Plan, we will develop and enhance our provision across the student lifecycle for target learners. We will prioritise those areas and groups where our evidence above identifies we have the greatest challenge, and utilise the sector experience of which interventions are most effective. We aim to support target students into and through Manchester Met, working in partnership with other institutions where this is mutually beneficial, to support a whole student lifecycle approach to WP. Our Education Strategy is central to the approach we will take, and will ensure strategic oversight of the interventions we put in place.

4.1 Access Measures

4.1.1 Outreach

Outreach remains a key commitment within this Plan 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 will prioritise schools with a high proportion of learners on free school meals and in areas of low participation in higher education.

Through Greater Manchester Higher, 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. We will look to work closely with the Opportunity Areas, particularly Oldham in Greater Manchester and ensure our outreach provision, both institutional and collaborative, meets the needs of learners in Oldham.

Work with Communities and Mature Learners

The University will continue to provide 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.

We will also develop our engagement with learners through community settings to increase the reach of our outreach. This will include working with local supplementary schools, as well as running homework clubs in community venues. We will work to assess the impact of these programmes, looking at aspirations, confidence and attainment.

We recognise the national decline in the numbers of mature learners entering university, and the trends from our internal data highlighted above. We will therefore deliver sessions specifically targeting at mature entry to HE. These will provide information and guidance on university, and also signpost to level 3 providers where students do not have the qualifications for direct entry. We will track these learners through HEAT to demonstrate the longitudinal impact of the interventions.

Outreach Work with Disabled Students

Through Greater Manchester Higher, we will continue to deliver a programme of collaborative events targeted specifically at disabled learners. This includes events for learners on the autistic spectrum, as well as 'wellbeing days' to help reassure learners of the support available.

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. 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 continue to evaluate this programme to assess the impact on the learning experience and explore expanding the support to other groups of disabled students.

Disabled students will have access to a Peer Mentor scheme providing 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.

Outreach with other Targeted Groups

We will continue to develop and enhance our First Generation scheme, a 'whole student life cycle' widening participation programme supporting the recruitment, retention and progression of targeted learners. Launched in April 2017, First Generation works with Year 12 and 13 students in local colleges, supporting them through a summer school and a series of twilight sessions 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 networks and opportunities to support their career development. We will monitor and assess the outcomes for the students we support through the scheme.

4.1.2 Strategic Relations 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:

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.

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. We have been supporting supplementary schools in the Hulme/Moss Side area since the opening of the Birley campus and host a supplementary school 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.

School Governors

The University has many staff who are members of governing bodies in local schools, but currently this is often done on an individual basis. Learning from the highly successful School Governor initiatives in other universities, Manchester Met is developing a School Governor programme to support existing and potential governors through information sessions, networking opportunities and support with applying. The scheme will involve the Widening Participation Team, HR, local authorities, academy trusts, and charities involved in supporting the recruitment of school governors. As the scheme develops, we will monitor its success and seek to identify any impact, both on the staff involved and their schools.

4.1.3 Attainment Raising Activities

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 document, we will seek to develop these further and produce evidence of the impact they have on attainment.

The University is committed to supporting the professional development of teachers, and staff across the institution are currently engaged in delivering 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.

We will also look to develop new projects in partnership with schools, colleges and local authorities, to focus on attainment raising of particular groups of students. We will utilise the extensive networks and partners we have to focus on a small number of projects, and work collaboratively to evaluate the impact on attainment.

4.1.4 Supporting Access through Apprenticeships

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 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.

We will also work with local schools and colleges to promote this route into university, and run targeted events to explain the programmes and the application process. We will support widening participation learners to access apprenticeships, providing support and advice on the application and selection process.

4.2 Student 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 development of the Student Services department, which brings together support services and contributes to institutional oversight and coordination of support for student retention and progression.

The 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.

We will review and modify the Foundation Year programme offered across the Institution to ensure it supports the Widening Participation agenda. We will also seek to improve outcomes for WP learners on a foundation year, tracking their progression to Year 1 and their success through their linked degree.

Providing the framework for an effective transition into university life is critical in ensuring that students settle in well into university life. Students who have a network of friends they can rely on when they experience problems are likely to be more resilient and able to progress successfully. Also, uncertainty about the course and what to expect, where the lecture theatres are, etc. can create anxiety, making it harder for students to succeed. The University's Welcome Steering Group works closely with the Students' Union and brings together academic and professional services staff from across the University to identify all the information, support and activities that are required to create the right environment for students to succeed. This includes a number of dedicated sub-groups created to address specific elements of developing an effective induction programme, as well as developing pre-entry and year-round events for new and returning students across all levels and modes of study.

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 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. In future years, we will roll out the scheme to cover all undergraduate programmes and will monitor and assess the impact of the scheme on retention and progression.

Peer Support is seen as critical in supporting effective retention and progression for new students. We will build on the pockets of excellence to establish Peer Support programmes across the University.

Manchester Metropolitan University's Student Centred Curriculum (SCC) Project seeks to create a progressive creative set of activities in the summer term which allow students to learn in creative and unusual ways – with live projects, funded internships and international mobilities, short courses and more. Through this work, we intend to realise a number of objectives with specific benefits for students entering under the broad 'widening access' profile.

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.

The University Internationalisation Strategy includes a commitment to increase the proportion of Manchester Metropolitan students engaging in international mobility programmes from 1% to 5% by 2021. As part of this commitment, we will ensure that numbers of Widening Participation students engaging in international mobility programmes at least matches their proportions in the total student body. In order to achieve this, we will develop short term international placements with international partners, and target these opportunities to Widening Participation learners.

Supporting Disabled Learners

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. We are developing a student wellbeing strategy to promote a safe and supportive environment that celebrates equality, diversity and inclusivity. The strategy will focus on six key themes: Meaning and Purpose; Psychological wellbeing; Social engagement; Physical Fitness; Physical Environment; Personal Finances. Through the strategy, we will develop an action plan to improve the service provided to students across these areas.

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.

Supporting other Targeted Groups

Through our LOTUS programme (Linking Opportunities To University Support), we provide support to care leavers, 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 develop this work in

conjunction with existing students to determine how we can further support them through their time at university, as well as extending this work further to other groups (such as lone parents).

Reducing Attainment Gaps

The Retention and Progression subgroup of the Education Committee has a specific remit to focus on reducing the attainment gaps that we identify through the interrogation of our data. This subgroup brings together staff from across the institution to identify challenges, agree action plans to tackle these gaps, and monitor the impact of interventions.

We will develop a differential student outcomes project, examining a sample of units, comparing those that mirror university-wide differential student outcomes, to those where student achievement does not mirror demographic differences. We will investigate issues such as assessment practices, student support and teaching delivery to inform unit design and deliver better outcomes for students. We will carry out focus groups with learners from target groups, as well as interviewing academic staff from programmes where there appear to be differential outcomes for these students. We will develop a range of resources and guidance to promote different interventions, and assess their outcomes. This project will build on the Diversity and Inclusion Student Ambassador HEFCE Catalyst project, for which Manchester Met is one of the partners. The project will be monitored through the Retention and Progression subgroup of the Education Committee.

Inclusive Practice

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.

We will provide opportunities for University staff to engage with school and college lecturers and students 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 will also have opportunities to visit lectures and preview learning in the University.

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.

4.3 Progression into Employment and Further Study

Successful outcomes for our students is at the heart of our Education Strategy, with an institutional target to be in the top quartile for graduate-level employment or further study (compared to 31st percentile in 2015-16). We recognise that, in order to achieve this, we will need to focus particular attention on those groups where we have identified differential outcomes. Our approach will be to develop and enhance the support in areas where evidence shows it can make a genuine impact on successful outcomes. We will combine universal provision, which is

proactively promoted to specific groups, with bespoke targeted provision where this is identified as the most effective approach to improve outcomes.

4.3.1 Work Placements

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.

In order to improve student access to work experience, we will adopt the PLACER initiative from the National Centre for Universities. PLACER aims to offer a national work experience platform, which ensures that: 'every student regardless of social background has access to opportunities that will increase their employability on graduation'. We will monitor engagement with the programme of target learners, and track performance to demonstrate the impact.

Improving social mobility is a key objective for the University and access to high quality work experience is a key factor in this respect. We recognise WP students are often 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.

4.3.2 Supporting Transition into Work

The University has created Talent Match to provide 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. We will develop this service and monitor the impact on target students.

Our 'Mentor Me' career mentoring programme has a particular emphasis on matching Widening Participation students with employers from professions they would like to enter. We will track the students who engage with the programme to determine the impact on their outcomes.

The majority of our graduates (68%) choose to work in the northwest. 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.

We will deliver Graduate Talent Internships, connecting graduates to a short internship opportunity with an employer. The University will employ the graduate and pay the salary on behalf of the employer. These are short duration, part-time, graduate level roles. We will provide extended support to graduates to support them into graduate employment. We will monitor the impact and take up of this activity to ensure it is being accessed by students from our targeted groups.

We will continue to develop and enhance the First Generation scheme and provide targeted support to these students as they progress through Manchester Met. We will monitor their success and outcomes to demonstrate the impact of the

interventions on their graduate outcomes, and use the findings to support the enhancement of the programme.

4.3.3 Supporting Progression to Postgraduate Study

We offer an extensive range of interventions to promote postgraduate opportunities to our current students, including open days and virtual open days to provide information to students on the opportunities available to them. We also offer events targeted as particular sectors (such as events on PGCE programmes). As we develop our support in this area, we will analyse the representation of students accessing this provision and target groups which are underrepresented.

We will offer target students a funded PG Cert through our Faculty of Education, with a guaranteed offer of a place on a PGCE for those who pass the programme. This will target those graduates with an interest in a teaching career, providing a bridging course to help them progress.

5. Investment

In 2019/20 we will be investing 22.4% of additional fee income. This represents 57% on financial support, a reduction from the 77% spent on financial support reported in the 2016/17 monitoring return. The investment in student success and progression will represent around 33% of additional fee income (compared to 15% in 2016/17).

The investment will increase over the coming years, with a further rebalancing of the expenditure until, in the steady state position in 2022/23, 53% of additional fee income will be on financial support, with 36% on student success and progression. The projected expenditure is as follows:

Access and participation plan investment summary (£)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Access investment	1,450,000	1,475,000	1,500,000	1,525,000
Success investment	3,825,000	4,100,000	4,200,000	4,300,000
Progression investment	800,000	825,000	825,000	825,000
Investment in financial support	8,120,600	7,780,600	7,687,350	7,703,850
Total investment	14,195,600	14,180,600	14,212,350	14,353,850

This increase in investment is despite a projected decrease in additional fee income over the period, and therefore there will be a sustained increase in the proportion of additional fee income invested until it reaches a steady state position of 23.6% by 2022/23:

	Academic year			
	2019-20	2020-21	2021-22	2022-23
Higher fee income (HFI)	63,470,579	61,578,934	60,703,104	60,811,580
Total investment (as % HFI)	22.4	23.0	23.4	23.6

This financial commitment underpins the ambitious aims and objectives outlined in this plan, as well as demonstrating our willingness to focus resource on those areas where we face greatest challenge. We will also ensure that we evaluate the

impact of the investment we make, especially in the area of financial support (as highlighted in 3.4 above), so we are able to provide robust evidence of the effectiveness of the approach we take. We will use our findings to inform how we develop our approach in the future, ensuring the investment we make delivers the ambitious improvements we wish to see.

5.1 Manchester Met Student Support Package

We believe that providing financial support to students from low-income backgrounds remains an important element of a balanced Plan, but 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 rebalanced 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 least £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 household income of £25,000 or less will be eligible for a proportion of the Student Support Package based on the intensity of their study. This will be available in each year of study.

Many 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.

Students who repeat a year of study, either on the same programme or through transferring to a different route, will receive the Student Support Package for that year if they are studying full time. However, if they are starting again at Year 1 of the programme, the Student Support Package they are entitled to will be based on

the support in place for new students starting in that year (if there is a year on year change).

5.2 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, we will allocate £500k per year through this Plan towards the hardship fund.

5.3 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.

5.4 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 31 July in the year prior to commencing their placement.

6. Provision of Information to Prospective Students

Manchester Met is committed to providing information to students on the schemes outlined in this document.

Research and Application Stage

The e-prospectus is our main source of information for prospective students. This contains information on the fees for the year of entry and states that the fee may increase in line with inflation or in line with government policy for both new and continuing students. The e-prospectus also contains information regarding additional course-specific costs which prospective students may need to incur.

From our main course pages, we clearly signpost prospective students to financial support available, which can be found on our “Money Matters” page. This is updated regularly to reflect the time of entry. Advice and guidance on student financial support is also provided verbally at open and visit days by trained members of University staff.

Offer Stage

At offer, applicants are provided with three documents which form the contract. These are: The offer letter; The Key Facts document about the course; The Information for Offer Holders document.

The contract documents contain the fee information and the associated course-specific costs, as set out in the e-prospectus. In addition to containing the Terms and Conditions and key policies relevant to the contract, the Information for Offer Holders document also contains further sources of information to signpost the offer holder for further advice and guidance.

Enrolment Stage

The Enrolment and Induction team prepare 'Step Guides' to enrolment, clearly spelling out the process needed for successful enrolment. These are sent out by Admissions along with the new student's confirmation letter. Different versions are produced for Home/EU students, International students, and distance learners. The team also coordinates the Welcome web site – a personalised page for each incoming student containing a message from their tutor, reading lists, induction timetable and instructions on what to do the first week. It also gives guidance on where to seek additional assistance or information.

Throughout the enrolment process, students are signposted to contact the Enrolment Helpline by phone or email should they encounter any difficulties, from passwords not working to last minute decisions to switch courses. The team brings on and trains a staff of 6-8 student ambassadors to assist with providing rapid assistance during the August-September peak enrolment period.

Current Students

The University has a network of advisers based both centrally and within faculties whose role is to support students on a number of issues. They are trained to provide advice and guidance, and to signpost where appropriate, to the financial support available to them. We also work with the Students' Union Advice Centre to ensure that students have the widest possible access to information.

7. Summary

This Access and Participation Plan has been developed through extensive analysis of internal and external data, and the priorities and objectives identified reflect our vision as an institution dedicated to the success of all with the ability and motivation to benefit. The plan is strongly linked to our Education Strategy and, as such, our performance in the area of access and success will be carefully monitored. We believe the proposals outlined respond to the challenges we have identified and set us challenging targets which, when achieved, will make a significant difference to the outcomes for target students.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The following fees (both full-time and part-time) apply to new students in 2019/20 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 2019/20 are outlined in our previous Access Agreements. Further information on Manchester Met's tuition fees can be found at: http://www.mmu.ac.uk/studentfinance/tuition_fees.php

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		£9,250
HNC / HND		£9,250
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		£11,100
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		£6,935
Foundation year / Year 0		£6,935
HNC / HND		£6,935
CertHE / DipHE		*
Postgraduate ITT		£6,935
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - 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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
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%	17.3%	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%	7.7%	7.5%				
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			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%	76%	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	70	75				
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			
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			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	6%	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure			

Table 8b - 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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
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	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	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 %			
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 %			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			
T16b_06	Access	Attainment raising	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			