2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Manchester Metropolitan University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Manchester Metropolitan University's ambition and strategy as detailed in the 2019-20 access and participation plan:

> Through our 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.

Outreach

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 Uni Connect Programme, such as those from younger age groups and those from other priority postcodes.

For post-16 interventions, we will prioritise 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.

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.

We will focus on enhancing our transition and induction support for all students, and assessing the impact on target students. 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 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 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.

Progression to Employment and Further Study

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.

We will also focus interventions and activities at our key target groups, especially in areas where the evidence suggests lower take up of opportunities than for other students 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 programme, we will support these students as they progress through their studies, using Alumni and business contacts to help them prepare for the employment market.

We will embed and sustain activity through this Plan which was previously funded elsewhere, such as the Diversity and Inclusion ambassadors, which we will evaluate and seek to sustain if there is evidence of a positive impact.

Through our Annual Education Reviews, we will assess performance at a programme level, including differentiated outcomes for particular student groups. 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.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Manchester Metropolitan University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Manchester Metropolitan University's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To achieve a participation rate of Young Full time Undergraduates (HESA Table T1b) of 17.5% from Lower Participation Neighbourhoods (POLAR 3), by 2020.	2013-14	16.4%	17.3%	17.5%	Percentage	2019-20	14	Limited progress
T16a_02 (Student success)	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)	2012-13	8.7%	7.7%	7.5%	Percentage	2018-19	9.8	No progress
T16a_03 (Progression)	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.	2013-14	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	Percentage	2017-18	71.3	Limited progress
T16a_04 (Progression)	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)	2013-14	68%	76%	78%	Percentage	2018-19	81	Expected progress
T16a_05 (Access)	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)	2013-14	57	70	75	Headcount	2019-20	84	Expected progress
T16a_06 (Student success)	Increase the numbers of students from low income backgrounds (household income of £25,000 or less) taking a sandwich year	2013-14	155	Monitor and publish figure	Monitor and publish figure	Headcount	2019-20	148	No progress

T16a_07 (Access)	Monitor the progression and success of students recruited to Manchester Met each year through the First Generation Scheme.	2018-19	Monitor and publish figure	Monitor and publish figure	Monitor and publish figure	N/A (see description / commentary)	2019-20		Expected progress
T16a_08 (Progression)	Reduce the differential outcomes for BME students at the University	2015-16	6%	Monitor and publish figure	Monitor and publish figure	Percentage points	2016-17	5.7	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	To increase the number of state secondary schools engaged with through the Greater Manchester Higher collaborative network	2014-15	87	114	122	Headcount	2019-20	176	Expected progress
T16b_02 (Access)	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	2013-14	85	89	90	Percentage	2019-20	91	Expected progress
T16b_03 (Access)	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)	2014-15	Monitor and publish %	Monitor and publish %	Monitor and publish %	Percentage	2019-20		Expected progress
T16b_04 (Access)	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)	2015-16	Monitor and publish %	Monitor and publish %	Monitor and publish %	Percentage	2019-20		Expected progress
T16b_05 (Multiple)	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	2014-15	Monitor and publish	Monitor and publish	Monitor and publish	N/A (see description / commentary)	2019-20		Expected progress
T16b_06 (Access)	To audit and monitor the numbers of Manchester Met staff who are school governors, and work to deliver agreed increases.	2016-17	Monitor and publish	Monitor and publish	Monitor and publish	Headcount	2019-20	22	Expected progress

3. Investment commitments

3.1.   Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,450,000.00	£1,277,000.00	-12%
Financial Support	£8,120,600.00	£9,693,000.00	19%

4. Action plan

Where progress was less than expected Manchester Metropolitan University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	We will continue to monitor the profile of our intake and take additional action should any issues be identified.
T16a_02	As an institutional KPI, this will be closely monitored at an institutional, faculty and departmental level
T16a_03	Improving graduate outcomes is a key performance indicator for the university and therefore is a high priority. In addition ambitious targets to reduce differential outcomes have been set in the latest APP.
T16a_06	Employability remains a key institutional priority, and through its implementation we will see a range of interventions established to support our students to achieve graduate outcomes.
T16a_08	We will be monitoring closely our performance against the new APP targets in this area to ensure we meet the commitments made.

5. Confirmation

Manchester Metropolitan University confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
Yes
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes

Verification and sign off	
Manchester Metropolitan University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Malcolm Press
Position	Vice Chancellor

Annex A: Commentary on progress against targets

Manchester Metropolitan University's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
Yes all commitments in the Plan relating to Access were met
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No - the detailed analysis in our 2020/21 Plan did not identify any significant under-representation in relation to Access

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
Yes - extensive work has been undertaken and significant improvements have been seen in recent years (after significant rises in the initial years after baseline year).
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Timely progression from level 4 to level 5 is an institutional KPI and significant work has been undertaken to ensure students progress - rather than just remain in HE (as measured by this indicator). Significant work has been undertaken in this regard and the analysis in the 2020/21 APP shows the improvements in recent years against this measure.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
The commitments made in the Plan have been delivered - but the lag in the data means the benefit of this has yet to be seen.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Extensive work is being undertaken in this area, and this is reflected in the 2020/21 APP.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Yes - the APP detailed the extensive work being undertaken as part of the Employability Strategy which we expect to have beneficial impacts in the longer term.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This particular target measures just those undertaking a full placement year. However the Employability Strategy recognises the benefits of a much broader range of work experience opportunities to develop the employability skills of learners. These opportunities have been extended and we expect to see the benefits of this in the outcomes for future graduates.

Target reference number: T16a_08
How have you met the commitments in your plan related to this target?
This APP contains a considerable focus on graduate outcomes and on the Employability Strategy which forms a key strand of the Education Strategy. The commitments made in this area have been delivered.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This particular target is focussed on those in any employment, rather than those in graduate employment. It also does not look at the differences in the outcomes for different ethnic groups. These shortcomings have been rectified in the targets set in the 2020/21 Access and Participation Plan.

Annex B: Optional commentary on targets

Manchester Metropolitan University's commentary on any of the targets listed in .

Reference Number	Optional commentary
T16a_01	This target was based on POLAR 3 data which was last used in the 2017/18 HESA datasets. The most recent data is based on POLAR 4 and is therefore not directly comparable. Therefore this target is now obsolete.
T16a_02	This target was based on POLAR 3 data which was last used in the 2017/18 HESA datasets. The most recent data is based on POLAR 4 and is therefore not directly comparable. Therefore this target is now obsolete.
T16a_03	This target has been replaced by the new targets in the 2020/21 APP
T16a_04	This target has been exceeded repeatedly since it was set. However this question is no longer asked in this form in the survey and so the target is no longer relevant.
T16a_05	
T16a_06	This target has been discontinued with the emphasis in the APP being around graduate outcomes and reducing differential gaps.
T16a_07	Progression rates have been published in First Generation Annual Report for the first and second cohorts of learners to enrol at the University
T16a_08	This target has been replaced by new targets in the 2020/21 APP focussed on reducing differential outcomes.
T16b_01	
T16b_02	The questions asked in the evaluations have changed - and therefore the figures are no longer comparable. This response relates to the percentage who 'agreed' or 'strongly agreed' that they knew more about the benefits of university as a result of attending a GMH event. As a result this target has been discontinued.
T16b_03	Individual learners are tracked through HEAT so the POLAR quintiles are recorded for interventions.
T16b_04	The first cohort of Year 10 learners will have entered university in 2019-20 - reports will be available in HEAT.
T16b_05	The OfS toolkit has been used to carry out a statistical analysis of the impact of financial support.
T16b_06	22 School Governors were identified in 2019/20, with an additional 24 staff interested in becoming Governors.