ACCESS AND PARTICIPATION PLAN

2025/26 – 2028/29

1.   **Introduction**

Manchester Metropolitan University is one of the UK's largest and most diverse HE providers, with over 27,000 UK undergraduate students in 2021/22[1]. We have a deep connection to our city-region, with over 11,000 of these students coming from Greater Manchester[2], making us the most popular destination for undergraduate students from the region.

Social mobility and widening access and participation lie at the heart of our educational mission, and we make an important contribution to the diversity of intake in the wider sector.

- 30.8% (2,740) of our full time undergraduate students in 2022/23 were from the most deprived postcode areas (IMD Q1) compared to 22.8% (97,750) across the sector in 2021/22[3]
- Almost half (49.7% - 4,085) of our 2022/23 undergraduate entrants were the first in their family to attend university[4]
- 40.6% (3,727) of our new undergraduates in 2022/23 entered with vocational qualifications[4]
- 35.3% (3,280) of our 2022/23 full time undergraduates identified as Black, Asian and Minority Ethnic (BAME) compared to a sector average of 34.8% (151,490) in 2021/22[3]
- In 2021/22 we had more estranged students than any other HEI in England (292) and the second highest number of Care Leavers (77)[5]

Our approach to education is values-driven, reflecting that we are:

- Student centred – placing students at the heart of what we do.
- People led – putting an emphasis on personalised learning and support.
- Future-focused – enabling students to thrive in an ever-changing world.
- Inclusive – championing equality, diversity, and inclusion, and enabling social mobility.
- Manchester Met proud – celebrating student and staff successes.

Developed within the framework of our Road to 2030 Strategic Vision, our Education Strategy (launched April 2023) builds on these foundations to deliver educational excellence, an outstanding student experience and successful graduate futures. We have embedded these values through a research and practice-led curriculum, filled with challenging, authentic, and work-integrated experiences, with an emphasis on active learning. All of this is enabled by robust student support, a world-class campus and digital infrastructure, and what we believe is a sector-leading co-curricular model. These provide personalised journeys which ensure that our students thrive, enabling them to make the most of their significant talents, regardless of their socio-economic

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[1] Who's studying in HE? | HESA
[2] Where do HE students come from? | HESA
[3] Data dashboard - Office for Students and OfS Indicative AP Data (for Publication in July 2024)
[4] Internal data
[5] ES_CL_20221231.xlsx (live.com)

backgrounds. Our new Education Strategy comprises nine interrelated elements: one of these defines our sense of place and learning environment; three reflect our learning community and values-based approach; and five represent the key elements that we see as driving educational gain.

Every element is supportive of the others, forming a learning community where belonging and opportunity are manifold throughout the student experience. Active learning sits at the heart of our pedagogy, with our students experientially involved in their own learning journey. In this way, we can both accommodate our students' individual learning contexts, and constructively stretch them.
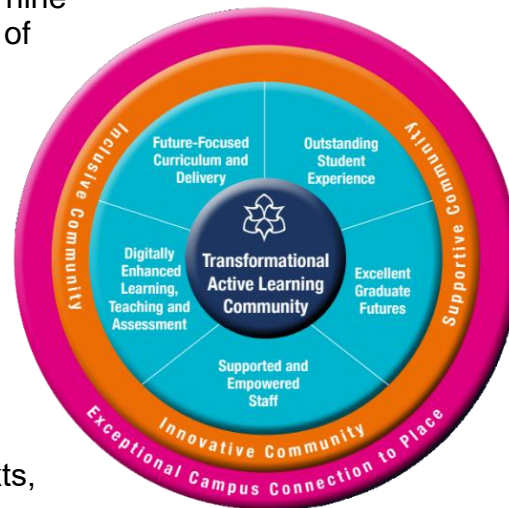
2.   Risks to Equality of Opportunity

In evaluating the most significant risks to equality of opportunity for Manchester Met, we have undertaken a thorough analysis of our performance, looking at actual figures as well as comparisons with national averages. Conscious of the constrained resource environment, we have utilised the Office for Students (OfS) Data Dashboard, UCAS end of cycle data, and internal data to gain a detailed understanding of how we perform across the student lifecycle. We also looked at intersectionality to explore the link between different characteristics and inform our approach. We have analysed the financial support we provide to determine how we can make the most effective use of this going forward. Full details of the analysis are contained in Appendix 1.

Below are the most significant risks we have identified:

2.1   **National changes in Foundation Year funding could potentially reduce our Level 3 provision, which could reduce the opportunities for some learners to progress to Manchester Met (and these changes may disproportionally impact BAME students and those from areas of high deprivation).**

2.2   **As we continue to attract a diverse student body, transition into the University will become increasingly important to ensure students know about the pastoral and academic support they can access when they need it.**

2.3   **Financial hardship may make HE inaccessible for some and prevent others from successfully completing their studies.**

2.4   **An increasing proportion of our new students have mental health issues, and this increased demand may impact on our ability to provide the support they require with a potential impact on retention and success.**

2.5   **Lower degree outcomes for Black and Asian students (when compared to White students) are a barrier to the success of these students.**

2.6   **Lower degree outcomes for vocational students (compared against A level students) irrespective of ethnicity are a barrier to the success of these students.**

2.7   **Lower graduate outcomes for Asian students compared to White students are a barrier to the success of these students.**

3. Objectives

3.1 Provide a sustained programme of targeted activities to local schools and colleges, to support learners from under-represented groups through their education journey, promoting and supporting the route to higher education for those with the potential to benefit.

3.2 Eliminate the continuation gap between those from the most deprived and least deprived postcode areas by 2030/31, (compared to a gap between IMD Q1 and Q5 of 5.2% in 2020/21) by enhancing the transitional support into the institution.

3.3 Increase first year student participation rates with university disability and / or mental health services, for those with a declared mental health condition at enrolment, resulting in timely implementation of Personal Learning Plans (PLPs) to support improvements in student continuation rates. We aim to increase the proportion of these learners with a PLP in their first year from 21.4% (2022/23) to 50% (2030/31).

3.4 Improve the degree outcomes for our Black and Asian students, eliminating the gaps to White students by 2030/31 (compared to gaps of 19.5% and 16.1% respectively for those awarded in 2021/22).

3.5 Improve the degree outcomes for those who have studied BTEC qualifications, eliminating the gap to those who have studied A levels by 2030/31 (compared to gaps of 18.5% for those awarded in 2022/23).

3.6 Improve the graduate outcomes for our Asian students, eliminating the gap to White students for those graduating in 2030/31 (compared to gaps of 10.3% for those who graduated in 2020/21).

4. Intervention Strategies

In order to achieve the above objectives, we have developed clear and comprehensive intervention strategies, which are outlined in the tables below. The University will focus its activity on proven intervention strategies and the tables below provide indicative plans which will be expanded as outputs become available and opportunities for dissemination arise.

The interventions have been developed within the context of our overarching Evaluation Strategy. This is based on an institutional Theory of Change (ToC) which places student-centredness at the heart of educational transformation and recognises the gains students make both within their course and their broader student experience (see Section 7 below). In the light of the current challenging financial context, it is crucial that investment is focussed on the interventions which deliver impact.

The University is committed to disseminating the findings of evaluation as widely as practicable. In addition to external publication, where relevant, evaluation outcomes will be used to inform the content of programmes delivered by the University to enable change in sector practice to remove barriers to access and progression.

The long-term outcome (impact) of each Intervention Strategy is to deliver the related objectives (as set out in section 3) and to achieve the targets (as recorded in the OfS fees, information, and targets document).

4.1 **Intervention Strategy 1:** To engage target primary, secondary and post-16 school pupils to help them gain the knowledge and skills needed to be accepted onto higher education courses that match their ambitions and expectations, and support schools in raising the attainment of their pupils, to ensure the University maintains a diverse undergraduate population, regardless of any changes in provision.

Risks to equality of opportunity: Risk 1 (Access): Knowledge and skills. Risk 2 (Access): Information and guidance. Risk 3 (Access): Perception of higher education. Risk 4 (Access): Application success rates. Risk 5 (Access): Limited choice of course type and delivery mode.

Activity	Inputs	Outcomes	Cross intervention strategy?	Method(s) of evaluation	Summary of publication plan
1.1 Programme of activities for primary and secondary schools to support them in raising attainment of their pupils In school support for primary and secondary schools providing student ambassador support with reading/maths as requested by schools. Programme of campus visits for target primary and secondary schools to allow them to experience the university environment and interact with current student role models and support them through key transition points in their education journey.	Staff time to organise programme, liaise with schools, recruit and train student ambassadors. Staff time to monitor and evaluate impact and report on progress. Student ambassadors time to lead/support sessions and be a positive role model. Payment to student ambassadors and for expenses associated with activities (e.g. travel/ catering)	**School pupils:** Increased subject knowledge; increased motivation; increased knowledge of HE (support, benefits, course choice, HE experiences); increased positive engagement with current students; increased Key stage 2/3 performance. **Student Ambassadors and volunteers** Students gain experience of working with school pupils; enhance employability skills; increased career readiness; leading to improved graduate outcomes.	Intervention Strategy 5 (supporting good graduate outcomes by providing relevant work experience opportunities)	Mixed methods to type 1/2 standard to evaluate established outcomes. Pre- and post-surveys with secondary learners; teacher evaluation; student ambassador evaluation; staff observations. Focus groups; longitudinal tracking through Higher Education Access Tracker (HEAT) (secondary learners).	Short term: 2026-27 Evaluation reports and annual impact reports to be shared internally and with schools and other partners.
1.2 Deliver a programme of attainment raising, subject activity and targeted projects for	Staff time to organise programme, liaise with	Increased subject knowledge; increased knowledge of HE	N/A	Pre- and post-surveys with secondary learners;	Annual GMH Year in Brief report: Monitoring return to the OfS

local institutions, supporting the diversification of students applying for and enrolling on courses. Talks in schools and colleges on the subjects available, and the career opportunities they offer. On-campus visits and taster sessions for diverse groups of students providing interactive experiences of the subject areas, and the opportunity to engage with staff and students from those areas. Delivery of projects targeted at specific under-represented groups (e.g. care experienced). Support and build on the programme of attainment raising activities developed through the Greater Manchester Higher (GMH) UniConnect partnership. Continue as lead institution for the GMH programme (subject to OfS funding) to develop a collaborative approach to attainment raising.	schools, recruit and train student ambassadors. Staff time to monitor and evaluate impact and report on progress. Student ambassadors time to lead/support sessions and be a positive role model. Payment to student ambassadors and for expenses associated with activities (e.g. travel/catering). Staff resource to develop manage and deliver activities: financial resource for costs of events (student ambassadors and catering). Senior leadership time to oversee programme. Management time to line manage project staff. Finance, legal and HR expertise to provide professional oversight and support.	(benefits, course choice, financial support, student and academic life); increased applications from schools/colleges engaged; increased diversity in enrolled students in targeted areas. Improved progression to Higher Education for young people from Greater Manchester from the most disadvantaged areas.		teacher evaluation; staff observations. School data showing pupils progress – with data for a comparator group for context. Exam outcomes tracked through HEAT. Progression to Higher Education (tracked through HEAT).	submitted annually; case studies; presentations at regional and National conferences.

1.3 Support students whose parents did not attend university through the First Generation Scholarship Programme. Recruit year 12 learners whose parents did not benefit from university and provide a sustained programme of engagement and support to help them consider, apply to, and succeed at university. For those who progress to Manchester Met, provide financial, pastoral and employability support to support their attainment and progression.	Staff time to plan, organise and manage programme, including presentations in school/college, communication with applicants, development sessions, university taster events and on-going support. Staff time to monitor and evaluate impact. Student ambassador time to support programme and be role models for others on the programme, providing peer support and encouragement. Finance to fund activities and bursaries for those who progress to Manchester Met.	Improved sense of belonging (compared to similar students). Better continuation, degree outcomes and graduate outcomes compared to similar students.	2.2	Mixed methods to type 1/2 standard to evaluate established outcomes. Determine statistically significant impacts on students' institutional engagement and unit performance through EVEE (Evaluating Education Excellence) (see 7.2).	Annual impact report published on the University website.
1.4 Provide strategic support to schools and colleges to support school improvement. Establish a Governor network for staff who are school governors, supporting their development in their roles and identifying ways in which the University can support the delivery of school improvement priorities.	Staff time to coordinate the network and communicate with staff and maintain an up to date register. Content development and delivery to support development of staff governors. Time for staff to engage effectively in the school governor role.	Network of staff who are Governors in schools and colleges. Governors feel supported in their roles and are more aware of the opportunities for their school/college to engage with the University.	N/A	Annual event to share Governor experiences. Survey of staff to update network details – demonstrating the growth in numbers over time.	Information shared through annual widening participation report.

Develop a programme of staff CPD, utilising the expertise in the School of Education, to support the development of subject knowledge in schools.	Time and resources to deliver CPD sessions for school staff. Resources and expertise to evaluate the impact of sessions.	An increased number of staff who are known to be school/college governors. School staff report increased confidence in their teaching of relevant subjects.		Feedback from schools/colleges in relation to the support provided by the University.	Results of CPD shared through relevant conferences/events.

Total cost of activities: £2,372,000

Evidence base and rationale: We have a large Foundation Year programme (accounting for over 15% of our new FT undergraduates each year). Our Foundation Year programmes have a higher proportion of BAME students and those from deprived postcode areas than those entering directly onto year 1. This is true for all subject areas, including those which may be impacted by the new fee cap. We are committed to ensuring we remain an inclusive institution and continue to recruit a high proportion of targeted learners, regardless of any changes in our provision. To do this we are committed to continue delivering a comprehensive programme of targeted outreach to support learners to understand the full range of HE options, and to working with schools to help raise pupil attainment to enable more learners to access university courses.

As we develop our programme of activities, we will work closely with a small number of schools, rather than spreading activity across a wide range of institutions, and will work with these schools to design and deliver interventions which meet their needs, and work in partnership with them to demonstrate impact. We will target schools with a high proportion of Pupil Premium learners and seek to work with them to address gaps which they have identified through their School Improvement Priorities. The activities outlined are intended to be delivered as a programme of multi-intervention outreach with the schools, informed by the Transforming Access and Student Outcomes in Higher Education (TASO) evidence of such activities[6]. The attainment raising interventions will be developed in partnership with schools, informed by the Office for Students guidance[7] as to where universities can best support attainment raising in schools. Activities will also informed by Manchester Met's evaluation of activities over many years of delivering schools and colleges engagement activities targeted at under-represented groups.

Evaluation: The University has developed comprehensive evaluation strategies that will apply to the activities described in the intervention strategies presented in the plan (see section 7). Activities will be mapped to the Theory of Change, and evaluation will utilise National

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[6] Multi-intervention outreach - TASO

[7] Insight brief 13: Schools, attainment and the role of higher education (officeforstudents.org.uk)

resources such as the TASO Access and Success Questionnaire (ASQ)[8]. We aim to generate OfS Type 2 standards of evidence to measure impact and establish whether the activities have led to their intended outcomes and are contributing towards meeting the University's overall objectives. Findings from the evaluation activity will be disseminated each year, and/or at key points during the delivery. The University will share evaluation findings through sector conferences and events, the TASO repository of evidence and other relevant professional networks. Learning will also be shared through the University website (as appropriate).

4.2 **Intervention Strategy 2:** To support the transition into the University for target learners to reduce anxiety, increase their sense of belonging, and provide increased support as they start their degree.

Risks to equality of opportunity: Risk 1 (Access): Knowledge and skills. Risk 2 (Access): Information and guidance. Risk 3 (Access): Perception of higher education. Risk 7 (On Course): Insufficient personal support. Risk 8 (On Course): Mental health.

Activity	Inputs	Outcomes	Cross intervention strategy?	Method(s) of evaluation	Summary of publication plan
2.1 Programme of engagement to support applicants through their journey and help them prepare for starting at the University Communication schedule to provide information and advice on areas of concern to applicants, particularly finance, support services, accommodation, peer to peer support and study skills. Enhance Peer to Peer support arrangements to enable potential students to meet each other and	Staff time to develop and distribute communications, monitor impact and follow up on actions. Resource costs to develop a range of promotional materials and communications via a range of platforms to student applicants. IT investment to provide safe, secure and reliable platform for the students	Increased knowledge of University support (and how to access it); increased confidence in ability to succeed in university; increased sense of belonging; improved conversion rates from offer holders to enrolled student.	5.3	Monitoring open rates/click through rates for communications, and bookings onto promoted opportunities. Surveys with those who engage to determine the impact of the support on them. Monitoring numbers of engagements with Peer Guides.	Annual report on service engagement and impact to be published on the University website.

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[8] New: Access and Success Questionnaire (ASQ) - TASO

obtain advice from current Peer Guides.	to access for their peer support. Training and payment to Peer Guides to engage with potential students through the on-line platform and on student visit days.			Evaluation report including feedback from Peer guides. Longitudinal tracking through HEAT (secondary learners).	
Evaluate and further develop a suite of resources, available on the Rise[9] platform, to enable potential students to develop the skills and knowledge required to prepare, study and succeed within Higher Education Targeted transition support through a variety of interventions, offered through the Student Services department, particularly for those students that have declared a disability, are care experienced, estranged, carers, from military families, or those with mental health conditions.	Staff time and resources to develop content, materials and to manage student access, monitor and evaluate impact of peer support platform and Rise modules. Staff time, resources and Jobs4Students (J4S) costs to develop and deliver a range of transition materials, events and activities for students within targeted groups			Determine statistically significant impacts on students' institutional engagement, unit performance, and sense of belonging through EVEE (see 7.2).	
2.2 Transition Days for targeted groups to build knowledge of the University and the support available. On campus transition day for First Generation cohort, to celebrate	Staff time to organise programme, promote,	Increased knowledge of University support (and how to access it); increased confidence in ability to succeed in university; increased sense of belonging;	N/A	Determine statistically significant impacts on students' institutional engagement and sense of belonging	

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[9] rise.mmu.ac.uk

| their transition into the University and highlight the programme of support on offer to them.

Transition days for specific target groups to reassure new students and inform them of the on-going support they can access through their studies. | communicate with potential students, and deliver events.

Staff time to recruit and train student ambassadors.

Staff time to monitor and evaluate impact and report on progress.

Student ambassadors time to lead/support sessions and be a positive role model.

Payment to student ambassadors and for expenses associated with activities (e.g. travel/catering). | improved conversion rates from offer holders to enrolled student. Improved continuation after the first year. | | through EVEE (see 7.2). | |

Total cost of activities: £199,000

Evidence base and rationale: Transition into university is critical to student success and Belonging and Community Measure (ISS[10]) has been identified as a lead indicator for both student satisfaction and continuation. With so many of our students living at home[11], and/or having significant commitments outside of their studies, (such as being carers) we recognise the importance of providing them with a smooth transition which enables them to quickly adapt to university study and understand what support is available to them throughout their education journey. We are also aware a large proportion of our students have studied BTEC and other vocational qualifications, so we are keen to ensure they understand how they will be assessed and supported in the university environment.

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[10] Internal Student Survey
[11] Internal data

Evaluation: We will track those learners who engage in the transition activities and compare their performance in relation to lead indicators to a comparator group (as outlined in section 7). We will also utilise the TASO Access and Success Questionnaire (ASQ)[12] to identify changes in learner perceptions during the transition. Findings from the evaluation activity will be disseminated each year, and/or at key points during the delivery. The University will share evaluation findings through sector conferences and events, the TASO repository of evidence and other relevant professional networks. Learning will also be shared through the University website (as appropriate).

4.3 **Intervention Strategy 3:** To address the financial pressures faced by students most-in-need of support, particularly those belonging to specific groups such as being a care leaver, carer or estranged. It also aims to provide a wider range of students with financial planning training and greater access to hardship funding.

Risks to equality of opportunity: Risk 1 (Access): Knowledge and skills. Risk 2 (Access): Information and guidance. Risk 3 (Access): Perception of higher education. Risk 7 (On Course): Insufficient personal support. Risk 8 (On Course): Mental health. Risk 10 (On Course): Cost pressures.

Activity	Inputs	Outcomes	Cross intervention strategy?	Method(s) of evaluation	Summary of publication plan
3.1 Raise awareness of the financial support available and encourage applications for bursaries and hardship funds. Promote through pre-entry communications. Highlight the financial support through transition events.	Staff time and resource to promote through conversion communications and transition events.	Increased knowledge of University support (and how to access it); increased sense of belonging; increased applications to financial support funds.	2.2, 2.3	Surveys with those who engage to determine the impact of the support on them.	
3.2 A new Manchester Metropolitan University Success Fund providing support for students experiencing financial difficulties	Finance to provide the support funds	Reduced student stress and anxiety, improved retention, continuation and completion, reduced numbers of part time	2.1	Numbers applying to funds. Amount of funding issued. Retention and progression of those	Annual report on financial support provision.

[12] New: Access and Success Questionnaire (ASQ) - TASO

Provide and promote support to target support where it is needed (£4.5M in 2025/26 rising further by 2028/29 in line with students' needs). Within this fund provide a minimum of £1,000 to the following target groups: • Care Leavers (based on statutory definition) on FT UG courses. • Home Estranged students on FT UG courses. • Home students with caring responsibilities on FT UG courses.	Increase in staff costs to administer the increased and enhanced funds. Staff time and cost of additional resource materials across a range of platforms to publicise financial hardship support fund package. Develop appropriate technical solutions to evaluate applications, correspond with applicants and process payments in a timely manner.	hours worked, improved graduate outcomes.		in receipt of the funding. Determine statistically significant impacts on students' institutional engagement and continuation through EVEE (see 7.2).	
3.3 Provide additional financial support to specific target groups to enable them to participate and succeed at the University. One scholarship per year for an Asylum Seeker on an undergraduate course, equivalent to a full fee waiver and £6,000 maintenance allowance for a maximum of 3 years. A suite of donor funded scholarships targeted at specific groups of undergraduate students.	Finance to fund these bursaries. Staff time to verify criteria, correspond with applicants, signpost to additional support and process payments. Staffing to generate donations and promote scholarships to students.	Increased knowledge of University support (and how to access it); increased sense of belonging; improved continuation and completion rates.	N/A	Determine statistically significant impacts on students' institutional engagement and continuation through EVEE (see 7.2).	Donor impact reports published on University website.

| 3.4 Deliver financial planning workshops to applicants as well as new and existing students. | Staff time to develop resources, promote and deliver workshops.

Resource cost in the development of resource materials to support the promotion and delivery of workshops | Increased confidence in ability to succeed at university (pre-entry).

Increased knowledge of financial support available. Increased confidence in ability to manage finances. Reduced withdrawals due for financial reasons. | N/A | Pre- and post-surveys to determine changes in knowledge and understanding.

Determine statistically significant impacts on students' continuation through EVEE (see 7.2). | Take up and impact included in report on financial support report. |

Total cost of activities: £30,976,000

Evidence base and rationale: Rents in Manchester have increased significantly over the last three years (the third fastest increase in the UK)[13] and surrounding areas have also seen large increases. Manchester Met has a high proportion of students from low income households (as assessed by SFE) and a high proportion of students from areas of high deprivation. Analysis also shows a strong correlation between these datasets. The gap between students from IMD Q1 and Q5 in 2021/22 was 9.1pp for continuation, 10.7pp for completion (2017/18 data).

Manchester Met has one of the most generous financial support packages in the sector, providing the 5th highest level of support in the sector and 3rd highest as a proportion of total tuition fee income[14]. However the high number of eligible students results in a relatively low value of individual awards (in 2024/25 new FT UG Home students with household income of £25k or less will receive £750 per year). At the same time demand for hardship payments has increased significantly, and without a large increase in the funding provided for hardship we will not be able to meet this demand. The OfS regression model has been used to analyse the impact of the Student Support Package in recent years, and there is little evidence this payment is making any significant impact on recipients. A detailed analysis of all support provided has found hardship funding is more effective in terms of the outcomes of students (as outlined in Appendix B), and if demand is to be met this money will need significantly increasing. The financial package has also been designed to support specific target groups (such as Estranged students, Care Leavers and young carers) who come to Manchester Met in large numbers but face particular challenges.

Evaluation: We use the OfS Financial Support toolkit to evaluate the impact of the changes outlined and will use our evaluation strategy to understand the impact on those receiving the support. We will track the retention and completion of specific target groups supported through this package to identify any improvements in their outcomes over time. We will share the outcomes of our evaluations on an annual basis on

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[13] Rents soar in towns as tenants priced out of cities - BBC News
[14] Based on 2022/23 HESA data for Universities with income over £150m

our website and disseminate through the sector as appropriate. We will also use our evaluation tool to analyse the performance of recipients of financial support, analysing lead indicators to determine differences in performance against comparable students, and identifying the most significant impacts of the support provided. This evidence will be used to refine our approach over the duration of this agreement to ensure the support we provide is impactful and supports the continuation and completion of target learners.

4.4 **Intervention Strategy 4:** Increase the proportion of new students declaring a mental health condition at enrolment who engage with university disability and / or mental health services, resulting in timely implementation of PLP (Personal Learning Plan) arrangements to support improvements in student continuation rates.

Risks to equality of opportunity: Risk 8 (On Course): Mental health: Students may not experience an environment that is conducive to good mental health and wellbeing.

Activity	Inputs	Outcomes	Cross intervention strategy?	Method(s) of evaluation	Summary of publication plan
4.1 Enhance support for those who declare a mental health condition at enrolment. Undertake research into student continuation rates for first year students with a declared mental health condition at enrolment, who have accessed relevant university support services and been provided with a PLP, compared with those first-year students with a declared mental health condition, who have not accessed relevant services and do not have a PLP in place. Evaluate and develop a range of effective transition activities to support first year students with a	Staff resource and time	Data showing, year on year, the numbers of students declaring a mental health condition when they start their course who are then provided with a PLP in their first year, and what percentage this is of the student population. Increase in the continuation rates for first year (level 4) students with a disclosed mental health condition at enrolment with a PLP.	Link to 2.1 and 2.2	Surveys with those who engage to determine the impact of the support on them. Monitoring numbers of engagements with sessions. Pre and post questionnaires at events to determine changes in knowledge, understanding and confidence.	Annual report on service engagement and impact of PLP to be published on the University website.

declared mental health condition from school/college to university	Staff time to develop, deliver and evaluate activities.	Increase in disability and Counselling, Mental Health and Wellbeing service engagement rates of first year students with a disclosed mental health condition at enrolment.		Determine statistically significant impacts on students' institutional engagement and continuation through EVEE (see 7.2).	
4.2 Enhance Peer to Peer support arrangements for first year students who have declared a mental health disability Work with Student Associates to evaluate and co create effective mental health services for students	Staff time Student ambassador costs Peer to Peer platform app costs	Increase in student satisfaction rates in the Student Pulse Induction survey. Increase in National Student Survey (NSS) student satisfaction scores regarding student wellbeing	2.1	Surveys with those who engage to determine the impact on them of the support. Monitoring numbers of engagements with Peer Guides. Determine statistically significant impacts on students' overall satisfaction and sense of belonging through EVEE (see 7.2).	Annual report on service engagement and impact to be published on the University website.
4.3 Expand on campus awareness raising activities such as zone out weeks to develop a greater sense of awareness of mental health and wellbeing support services throughout the University.	Staff time Resource materials Resource to fund external provider input to a range of 'zone out' activities.	Increase in student satisfaction rates in the Student Pulse Induction survey. Increase in NSS student satisfaction scores regarding student wellbeing	N/A	Monitoring numbers of engagements with service. Determine statistically significant impacts on students' overall satisfaction and sense of belonging through EVEE (see 7.2).	Annual report on service engagement and impact to be published on the University website.

4.4 Continue to strengthen strategic partnership arrangements with external providers to provide impactful support to students with complex mental health conditions.	Review Greater Manchester Student Mental Health Service contribution and overall costs.	Increased satisfaction rates for students with complex needs.	N/A	Survey of students with complex needs to assess the service.	Annual report to be published on the University website.

Total cost of activities: £6,040,000

Evidence base and rationale: The number of new students declaring a mental health condition has increased significantly over recent years (an increase of 74% between 2017-18 and 2021-22) and is now the largest declared disability in new students. However, the overall number of students that declare a mental health disability at enrolment does not correlate with the number of these students that go on to engage in support from the disability or counselling mental health and wellbeing services. Education Lead indicators are more favourable for those students that declare a disability, engage with the disability service and receive a PLP than their comparator group. The aim is to increase PLP completion rates for first year students with a declared mental health condition at enrolment, leading to improvements in continuation rates.

Evaluation: We will continually monitor the numbers of learners who have declared a mental health condition, and track whether this increases as a result of the pre-entry and transition interventions. We will then track the number and proportion of those who obtain a PLP in their first year, to determine whether we have successfully increased this proportion in line with the targets set. We will also track those students with a PLP to determine if they continue and successfully complete their degree at a better rate than those declaring a mental health condition who do not engage. We will also track the outcomes of all students declaring a mental health condition to ensure they are similar or better than the National figures.

4.5   **Intervention Strategy 5:** To increase the proportion of Asian and Black students attaining a good degree outcome at Manchester Met, and reduce the attainment gap to White students

Risks to equality of opportunity: Risk 7 (On Course): Insufficient personal support: Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome. Risk 6 (On Course): Insufficient academic support: Students may not receive sufficient personalised academic support to achieve a positive outcome. Risk 12: Progression from higher education: Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.

Activity	Inputs	Outcomes	Cross intervention strategy?	Method(s) of evaluation	Summary of publication plan
5.1 Identify and address those units which have greatest impact on the differential outcomes within specific programmes of study. Analyse differential outcomes at programme and unit level to understand which units make the greatest contribution to the gaps. Through the EARs (Education Annual Reviews), develop action plans to address these gaps. Evaluate the actions taken, identify those most effective in reducing gaps and share best practice.	Staff costs in funding Award and progression gap (APG) leads. Staff time and IT resource to develop PowerBI dashboards to clearly highlight the data. Staff time to analyse the EARs data, identify actions to be taken and track and report on their implementation. Establish group to review and monitor programmes with persistent differential outcomes and provide on-going support and advice to programme teams. Continuous evaluation of actions taken and the impact they are having, using lead indicators to provide insight into the effectiveness of interventions.	Increased understanding of those units which disproportionately impact differential outcomes Reduced differential gaps in those specific units identified as having persistent (>3 years) differentials. Improvement in average unit performance, and average mark for the programme/award (and reduction in gaps to other students). Case studies of successful interventions in reducing gaps in unit performance.	6.1	Analysis of unit performance through EARs process. Ongoing monitoring and review of agreed action plans for those programmes with persistent gaps. Using evaluation framework to identify any impact on lead indicators of actions taken to address gaps.	Best practice to be published on the University website on annual basis.
5.2 Develop STRIVE 100 programme to provide enhanced support to target learners.			N/A		

Evaluate the first year of the programme and use the findings to inform the future growth and development of the programme. Reverse mentoring to increase accountability and responsibility (pairing of staff with BAME students from the STRIVE 100 programme).	Staff time to manage and evaluate programme. Time for staff from student services, academic services, wellbeing services, PALS/peer guides, alumni and mentors to deliver the programme Staff and ambassador time to provide on-going support to cohort of learners. Strategic Planning staff time to evaluate programme. Staff and student time to engage with accountability partnerships.	Increased sense of belonging for those engaged in STRIVE programme (compared to a comparator group of students not on the programme) Improved progression from L4 to L5 compared to students of a similar profile. Improve career readiness scores of target learners. At least 50% of students on the programme to receive mentoring or complete virtual internship. Comparable degree outcomes to the University as a whole for their cohort.		Tracking participants to compare continuation rates against other students. Using evaluation framework to identify any impact on lead indicators of actions taken to address gaps. Adopting a Theory of Change to evaluate the impact of the intervention on continuation, progression and differential award gaps. Undertaking focus groups/listening rooms to capture qualitative reflections and stories of STRIVERS (students on STRIVE)	Annual report published on the University website. Outcomes shared through relevant conferences/events. Dissemination of re-usable artefacts and testimonies of the impact of the programme by STRIVERS.
5.3 Enhance transitional support to ensure new students are aware of the support available and how to access it. Develop and promote a RISE course that covers scaffolding of learning, assessment for learning, and support services which new	Staff time and resources to develop content, materials and to manage student access, monitor	Increased knowledge of university support (and how to access it); increased confidence in ability to succeed in	2.1, 6.2	Surveys with those who engage to determine the impact on them of the support.	Annual report on service engagement and impact to be published on the University website.

students can undertake during their transition into the University, and for which they can earn RISE points. Use peer support platform to provide access to BAME ambassadors to ensure BAME students are aware of the network and the benefits of engaging.	and evaluate impact of peer support platform and RISE modules. IT investment to provide safe, secure and reliable platform for the students to access for their peer support. Training and payment to Peer Guides to engage with potential students through the on-line platform and on student visit days.	university; increased sense of belonging; improved conversion rates from offer holders to enrolled student.		Monitoring numbers of engagements with Peer Guides.	'Day in the life' videos capturing students' experiences.
5.4 Support staff in identifying gaps at programme/unit level and empower them to take actions to reduce the gaps. Develop PowerBI dashboards to enable gaps to be analysed quickly at programme/unit level as appropriate. Provide training and support for academic staff to analyse and interpret the data to inform their practice. Development of interventions toolkit to provide intervention design and evaluation support for academic staff.	Staff time and IT resource to develop PowerBI dashboards to clearly highlight the data. Staff time to deliver (and participate) in training and provide on-going support to users. Staff time to develop and support use of toolkit, and review interventions. Staff time to evaluate interventions.	Increased understanding of gaps, improved inclusivity in curriculum, better student engagement, improved continuation and success for BAME students, reduced gaps compared to White students. Staff engagement with and use of interventions toolkit, and new interventions developed and implemented.	5.1, 6.1	Analysis of unit performance through EARs process. Monitoring and review of EARs action plans. Evaluation of the interventions developed. Using evaluation framework to identify any impact on lead	Best practice to be published on the University website on annual basis. Input at Centre for Learning Enhancement and Educational Development (LEED) conference, showcasing 'good practice' interventions and shared learning.

Support staff to develop their curricula and assessments in an inclusive manner, utilising on-line toolkits and supporting through staff training sessions (delivered by the University Teaching Academy). Break down Institutional targets in relation to gaps at faculty/ department level to ensure staff recognise their responsibility in contributing to meeting these targets.	Development of materials and web resources, and staff time to deliver training and support to academic staff. Staff time to develop and disseminate local targets and monitor performance.	Numbers of staff engaging in training: feedback from sessions.		indicators of actions taken to address gaps.	
5.5 Enhance BAME Ambassador programme to increase impact of the scheme. Evaluate the impact of participation in the programme on the BAME ambassadors in terms of their outcomes. Analyse their impact in terms of influencing change within departments and services at the institution. Identify areas where they could have greater impact through expansion of the programme.	Staff time to deliver and evaluate programme. Funding to pay Ambassadors and programme coordinator. Time for academic staff to engage with BAME ambassadors.	Increased sense of belonging for Ambassadors and those engaged in the programme (compared to similar students not on programme) Improved progression from L4 to L5 against comparator group of students. Comparable degree outcomes to other students in their cohort.	N/A	Tracking participants to compare continuation rates against other students. Using evaluation framework to identify any impact on lead indicators of actions taken to address gaps.	Annual report published on University/Students' union website. Outcomes shared through relevant conferences/events.

Total cost of activities: £1,285,000

Evidence base and rationale: There are significant and persistent gaps in the proportion of students attaining good honours between the ethnic groups. The Asian attainment gap has reduced from 20.2pp in 2017/18 to 16.1pp in 2021/22, however, the 2021/22 gap is an increase from the lowest gap in the last five years in 2019/20 at 12.0pp. The Asian attainment gap at Manchester Met for 2021/22 (16.1pp) is also significantly above the sector (8.4pp). Similarly, the Black attainment gap has reduced from 31.4pp in 2017/18 to 19.5pp in 2021/22, however, this is an increase from its lowest point of 15.3pp in 2019/20. The Manchester Met Black attainment gap for 2021/22 (19.5pp) is slightly lower than the gap in the sector though (20.0pp). Analysis of intersectionality shows these gaps remain when equalising for IMD or type of entry qualification (for instance Asian, Black, Mixed or Other (ABMO) ethnicity students from the most deprived areas (IMD quintiles 1 and 2) obtain the lowest proportion of good honours (66.1% in 2021/22) when compared to AMBO students from Quintiles 3, 4 or 5 (77.1%), White students from IMD Quintiles 1 or 2 (78.9%) and White students from IMD Quintiles 3, 4 or 5 (85.6%).

An internal PowerBI report has been developed to enable gaps to be analysed at a departmental, programme and unit level, and detailed analysis of this data shows that there are specific units which have a large impact on differential outcomes. This data is scrutinised through the Education Annual Reviews (EARs) and this systematic analysis allows for local action plans to be agreed to address specific challenges.

Evaluation: We will evaluate specific activities undertaken, making use of our evaluation model to determine any impact on lead indicators for the students who are engaged. We will also use the EARs process to ensure gaps are identified and action plans agreed, and we will monitor and report on the implementation of these actions. Our PowerBI dashboard provides visibility for gaps at institutional, departmental, programme and unit level, and outcomes will be monitored closely to ensure we are closing the gaps in line with the targets set. We are also committed to building on our Race Equality Charter Mark (Bronze) and through the Self-Assessment Team will monitor progress against our Action Plan. We will also build on this work and seek to attain Silver in the Charter Mark during the period of this Plan.

4.6 **Intervention Strategy 6:** To increase the proportion of students who previously studied a vocational qualification (e.g. BTEC) attaining a good degree outcome and reduce the attainment gap to students entering with academic (A level) qualifications.

Risks to equality of opportunity: Risk 6 (On Course): Insufficient academic support: Students may not receive sufficient personalised academic support to achieve a positive outcome. Risk 12: Progression from higher education: Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.

Activity	Inputs	Outcomes	Cross intervention strategy?	Method(s) of evaluation	Summary of publication plan
6.1 Identify and address those units which have greatest impact on the differential outcomes across the Institution.		See Intervention Strategy 5.1			
6.2 Enhance transitional support to ensure new students are aware of the support available and how to access it. Develop and promote a RISE course that covers scaffolding of learning, assessment for learning, and support services which new students can undertake during their transition into the University, and for which they can earn RISE points.	Staff time and resources to develop content, materials and to manage student access, monitor and evaluate impact of peer support platform and RISE modules.	Increased knowledge of University support (and how to access it); increased confidence in ability to succeed in university; increased sense of belonging; improved conversion rates from offer holders to enrolled student.	2.2, 5.3	Evaluation report including feedback from Peer guides. Determine statistically significant impacts on students' institutional engagement and sense of belonging through EVEE (see 7.2).	Annual report published on University website. Outcomes shared through relevant conferences/events.
Enhance Peer to Peer support arrangements to enable potential students to meet each other and obtain advice from current Peer Guides.	IT investment to provide safe, secure, and reliable platform for the students to access for their peer support. Training and payment to Peer Guides to engage with potential students through the on-line platform.	Increased knowledge of University support (and how to access it); increased confidence in ability to succeed in university; increased sense of belonging; improved conversion rates from offer holders to enrolled student. Improved continuation after the first year.			
Transition days for BTEC students to reassure new students and inform them of the on-going support	Staff time to organise programme, promote, communicate with				

they can access through their studies.	potential students, and deliver events. Staff time to recruit and train student ambassadors.				
6.3 Support staff to understand prior educational experience of learners, and ensure their teaching recognises this through inclusive design. Ensure data on the prior learning of new students is easily accessible, to enable this to be factored into programme design. Establish subject networks, bringing together university academics with college subject tutors, to enable sharing of knowledge of how learners are supported prior to university.	Staff resource to develop reports to make information easily accessible. Staff time to identify and build relations with key college subject links. Staff time to arrange and attend subject networks.	Number of staff accessing reports. Number of university and college staff engaging with networks. Number of subject specific sessions and activities delivered to students studying vocational qualifications in local colleges.	1.2	Pre- and post-surveys with learners; teacher evaluation, Determine statistically significant impacts on students' institutional engagement and sense of belonging through EVEE (see 7.2).	As above

Total cost of activities: £1,285,000

Evidence base and rationale: Regression analysis undertaken internally shows that the type of qualification a student enters with is the most significant factor on degree outcomes. Our analysis of intersectionality also shows this gap occurs irrespective of ethnicity. It is therefore essential that we address this gap in addition to the ethnicity gaps detailed above. Although many of the interventions will be the same, we will analyse our data and set targets in relation to both gaps to ensure we address them independently.

Evaluation: We will evaluate specific activities undertaken, making use of our evaluation model to determine any impact on lead indicators for the students who are engaged. We will also use the EARs process to ensure gaps are identified and action plans agreed, and we will

monitor and report on the implementation of these actions. Our PowerBI dashboard provides visibility for gaps at institutional, departmental, programme and unit level, and outcomes will be monitored closely to ensure we are closing the gaps in line with the targets set.

4.7 **Intervention Strategy 7:** Improve the graduate outcomes for our BAME and BTEC students, reducing the gaps to other graduates, with a particular focus on Asian students.

Risks to equality of opportunity: Risk 7 (On Course): Insufficient personal support: Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome. Risk 6 (On Course): Insufficient academic support: Students may not receive sufficient personalised academic support to achieve a positive outcome. Risk 12: Progression from higher education: Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.

Activity	Inputs	Outcomes	Cross intervention strategy?	Method(s) of Evaluation	Summary of publication plan
7.1 Develop understanding of how best to improve outcome gaps and raise awareness of support available with specific groups. Obtain direct feedback from students on the support they want and how they wish to receive it. Undertake advanced statistical analysis to understand barriers for certain groups and understand how they can be overcome. Develop and promote EDI Careers Guides- which address barriers in recruitment and careers for certain groups.	Staff and student time creating surveys, facilitating focus groups, writing up findings, disseminating findings. Staff time to create and disseminate content. Student time and costs to help create content. Staff time targeting this specific group of students as part of the differential outcomes workstream and surfacing any barriers to employment.	A collection of diverse graduate stories that resonate with the experiences and backgrounds of BAME and BTEC students. These stories will highlight the journeys, successes, and challenges faced by graduates from similar backgrounds. Tailored advice, resources, and strategies to support target learners to navigate the job market effectively.	4, 5, 6	Surveys and focus groups to assess impact of resources. Statistical analysis to understand barriers to success.	Case studies will be published on the University website.

			4, 5, 6		
7.2 Target placement and work experience opportunities at those most likely to benefit. Use Career readiness data to target learners for employability interventions. Evaluate participant data to ensure target learners are engaging in the interventions. Develop virtual internships to provide valuable work related experiences for those unable to access traditional internships. Grow Mentoring provision specifically for students with certain characteristics Deliver our Internship schemes, for current students and recent graduates, targeting at those whom data shows need it most. Provide and promote awareness of the new Employability Bursary Scheme to support students who may be facing financial barriers.	Staff and student ambassador time to analyse data, identify trends, set and review targets. Staff time to create and disseminate appropriate targeted comms. Cost and staff time for planning, delivering, managing, and evaluating events and targeted interventions. Staff time to source and liaise with suitable mentors and internship hosts. Time resource for mentors. Finance for funds and staff time to communicate information about support, administer and evaluate fund.	Increase in number of internships and mentoring opportunities available. Increased numbers of targeted students engaging with placement and work experience. Improved Career readiness for those engaging in activities and internships/mentoring. Improved graduate outcomes for target learners. Reduced differential graduate outcomes.		Surveys Focus groups. Pre- and post- surveys at events and other initiatives. Determine statistically significant impacts on students' institutional engagement, career thinking and work experience through EVEE (see 7.2).	Report on mentoring and internships to be produced internally – and key findings published on website. Lessons shared through relevant conferences.

7.3 Support and work with more external partners and wider Manchester Met initiatives that improve differential outcomes.		Increased numbers of targeted students engaging with placement and work experience.	1, 2, 3, 4, 5, 6	N/A – Partners will evaluate their projects.	N/A - Partner reports will highlight impact of their programmes
Continue to support internal initiatives such as the First Generation Scholarship and BAME Ambassador programmes.	Staff time to support this work.	Reports on the above engagement.			
Identify new partners who we can work with that align with our ambitions around inclusive recruitment.	Time to identify providers and draw up contracts for services.	Funds to finance any part of the recruitment cycle that might hinder their chances of success (e.g. travel expenses, caring costs, interview clothes)			
Continue to work with and support existing partnerships such as 10,000 Black interns, EmployAbility and Bright Network.	Cost and staff time resource of planning, running, and evaluating events.				

Total cost of activities: £233,000

Evidence base and rationale: Our data consistently shows a gap in graduate outcomes related to ethnicity, with a direct link between degree outcomes and graduate outcomes, and so much of these gaps can be attributed to the gaps identified in 2.4. However, for our Asian students, the gap in graduate outcomes is larger than would be expected and exist even between Asian and White students attaining the same degree outcomes. Our analysis has shown that placements and work experience are significant factors in successful graduate outcomes. Therefore, through these interventions, we will target opportunities at those groups of learners who are most likely to benefit from them. Our career readiness survey provides data that helps identify these students, and we also know from our data the equality groups who are currently under-performing in relation to graduate outcomes. We recognise that no single intervention will be right for all students, so through the development of a range of opportunities, and targeting them at specific learners, we will offer a programme of support suited to the varying needs of our target learners.

Evaluation: We will evaluate specific activities undertaken, making use of our evaluation model to determine any impact on lead indicators for the students who are engaged. We will also use our career readiness measure to determine changes in how prepared those learners benefitting from interventions feel.

5 Whole Provider Strategic Approach

5.1 Overview

In 2024, we celebrate our 200 years anniversary, and over the past 200 years we have created a rich legacy as a forward-thinking provider of education and research. We have a deep connection to our home city of Manchester, contributing to its development as a city-region renowned for ground-breaking invention, radical thinking, and social change, and sharing the pioneering spirit and warmth of its people. Throughout our history, we have delivered learning, skills, and opportunity to those who have not traditionally had access to Higher Education.

The University's Road to 2030 strategy[15] continues this commitment. It sets out our institutional ambition to 'harness our creativity and confidence to enrich our students' lives, raise the impact of our excellent education and research, and project its application to Manchester and the world.' It also outlines our core goals of 'Excellent Education' and 'Research with Impact' which are integral to ensuring that we deliver on our promise to transform lives and make an impact on a global scale. As already outlined, the underpinning Education Strategy places student success at the heart of our activity, particularly the recruitment, success, and progression to employment of widening participation students.

In implementing the Education Strategy, we will take an evidence-based approach to the challenges we face, and to the interventions we put in place to meet these challenges. We will analyse our data at institution, faculty, and department level to understand where we are performing well, and where there is need for improvement. Our activities and interventions will be informed by evidence of what works, either from within our own institution, or from across the sector. The University, as the rest of the sector, is working within a constrained resource base and it is crucial that we focus time and resource on the interventions that will deliver improvements.

Through our Education Strategy, we will ensure that we deliver on our mission to recruit ambitious students from all backgrounds and to inspire and support them to achieve. We will also:

- deliver an excellent education and a great university experience for our students, which transforms their lives and leads to successful careers;
- focus on delivering high-quality programmes that generate outstanding results across key student and graduate metrics by 2030, through cutting-edge on-campus teaching and digitally enhanced learning across the whole curriculum;
- be known for our active learning community, delivering a broad-based educational experience linked to graduate and employer need;
- deliver an excellent student experience, supported by sector-leading facilities and infrastructure, high-quality support, and access to services;
- maintain a diverse portfolio that includes undergraduate, postgraduate and Degree Apprenticeship provision, supporting the needs of business and employers;
- continue to recruit students from the widest diversity of backgrounds, from the UK and abroad, with the greatest potential, applying our principles of inclusion

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[15] https://www.mmu.ac.uk/about-us/strategy

and equality to support them to succeed, and we will remove differential gaps for progression, award and graduate outcomes.

We will analyse and segment data to ensure that we can demonstrate improvements in the outcomes for target students.

The aims and objectives of the Education Strategy are central to the commitments made in this plan and are overseen by the Pro-Vice-Chancellor Education working with the Faculty Directors of Education. Our Graduate Outcomes Strategy, a sub-strategy of the Education Strategy, establishes a shared institutional direction designed to improve the career prospects of all our students with particular focus on differential graduate outcomes and how we can eradicate these gaps.

The University's Inclusive and Diverse Culture Strategy takes an intersectional approach by embedding a robust culture of belonging centred on promoting equity and celebrating diversity in everything that we do. Our Strategy identifies four key strategic areas of focus:

- Leadership, Culture and Governance.
- Inclusive employee lifecycle.
- Inclusive student experience.
- Celebrating diversity.

As part of the Strategy, the University is committed to building on our current Bronze award for the Race Equality Charter Mark, and this will align with and support the objectives outlined in this plan.

5.2   Collaboration

We are committed to working collaboratively with other Higher Education providers, third sector organisations and employers in the region through the Greater Manchester Higher partnership (GMH) to raise awareness of, and encourage progression to, the full range of HE opportunities.

GMH is the Uni Connect partnership for the region, bringing together the Higher Education providers to offer a targeted programme of educational outreach. The partnership enables us to work together in a strategic way to target schools and learners, remove educational barriers, and address regional and national challenges.

Through GMH we are actively participating in the delivery of attainment raising activities. GMH has taken a methodical and strategic approach to developing interventions, consulting with schools, following external guidance on what works for attainment, and developing a framework to effectively evaluate activity.

Interventions include:

- Maths Buddy – Supporting the delivery of this GMH-developed programme designed to support Maths attainment and improve the confidence of those who are at risk of failing.
- Greater Manchester Boys Hub – We are contributing to the establishment of a Boys network for the region. Responding to established research, the GM Boys Hub will bring together practitioners and other stakeholders to agree and implement a range of strategic and tangible outputs aimed at reducing the educational inequalities faced by working class boys in our region.

- Summer Schools – We will deliver a Year 10 summer school to increase the sense of belonging of learners who take part, and ensure they see university as a place for them.
- Success4Life – We will continue to support and deliver Success4Life, a well-established eight-week programme developed specifically for looked-after learners in years 7, 8 and 9. Focusing on the specific barriers faced by this group, learners are supported to develop a sense of belonging in HE, build a better understanding of their strengths and potential, and develop a range of soft-skills related to study success.

Through our collaboration with GMH we are members of the Governing Board, ensuring the development of the programme responds to the needs of schools, colleges, and young people across the region, as well as regional education and skills agendas. We also host staff working on the coordination and delivery of the attainment raising programme, recruit ambassadors to support activity delivery and be relatable peers and mentors for the young people we support. We provide resources and academic input for a wide range of on-campus activities, including summer schools, campus visits and subject taster sessions. We also ensure our institutional offer complements, rather than competes with, that provided to schools through the partnership.

All activities delivered through the collaboration have a Theory of Change and are mapped to an Evaluation Framework, which in turn is mapped to the TASO outcomes. Activity is evidence based and informed by the latest external research, and all activities are reviewed on an annual basis to respond to evaluation outcomes.

5.3 *Whole Student Lifecycle Approach*

We are committed to working across the student lifecycle to engage, motivate, support and enable students to reach their potential. Through our Outreach Strategy, we will ensure that we deliver a progressive programme of activities for target schools and colleges, linked through a learner progression framework that clearly articulates the aims and objectives of the activities we offer. Through this approach, we will ensure that we deliver value for money and demonstrate the impact of interventions on the success of target learners.

We will sustain and develop our flagship First Generation Scholarship programme, which will have supported over 1,000 learners into Manchester Met by September 2025. The focus of the scheme is employability and success, with alumni and business professionals collaborating at every stage, through networking sessions, mentoring, and employer visits. We will continue to monitor their success to demonstrate the impact of the interventions on their graduate outcomes and use the findings to support the enhancement of the programme.

Our approach to teaching and learning recognises the importance of student agency and autonomy. Our active approaches support learning that is deeper, more impactful, challenging, and applicable, whilst collaboration within and beyond disciplines fosters belonging and interdisciplinary skills. This is embedded in our teaching approaches and curriculum design and integrated with our extensive co-curricular offer. These enable all students to access an education responsive to their aspirations, needs and interests and equips them with skills for their future lives as graduates.

We have accompanied growth in active and collaborative learning within the curriculum with an expansion of opportunities and incentives for students to learn

beyond their courses to support their work readiness. We recognise the value of the educational gains that students make from their broader university experience, but also that less advantaged students are less likely to engage in extra-curricular opportunities. In response to this, we created our Rise programme, firmly positioning co-curricular learning as core to our student experience. We reinforce this by making this learning credit-bearing for many of our programmes. Students accumulate points for evidenced effort, which can be translated into micro-credentials, recognition on their transcript and, in most cases, classificatory credit in addition to their course units. Rise has unified and extended the range of opportunities available to students. It incorporates a significant portfolio of opportunities aligned with our students' own needs.

We recognise the risk that many of our students may face challenges achieving graduate outcomes that reflect their talents. In response, we have prioritised the incorporation of Work Integrated Learning into the course curriculum in a range of ways, from placements to more creative approaches such as live-projects and simulated experiences.

In providing an active learning environment, we build student agency and efficacy and ensure that their aspirations can be supported, in line with our Theory of Change. We accompany this with an ever-deepening implementation of support mechanisms to ensure that all students gain tailored support in navigating these opportunities in ways that are meaningful to them as individuals. Central to our support is our 'My Five-Year Plan' initiative. This sets out a coaching framework of annual cycles of reflection, goal setting and opportunity acquisition, framed around the production and maintenance of a personal plan which stretches beyond graduation.

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. Pathway schemes have been introduced for Teaching and Social Work including work experience, and application support has been introduced to encourage progression to postgraduate study. We also offer events targeted at particular sectors (such as PGCE programmes). As we develop our support in this area, we will analyse the proportions of students from target groups accessing this provision.

6. **Student Consultation**

The University is committed to student engagement, and this is supported by student representation at many formal committees of the University that are involved in monitoring performance against this Plan. This includes membership of the Board of Governors, the Academic Board and its committees, including the Widening Participation Steering Group, which reports to the Education Committee, and has responsibility for initially developing the Access and Participation Plan and for monitoring progress against the targets set within it.

The Students' Union will be involved in the process of monitoring the plan, through the Widening Participation Steering Group, and through the Education Committee. Faculty Education Committees, which will scrutinise faculty level performance, also include student representation. 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 Union.

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

7. Evaluation Strategy

Our Evaluation Strategy is built upon our institutional Theory of Change. Intervention strategies targeted to support students' outcomes and experience at Manchester Met (strategies 2-7) will be evaluated using the institutional Evaluation Framework. Strategy 1, which targets students accessing university, will be evaluated using a supplementary approach detailed below. Strategy 3, targeting financial pressures, will be evaluated with the OfS financial support evaluation toolkit in addition to the institutional Evaluation Framework.

7.1 Theory of Change

Our institutional Theory of Change situates student-centredness at the heart of educational transformation and recognises that the gains students make at university occur both within their course and the broader student experience. Our ToC therefore places equal emphasis on academic and personal development as the drivers of work readiness and successful graduate futures.

In their academic development, our students benefit from high-quality discipline-based teaching, learning underpinned by our research excellence, and connectivity with employers and professional practice. This authenticity in our pedagogy directly contributes to students' career development.

Our students' personal development is critical to our approach. We emphasise that every student should be supported in the development of their vision of their future-self, and in identifying the steps needed to realise their goals.

We support students to develop active agency, where they feel in control of their goals and empowered to take the steps needed to attain them.

These interrelationships, which are illustrated in the diagram above, work together to create strong outcomes, high satisfaction, and an excellent student experience.

7.2 Evaluation Framework

Our institutional Evaluation Framework utilises our eight Educational Lead Indicators, which measure our four ToC themes: Academic Development, Personal Development, Career Development, and Satisfaction; and include metrics for Sense of Belonging and Sense of Agency. These indicators have been statistically designed to provide a more real-time sense of progress towards the overall education KPIs:

	Key Performance Indicator		
Lead Indicator	**Satisfaction**	**Continuation**	**Graduate Outcomes**
Academic Development Unit Performance		X	
Institutional Engagement	X	X	X
Personal Development Belonging and Community	X	X	
Student Agency	X	X	X
Professional Development Career Thinking			X
Work Experience			X
Satisfaction Overall Satisfaction	X		
Unit Satisfaction	X		

As well as providing a point of reference for performance monitoring at curriculum level; these indicators are used as the foundation of our Evaluation Framework. The Lead Indicators allow us to monitor changes in each metric by assessing each student before and after an intervention takes place. The framework is relevant to all our students, is applicable to both curricular and extra-curricular activities, and allows the comparison of different activities across the student population.

The framework and datasets are held by the central Strategic Planning Office. Intervention and project owners can submit a list of student IDs for evaluation. These IDs are run through a sophisticated algorithm dubbed 'EVEE' (EValuating Education Excellence). EVEE creates a matched comparator group of 'alike' students who did not take part (matching against a range of student characteristics) and uses these two groups to compare differences in each Lead Indicator. Statistical analyses are performed, and results are analysed for thirteen different demographic characteristics.

EVEE provides three outputs:

- Firstly, a standardised dashboard output to project teams delivered in a timely fashion. This dashboard displays the areas of strength and opportunity for interventions, showing successes alongside areas for future focus.

- Secondly, an 'engagement bank' records which students interacted with which project or service, providing a map of engagement across the institution.

- Thirdly, a database of project impacts, showing interventions which have had the most powerful effects on target groups of students. This drives innovation by identifying opportunities to better support target groups of students and facilitates evidence-based decision making.

The evaluation framework is in its baseline year and will be iterated over the 2024/25 academic year to streamline processes and refine outputs. However, it is already

showing promising results, and we are looking forward to seeing dramatic changes in how we use evaluation to facilitate evidence-based decisions in the coming years.

7.3 Evaluating Access activities

Our Access initiatives are informed by sector data to identify target groups, as well as sector evidence to identify impactful activities. We recognise the importance of providing a progressive framework of interventions for schools, to enable learners to participate in multiple interventions over time (which evidence shows is the most effective type of outreach).

Our evaluation approach for access activities will therefore include the following elements:

i. Identification of a manageable number of key target schools/colleges which we will pro-actively engage.
ii. A Learner Progression Framework (LPF), which clearly articulates the outcomes that we aim to achieve from the various interventions, we offer.
iii. A programme of activities which are informed by evidence of the types of interventions most likely to have an impact on the target group.
iv. Clear learning outcomes for each of our activities which map against the LPF, so it is clear to schools how the activities can support their students.
v. Core evaluation questionnaires which map to the learning outcomes and provide evidence of the impact of interventions, with feedback obtained from leaners, teachers, and student ambassadors to triangulate the findings (where appropriate these will be taken from the TASO Access and Success Questionnaire - ASQ).[16]
vi. Tracking through HEAT to provide long term evidence of progression to HE for those engaging in intensive or sustained interventions.
vii. Periodic reviews of activities, using the evaluation evidence to review and refine the programme for future years to ensure investment is made in those areas most likely to have an impact.

Through our Outreach Strategy, we will ensure our widening participation activities are consistently evaluated in this way and will report the findings through our annual monitoring.

7.4 Evaluating Financial Support

Financial support remains an important part of the support that we offer to students, and we provide a generous Hardship Fund for any student experiencing financial difficulties (based on individual assessment of need), with a minimum level of support provided to applicants from certain target groups. We recognise the importance of evaluating this support to ensure it is having the desired impact.

As part of our Evaluation Strategy, we will use the OfS financial support evaluation toolkit to demonstrate the impact of our support. This evidence will inform how we develop our financial support in the future.

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[16] New: Access and Success Questionnaire (ASQ) - TASO

8. Provision of Information to Students

The University is committed to providing information to students on the fees they will be charged and the financial support they may be entitled to through this plan at all stages of their student journey.

8.1 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 incur.

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

8.2 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; and 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 the Terms and Conditions, the Information for Offer Holders document contains further sources of information to signpost the offer holder for further advice and guidance.

8.3 Enrolment Stage

Incoming students are directed to an online enrolment step guide containing instructions on how to enrol and upload their photos, as well as linking to 'Welcome' information and a calendar of events. The Welcome website also provides 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.

8.4 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.

8.5 Financial Support

We recognise that some students need additional financial support to help them get through a challenging time. Demand for discretionary (hardship) funding has increased significantly in recent years, and our evidence shows that students who receive this support are as likely to continue as the cohort as a whole.

Following a detailed review of all the support provided, and its relative impact, we have identified support based on an assessment of need as the most effective way of supporting student success. Therefore we will phase out the bursaries which we have previously offered and instead invest significantly in a new 'Manchester Met Success

Fund' to support those students most in financial need. This will allow us to respond positively and effectively to the challenges faced by our students. This fund will be promoted to incoming and continuing students, and we will invest in staffing to ensure we are able to process applications to this fund in an efficient and timely manner. In 2025/26 we have committed to provide up to £4.5M through an application based system, and we will grow this fund further by 2028/29 in line with our students' needs. As we learn more about the impact of this funding on target learners we will refine our approach to ensure we are investing where it has maximum impact on achieving the targets outlined in this Plan.

The Manchester Metropolitan University Success Fund will be available to those who start their course at the University in 2025/26 or later. (For continuing students from earlier years, the financial support in place when they started their studies will apply).

Applicants to the fund must meet ALL of the following criteria:

- Undergraduate, UK enrolled student at Manchester Metropolitan University, eligible for home fee;
- A household income £42,875 or below (as verified by student finance);
- Demonstrate a need for the support (through an assessment of evidence provided as part of the application process);
- Belong to **at least one** key student group listed below:
    - Students with household income of £25,000 or less (as verified by Student Finance)
    - Care leavers
    - Care experienced
    - Estranged students
    - Carers
    - Disabled students (including those with mental health conditions)
    - Lone parents with children under 18
    - Students from the 20% most deprived postcode areas (IMD Q1)
    - Students whose parent/s are in the military (service children)
    - Students with refugee status

Students who meet the eligibility criteria for the Fund will receive an award up to a maximum of £1,500 per student. Financial awards will be determined on a needs assessed basis and the eligibility criteria.

We recognise the unique challenges faced by certain groups of target learners and therefore students from the following groups who apply to the fund will receive a minimum award of £1,000 per year:

- Care Leavers (as defined by the Leaving Care Act)
- Estranged Students (based on evidence of estrangement from their family)
- Students with caring responsibilities

Eligible students can apply every year, although payments are awarded on a needs based assessment at each separate application cycle and assessed each year against the total cohort of applications.

In addition to the Manchester Metropolitan University Student Success Fund, the University will also provide a hardship fund, prioritised for students eligible to apply for the Student Success Fund. It is also available to students who find themselves in

emergency situations who are not captured via the Student Success Fund. Full details are available on the website.

In recognition of the challenges faced by those unable to access financial support due to their asylum status, we will also offer one scholarship a year for a full time undergraduate asylum seeker. This scholarship will include a full fee waiver and a £6,000 living allowance per year for three years.

Full details, including terms of conditions, for our financial support will be published on our website and will be clearly communicated to potential students throughout the application cycle. Should the levels of support change in subsequent years covered by this plan, these changes will be updated on our website at the start of the relevant application cycle.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Summary and Introduction

Manchester Metropolitan has a diverse full-time undergraduate student profile, consisting of increasing diversity in terms of ethnicity, students with a disability and students from the most deprived areas based on Indices of Multiple Deprivation (IMD), care leavers and students with vocational entry qualifications.

However there are some significant differential gaps within the University in terms of continuation, attainment, and progression. From in depth analysis of both OfS and internal Manchester Met data, both in isolation and intersectional, we have identified that the key characteristics driving these gaps are ethnicity, IMD and entry qualifications.

There are gaps in attainment for Asian (16.1pp) and Black (19.5pp) students when compared to White students. Asian (10.3pp), Mixed ethnicity (8.2pp) and Other ethnicity (8.5pp) also experience significant gaps in progression to highly skilled employment when compared to White students.

Students from the most deprived areas of the country, IMD Quintile 1, have a sustained and significant gap in attainment to IMD Quintile 5 students across the last five years, with the gap as of 2021/22 being 16.0pp. They also progress to highly skilled employment at a much lower rate than White students - by 11.8pp.

Students who enter Manchester Met with vocational entry qualifications obtain a good degree at a rate 18.5pp lower than those who enter with academic entry qualifications. They are also less likely to progress to graduate work than students with academic entry qualifications.

Analysis has also been undertaken to assess the impact of these characteristics in terms of their intersection with other student lived experiences and this analysis shows that a student's ethnicity, IMD Quintile and entry qualifications have the most significant impact on their continuation, attainment, and progression. A summary of this intersectional analysis is included below. A full analysis of both the OfS data and internal Manchester Met data on access, continuation, attainment and progression is available on request.

Ethnicity
Access metrics have improved for all ethnicities other than White across the last five years (2017/18 – 2021/22), with enrolments of Black students seeing the largest increase of 1.9 percentage points (pp) to 7.5%. The proportion of Asian students at Manchester Met is also significantly above the sector average (19.9% compared to 15.7%). Continuation rates for all ethnicities other than White has decreased across the last five years, with students from Mixed ethnic backgrounds seeing the largest reduction of 5.2pp. There are also gaps in continuation for each ethnicity to White students, with the most significant gaps being for Mixed ethnicity students (3.3pp) and Black students

(3.0pp), although the gap between White and Black students is lower than in the sector (5.8pp).

Attainment rates have increased for all ethnicities across the last five years, most significantly for Black students by 16.5pp to 63.8% and Asian students by 8.7pp to 67.2%. However, there are significant and persistent gaps between students from ABMO ethnicities and White students obtaining good degrees, particularly for both Asian students (67.2%) experiencing an attainment gap of 16.1pp (2021/22) and Black students (63.8%) experiencing an attainment gap of 19.5pp when compared to White students (83.3%). The Asian/White attainment gap is higher than the sector (8.4pp) whilst the Black/White attainment gap is lower than the sector (20.0pp).

The proportion of students progressing to highly skilled employment or further study at a higher level has increased for all ethnicities across the last four years, with Black graduates seeing the largest increase of 13.9pp. There are still significant gaps between each ethnicity other than White and White graduates' progression, with the gap to Asian students (10.3pp), students from Other ethnicities (8.5pp), Mixed ethnicity students (8.2pp) and Black students (5.2pp) all being wider than the sector.

Indices of Multiple Deprivation (IMD)

Since 2017/18 there has been a significantly higher proportion of students from the most deprived IMD areas (IMD Quintile 1) in the Manchester Met full-time undergraduate student population than those from the least deprived IMD areas (IMD Quintile 5). The proportion of full-time undergraduate students from IMD Quintile 1 in the Manchester Met population is also significantly above the sector in each of the last five years.

Continuation data shows that the proportion of IMD Quintile 1 students continuing in HE at Manchester Met has reduced slightly across the last five years by 1.7pp from 90.1% in 2016/17 to 88.4% in 2020/21. The 2020/21 continuation rate at Manchester Met is above the sector though at 84.4%. Manchester Met also has a lower continuation gap (5.2pp in 2020/21) than the sector (9.1pp) when comparing IMD Q1 students and IMD Q5 students.

The proportion of students obtaining a good degree from IMD Q1 has increased at a higher rate (4.4pp) in the last five years than for those from IMD Q5 (3.3pp). However, there is still a significant gap in attainment from IMD Q5 to IMD Q1 students of 16.0pp, although this gap is lower than the sector gap of 17.8pp. IMD Q1 students at Manchester Met also obtain a good degree in the same proportion the sector (68.5%). There has been an increase in the proportion of IMD Q1 graduates progressing to highly skilled employment or further study in the last four years of 7.0pp from 59.5% in 2017/18 to 66.5% in 2020/21.

Despite this increase, the gap between IMD Q5 and IMD Q1 graduates progressing to highly skilled employment was still 11.8pp in 2020/21 and the level is lower than for IMD Q1 graduates in the sector (67.7%).

Disability

The proportion of disabled students at Manchester Met has increased across the five years from 2017/18 (13.5%) to 2021/22 (16.4%) by 2.9pp, which is directly in line with the sector, which has also seen a 2.9pp increase up to 17.4%. The increase in disabled students has been driven by increases in the proportion of students with all disability types other than those with multiple impairments which reduced slightly by 0.1pp.

The proportion of disabled students (90.1%) continuing in Higher Education 12 months after starting their degree at Manchester Met is slightly lower than non-disabled students (90.7%) by 0.6pp in 2020/21. This trend has been consistent across each of the last five years, except for 2017/18 when disabled students (93.0%) were more likely to continue in HE than non-disabled students (92.1%). The proportion of disabled students continuing in HE in the sector is slightly higher than Manchester Met at 91.2% as of 2020/21.

There are significant differences in continuation rates both at Manchester Met and within the sector dependent on disability type. The continuation gaps at Manchester Met are significantly above the sector in 2020/21 for students with Social and Communication disabilities (7.7pp and 2.1pp respectively) and for those with Medical and Physical disabilities (4.5pp and 0.7pp respectively).

The attainment gap between non-disabled and disabled students has moved from non-disabled students obtaining a good degree at a rate 1.5pp higher than disabled students in 2016/17 to disabled students obtaining good honours at a rate 1.2pp higher than non-disabled students in 2020/21. The proportion of both disabled (78.3%) and non-disabled (77.1%) students obtaining good honours at Manchester Met is slightly lower than in the sector, 79.4% and 78.9% respectively.

The proportion of disabled students progressing to highly skilled employment has increased across the last five years by 2.6pp, with disabled students progressing (72.8%) at a rate 0.5pp higher than non-disabled students (72.3%) as of 2020/21. The proportion of disabled students progressing from Manchester Met is also slightly higher than the sector (72.5%).

The two disability types with the largest populations at Manchester Met - those with Cognitive and Learning disabilities and those with Mental Health conditions - have a higher proportion of students progressing at Manchester Met (73.0% and 74.6% respectively) than non-disabled students (72.3%). Those with Sensory Medical and Physical conditions have significantly lower rates of progressing though than non-disabled students (64.4%).

Eligibility for Free School Meals

The proportion of students who were eligible for free school meals (FSM) at key stage 4 at Manchester Met has reduced across the last five years from 21.7% in 2017/18 to 19.7% in 2021/22. However this has been consistently higher than the sector in each of the last five years though and is 1.3pp higher than the sector in 2021/22.

The proportion of students who were eligible for FSM at Manchester Met continuing in HE (88.0%) was lower than those not eligible for FSM (92.3%) by 4.3pp in 2020/21, the highest gap in the last five years after a 2.1pp reduction in the proportion of those eligible for FSM continuing over the same period. The continuation rate for those eligible for FSM at Manchester Met has been higher than the sector in each of the last five years however, 0.7pp higher than the sector (87.3%) in 2020/21. The gap between those eligible for FSM and those not eligible has also been consistently lower at Manchester Met than in the sector, 4.3pp as of 2020/21 compared to 5.2pp in the sector.

Those eligible for FSM have had lower attainment rates than those not eligible in each of the last five years, with a gap of 11.0pp in 2021/22 despite a 4.4pp increase in the proportion of those eligible for FSM obtaining a good degree across the five-year

period to 67.7% in 2021/22. The attainment gap has also reduced across this period from 13.8pp in 2017/18 to 11.0pp in 2021/22. Those eligible for FSM at Manchester Met obtain a good degree at a slightly lower rate than in the sector (69.7%).

The proportion of those eligible for FSM progressing to highly skilled employment is 64.3% as of 2020/21, an increase of 5.1pp across the last four years, however, this still represents a progression gap to those not eligible for FSM (73.6%) of 9.3pp. Those eligible for FSM at Manchester Met also have a lower proportion of graduates progressing than those eligible for FSM in the sector (67.8%). The progression gap at Manchester Met (9.3pp) is also higher than in the sector (6.8pp) as of 2021/22.

Mature Students

There has been a reduction in the proportion of mature full-time undergraduates at Manchester Met over the last five years of 2.9pp, from 13.6% in 2017/18 to 10.7% in 2021/22. Conversely, in the sector there has been a 4.6pp increase in the same period to 29% in 2021/22.

However, Manchester Met has seen growth in apprenticeship provision within the last five years, from 360 students in 2017/18 to 630 in 2021/22. Apprenticeship provision at Manchester Met has seen a significant increase in the proportion of mature students of 11.2pp from 62.0% in 2017/18 to 73.8% in 2021/22, higher than the sector which has seen growth of 1.0pp in mature apprenticeship students in the same period whilst apprenticeship students in the sector grew from 11,480 to 23,780.

Continuation rates for mature students at Manchester Met have reduced slightly from 89.6% in 2016/17 to 87.6% in 2020/21. Continuation rates at Manchester Met have been higher than the sector for mature students in each year though, with the continuation rate in the sector at 82.0% in 2020/21, 5.6pp lower than Manchester Met. The continuation gap at Manchester Met between Mature and Young students (3.5pp) is also lower than in the sector (9.8pp).

The proportion of mature students obtaining a good degree at Manchester Met (79.2%) is higher than young students (77.1%) as of 2021/22 by 2.2pp. This reflects a change from 2017/18 where young students obtained a good degree at a rate 4.8pp higher than mature students. This change has been driven by an increase of 9.7pp in the attainment rate for mature students across the five-year period. Mature students at Manchester Met also received a higher proportion of good degrees than the sector average in each of the last five years.

Mature graduates from Manchester Met also progressed to highly skilled employment or further study at a higher rate than young students in each of the last four years, although the gap did reduce from 6.7pp in 2017/18 to 2.8pp in 2020/21. The proportion of mature students at Manchester Met progressing to highly skilled employment has also been higher than the sector average in the last five years, with Manchester Met mature students (74.8%) progressing 2.8pp higher than the sector (72.0%) in 2020/21.

Care Leavers

Analysis of Manchester Met internal data shows that, over the last four years, students who have experienced care (either those defined as care leavers by UCAS or verified care leavers who meet the statutory definition of a care leaver to qualify for the University's Care Leaver Bursary) has remained consistent, with a count of 76 students in 2021/22.

The proportion of students who have experienced care attaining a good degree at Manchester Met has increased over the four-year period (2018/19 to 2021/22) by 2.5pp to 79.2%, although there is still an attainment gap to those students who have not experienced care (77.5%) of 4.6pp.

The proportion of UK, full-time, first degree graduates from Manchester Met who have experienced care progressing to graduate work or further study has increased significantly across the last four years by 15.2pp, from 66.7% in 2017/18 to 81/8% in 2020/21. The progression gap to those with no experience of care has also narrowed from 4.3pp to 2.9pp in the same period. These proportions are based on only a small number of graduates for whom data is available though so must be treated with caution.

Entry Qualifications Type

The proportion of students starting their study at Manchester Met with vocational entry qualifications (BTEC or equivalent) has increased over the last five years by 1.6pp, from 35.5% in 2018/19 to 37.1% in 2022/23.

The type of qualifications students enter the university with impacts significantly on obtainment of a 1st or 2:1 degree award, with the proportion of students with vocational entry qualifications graduating with a good degree (64.3%) 18.5pp lower than those with academic entry qualifications (82.8%) as of 2022/23. This is a trend seen in each of the last five years.

First Generation

The proportion of students at Manchester Met with no parent of guardian with a higher education qualification (first generation) has reduced over the last five years by 2.1pp, from 51.8% in 2018/19 to 49.7% in 2022/23.

First generation students are less likely to obtain a good degree than those with a parent or guardian who attended university, with the attainment gap between first generation and non-first generation students having increased in the last five years, from 3.6pp in 2018/19 to 5.5pp in 2022/23.

Intersections of Disadvantage

In further developing our understanding of how multiple dimensions of disadvantage intersect, we have analysed the impact on performance across the student lifecycle of combining measures of disadvantage.

Indices of Multiple Deprivation (IMD) and Ethnicity

Asian, Black, Mixed or Other ethnicity students from the most deprived areas, IMD quintiles 1 and 2, obtain the lowest proportion of good honours (66.1% in 2021/22) when compared to students from the same ethnicities from Quintiles 3, 4 or 5 (77.1%), White students from IMD Quintiles 1 or 2 (78.9%) and White students from IMD Quintiles 3, 4 or 5 (85.6%).

Graduates from Manchester Met from IMD quintiles 1 or 2 who are Asian, Black, Mixed or Other ethnicities report the lowest proportion of graduates progressing to highly skilled employment or further study at a higher level (63.7%) when compared to those from IMD quintiles 3, 4 or 5 (74.9%), White graduates from quintiles 1 or 2 (73.2%) and White graduates from quintiles 3, 4 or 5 (76.5%). There are also gaps in progression compared to the sector with IMD quintiles 1 or 2 students who are Asian,

Black, Mixed or Other ethnicities progressing 5.1pp lower than the comparable group in the sector (68.7%).

Indices of Multiple Deprivation (IMD) and Sex
Male IMD quintile 1 or 2 students at Manchester Met obtain a good degree (64.8%) 10.2pp lower than Female IMD quintile 1 or 2 students (74.8%). When comparing Female IMD 1 or 2 students to Female IMD 3, 4 or 5 (85.6%) students there is a significant gap of 10.8pp in 2021/22. This gap is lower than the sector, however, which is 12.6pp as of 2021/22 and Female IMD 1 or 2 students at Manchester Met do obtain good honours in a higher proportion than in the sector (72.8%).

The proportion of Female and Male IMD Quintile 1 or 2 students who progress to highly skilled employment or further study from Manchester Met are the same as of 2020/21 graduates (68.0%). The gap between Female IMD 1 or 2 students and those from IMD 3, 4 or 5 (76.0%) is 8.0pp, however this has decreased from 13.8pp in 2017/18.

Ethnicity and Entry Qualifications
Using internal data to analyse the intersectionality between ethnicity and entry qualifications type, White students with vocational entry qualifications have a higher rate of timely progression from Level 4 to Level 5 (79.5%) than Asian (79.1%), Black (74.5%) or Mixed (77.3%) ethnicity students with vocational entry qualifications as of 2023/24 returners, with the most significant gap for Black students at 4.9pp.

Similar trends are also seen for students with academic entry qualifications by ethnicity, with the proportion of White students with academic qualifications progressing in a timely manner (86.6%) 2.3pp higher than Black students (84.4%) and 4.1pp higher than Mixed ethnicity students (82.5pp). However, in addition to Other ethnicity students having a higher rate of timely progression (88.5%), Asian students with academic entry qualifications (84.4%) also have a higher progression rate than White students by 2.5pp.

The proportion of White students with vocational entry qualifications obtaining a good degree at Manchester Met (75.0%) is significantly higher than for all other ethnic groups with vocational entry qualifications as of 2022/23, with a gap to Asian students of 21.6pp (53.4%), 20.0pp to Black students (55.0%), 20.4pp to Mixed ethnicity students (54.5%) and 23.7pp to students from Other ethnicities (51.3%).

This trend is consistent when comparing White students with academic entry qualifications and students from all other ethnicities, although the gaps are lower than when analysing vocational qualifications. The most significant gap for those with academic entry qualifications is between White students (86.4%) and Black students (70.7%) in 2022/23 at 15.8pp, followed by Asian students (74.8%) or 11.6pp.

Of students with vocational entry qualifications, White students progress to highly skilled employment or further study at a rate higher (78.1%) than all other ethnicities with vocational entry qualifications as of 2020/21. The most significant gaps are 14.3pp to Asian students (63.9%) and 18.9pp to students from Mixed ethnic backgrounds (59.2%).

Similarly, White students with academic entry qualifications progress to highly skilled employment at a higher rate (82.1%) than students from all other ethnicities with academic entry qualifications. The most significant gaps amongst those with academic

qualifications are 7.8pp to Black students (74.3%) and 4.1pp to Asian students (78.1%).

Eligibility for Free School Meals and Ethnicity
Intersectional analysis of continuation for students who were eligible for free school meals (FSM) and ethnicity using OfS individualised data shows that Asian students who were both eligible for FSM (88.6%) and those not eligible for FSM (92.2%) have very similar continuation rates as the corresponding White students in 2020/21 (88.3% and 92.3% respectively). The gap between Black students eligible for FSM and White students eligible for FSM (1.2pp) and the gap between Black students not eligible for FSM and White students not eligible for FSM (1.3pp) is also similar.

There are continuation gaps when comparing each ethnic group based on those eligible for FSM and those not eligible for FSM. The most significant gaps as of 2020/21 are 6.7pp between Black students eligible for FSM (87.1%) and those not eligible for FSM (93.5%), and 6.1pp between Mixed ethnicity students eligible for FSM (86.8%) and those not eligible for FSM (93.0%).

Students from all ethnicities who are eligible for FSM also have a lower proportion of students obtaining a good degree than those who are not eligible for FSM, with the most significant gap in 2021/22 being between White students eligible for FSM (73.8%) and those not eligible for FSM (83.9%) at 10.2pp.

There are also significant and sustained gaps in good degree outcomes, across the last five years between Black students eligible for FSM and White students eligible for FSM (with the gap as of 2021/22 being 11.9pp), and Asian students eligible for FSM and White students eligible for FSM (with a gap of 9.1pp). However, both Asian and Black students eligible for FSM have seen increases in the proportion of students obtaining a good degree in the last five years of 5.0pp and 14.2pp respectively.

The good degree outcomes gap to White students is also seen within those students who were not eligible for FSM, with a gap from Black students to White students not eligible for FSM of 26.0pp and a gap from Asian students to White students of 16.2pp.

Ethnicity and Degree Outcome Impact on Progression to Graduate Employment
White students who graduate with a 1st or 2:1 have the highest proportion of graduates progressing to highly skilled employment or further study in 2017/18 and 2020/21, with student from Other ethnic backgrounds having the highest progression rate in 2018/19 and 2019/20. There are progression gaps to White students who achieve a 1st or 2:1 for each of Asian 1st or 2:1 students (7.4pp), Black students (5.6pp), Mixed Ethnicity students (6.5pp) and Other ethnicity students (7.6pp) in the most recent Graduate Outcomes reporting year of 2020/21 graduates.

The progression gap for Black students with a 1st or 2:1 to White students with a 1st or 2:1 has seen a significant decrease across the last four years, from 14.4pp in 2017/18 to 5.6pp in 2020/21. The progression gap for Asian students has also reduced slightly across the last four years from 9.4pp in 2017/18 to 7.4pp in 2020/21.

Asian students who do not graduate with a 1st or 2:1 had the lowest progression rate in three of the last four years when compared to all other ethnicities who did not graduate with a 1st or 2:1, with the exception of 2019/20 where Mixed ethnicity students had the lowest rate of positive outcomes (48.5%).

In the most recent Graduate Outcomes reporting year, 2020/21, Asian students who did not graduate with a 1st or 2:1 had a significantly lower progression rate (51.4%) than White students who did not graduate with a 1st or 2:1 (61.8%) – a gap of 10.4pp. However, Black students who did not graduate with a 1st or 2:1 (66.7%) had a higher progression rate than White students who did not graduate with a 1st or 2:1 (61.8%) by 4.9pp in 2020/21. This is a significant improvement from 2017/18 when White students graduating without a 1st or 2:1 (64.2%) had a higher progression rate than Black students without a 1st or 2:1 (52.7%) by 11.5pp.

Annex B: Evidence and Rationale

Key Risks – Evidence Base

1. **Changes in Foundation year funding may disproportionally impact BAME students and those from IMD Q1 and 2**

   Internal analysis of our Institutional data shows our FT UG level 4 intake in 2022/23 was 32% BAME and 46% from IMD Q1/Q2. Our intake to level 3 was 47% BAME and 59% IMD Q1/Q2. The vast majority enrol on a foundation year as they do not have the level of level qualifications to gain entry to year 1 (rather than lack of specific subject requirements). Our foundation year provision covers most subject areas (not just STEM) and therefore a large proportion would be impacted by a reduction in fee.

   Whilst we remain committed to providing foundation years to enable greater access to our institution, our intervention strategy outlines how we will support access to the whole range of HE provision as well as working with schools to deliver attainment raising activities to support target learners to be better equipped to enter and succeed at university.

   Studies find that participating in multi-intervention outreach seems to be associated with positive outcomes for students. A quasi-experimental evaluation of the UniConnect multi-intervention outreach programme also showed that engagement with the intervention was associated with a greater likelihood of achieving a place in a HE provider (Burgess et al., 2021).

   Research[17] shows that when students from underrepresented groups achieve the same levels of attainment as their advantaged peers at age 16, in many cases they are similarly likely to go on to higher education. However, research[18] also shows that students who are underrepresented in higher education are far less likely to get the GCSE grades they need to enter higher education.

   An evaluation of a targeted intervention aiming to improve the reading ability of underperforming pupils, as well as their confidence in and attitudes towards reading, found a positive correlation with improved reading age (OfS, 2022). The Education Endowment Foundation (EEF, 2021) found that tutoring delivered one-to-one and in small groups can be highly effective at improving outcomes for pupils who have low prior attainment or those who are struggling in particular areas.

   Manchester Metropolitan's First Generation Programme began 2017 and takes a 'whole student lifecycle' approach to supporting those whose parents did not attend university. Recruiting in Year 12, support is provided through the decision making process as students consider university, and those who come to Manchester Met continue to receive financial, pastoral and employability support.

   The impact of the First Generation Scholarship Programme is determined by looking at timely progression (from level 4 to level 5) and degree outcomes and comparing against a comparator group (similar students at Manchester Met who are not part of the programme) and all students at Manchester Met in the same year. The most recent data shows those on the programme are progressing from level 4 to level 5

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[17] [Socio-economic, ethnic and gender differences in HE participation (publishing.service.gov.uk)](#)
[18] [SFR_Template_NatStats (publishing.service.gov.uk)](#)

significantly better that the comparator group (+5pp) and all students (+8pp). Outcome data is equally positive, with Scholars much more likely to graduate with a good degree than the comparator group or all graduates (+12pp/+5pp respectively).

There is anecdotal evidence suggesting that school-university partnerships and school sponsorship positively influences student attainment. However evidence indicates that an effective governing body can have a valuable impact on school improvement[19]. The Schools governors programme at the University of Manchester has shown the impact such a scheme can have in supporting to fill school governor vacancies and bringing much needed skills to support schools[20].

2. **Support the transition into the University for target learners to reduce anxiety, increase their sense of belonging, and provide increased support**

The findings from the Unite Group Transition to University Report[21] recommend focusing on engagement and belonging to embed social connectedness and allow students the time to adjust and settle in. Co-ordinating activities across the institution over a number of weeks to reduce overwhelm; increasing opportunities to help students integrate socially; providing targeted support for groups of learners facing specific barriers, and optimising pathways for local students are also recommended.

The recent TASO Early Engagement Report identifies that only 12% of disabled students currently registered with disability services have attended transition support programmes at their HEP. It highlights the importance of early and targeted interventions to familiarise learners with HE (particularly over spring/summer), and states that encouraging the early disclosure of disabilities is crucial, particularly for identifying and implementing reasonable adjustments.

A research study by Cage, E., Jones, E., Ryan, G., Hughes, G., & Spanner, L. (2021) identifies transition as an 'acute stressor' which impacts on wellbeing, with some students experiencing a sense of loss (former identities, networks, places). The research identifies four themes as being central to developing a sense of belonging and community, which help counter the negative impacts of transition on wellbeing:

- Equip students to cope;
- Encourage and enable a stable support network;
- Foster a more supportive, inclusive culture;
- Lengthen the transition period.

Independent living and learning, and adjusting to differing social support and pressures are widely recognised as the key challenges in transition (Thompson, M., Pawson, C., & Evans, B. 2021). A strong correlation is also recognised between transition and mental health, with **'**an increasing body of contemporary literature explicitly pointing to the potential centrality of transitions in addressing the current mental health concerns' and the 'significant social and emotional adjustment' required. (Young et al. 2020).

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[19] https://www.nfer.ac.uk/media/x12hewm3/lgms01summary.pdf
[20] https://www.manchester.ac.uk/connect/teachers/school-governors/
[21] https://www.unitegroup.com/wp-content/uploads/2024/05/Transition-to-University-Report-May-2024-1-1.pdf

3. To address the financial pressures faced by students most-in-need of support

A report[22] published by the All-Party Parliamentary Group for Students in March 2023 highlighted that the rising cost of living was having a greater impact on students from a widening access background. Their student experience has been drastically altered and rising costs are affecting their decision to stay in higher education or going in the first place. The situation is compounded by a decrease in the number of students qualifying for the maximum student loan, as the lower parental earnings threshold has remained frozen at £25,000 since 2008. Meanwhile rents in Manchester have increased significantly over the last three years (the third fastest increase in the UK)[23] and surrounding areas have also seen large increases.

Murphy and Wyness (2016) conducted a large-scale quasi-experimental study to evaluate the causal effect of needs-based bursaries on undergraduate completion rates, annual course scores and degree quality (capacity to graduate from a course with at least an upper second-class degree). They found that increasing financial aid by £1,000 increased the likelihood of obtaining at least an upper second-class degree by 3.7 percentage points.

Moores and Burgess (2022) conducted a natural experiment in the UK context to study the impact of financial support on student retention. Controlling for relevant demographic and attainment factors, the data indicates that scholarships improved retention principally for students from households with low and intermediate incomes. Interestingly, the value of the scholarships did not have a measurable effect on withdrawal.

Mountford-Zimdars et al (2015) have reviewed a number of studies exploring other benefits of post-entry financial support in the UK context. They provided evidence of a correlation between financial support and a reduction in anxiety about HE studies, better integration into university life, less need to combine work and study, and the ability to buy high-cost study items such as books. However, causation was not established in these cases.

Since 2018 Manchester Met has provided a bursary of £750 per year to Home UG students with a household income of £25k or less. Our most recent analysis of our student financial support using the OfS toolkit found no overall statistically significant differences between bursary holders and the comparison group in the rate of retention into second year. Performance was worse in each of the 3 years analysed – but the gap was only statistically relevant in one of those years. However it also found the bursary group had significantly worse outcomes than the comparison group for degree completion within five years and in the attainment of a first class or upper second-class honours degree.

We also provide a hardship fund of just over £1M per year, and demand for this has increased significantly, with applications to the scheme more than doubling from 2017/2018 (1170) to 2022/2023 (2797). Evaluation of the hardship fund found that the allocation of £1-£500 in day-to-day support appeared to have a small positive effect on retention. Allocations of more than £500 brought students more in-line with the comparator cohort. Also only half those who awarded hardship support were eligible

[22] APPG-Students-Report-Cost-of-Living-Inquiry-220323.pdf
[23] Rents soar in towns as tenants priced out of cities - BBC News

for the bursary, indicating that financial hardship impacts on a much broader range of students than just those with household incomes of £25k or less.

4. Increase the proportion of new students declaring a mental health condition at enrolment who engage with university disability and / or mental health services

Internal data shows that the number of new students declaring a mental health condition at Manchester Met increased by 74% between 2017-18 and 2021-22. According to the SAES dataset this is significantly higher than the national picture, and additionally SAES reports that 'mental health is by far the most common *main reason* someone considered dropping out of university' ([Sanders, 2023](#)). Internal analysis shows better continuation and completion for those students with a personal learning plan when compared to those declaring a disability or mental health condition who do not access support.

The TASO [Student Mental Health Report](#) conducted a sector-wide mixed-method consultation to better understand the impact of mental health issues on student success, and the efficacy of a range of support services. The report also included a rapid review of the literature and existing evidence, which identified a link between mental health issues and poorer HE outcomes (progression, degree classification and graduate outcomes), with certain groups of learners including BAME, those from low-socio-economic backgrounds, LGBTQ+ and care experienced learners being at greater risk. The disproportionate nature of the impact of poor mental health on groups of learners already facing inequity only exacerbates the issue.

The TASO Mental Health Toolkit identifies psychological and wellbeing interventions as having the strongest evidence base, categorised as psychological, passive and active psychoeducational services. They also identify intersystem collaboration and peer support, particularly for those from BAME backgrounds, as showing positive emerging evidence.

5. To increase the proportion of Asian and Black students attaining a good degree outcome

The Advance HE Report *Ethnicity awarding gaps in UK higher education in 2019/20* observes that the issue is multi-faceted, with ethnic background intersecting with other personal characteristics such as prior attainment and socio-economic status, as well as a range of variables including course, institution, region, gender, disability, and level of study. As such there is not one single solution to addressing the ethnicity degree awarding gap. In a review of this report Panagiota (Peny) Sotiropoulou, Advance HE mixed-methods researcher, advises moving away from deficit models of thinking and addressing the 'wider structural inequities', stating that 'HEIs should continue to work to address these inequalities and strategically co-plan meaningful actions with their staff and students, spanning from widening participation to more inclusive curricula', adding that 'institutions should be encouraged to take time to understand and reflect upon their own awarding gaps to tailor their interventions.'

Additionally, there is a link between degree classification and graduate outcomes as employers increasingly place value on degree grades. 'The awarding gap puts Black, Asian and minority ethnic students at a significant disadvantage, adding to structural disadvantages outside education that mean Black, Asian and minority ethnic graduates, on average, have a lower income and fewer chances of finding graduate employment even when they are awarded a first or 2:1' (Britton, Dearden and Waltmann, 2021). Consequently, lower degree awards also impact on progression to

post-graduate courses, which limit progression to these courses and the career pathways they lead to.

A Theory of Change, Extended Theory of Change and evaluation plan for the Staff Accountability Partnership and Strive 100 projects have been developed, including the supporting evidence base, and these are available on the TASO website[24].

6. **To increase the proportion of students who previously studied a vocational qualification (e.g. BTEC) attaining a good degree outcome.**

National research[25] shows that degree outcomes for those entering university with BTEC qualifications are significantly worse than students entering with A levels, even when the students have the same tariff points (e.g. those with AAA at A level are much more likely to graduate with a 1st or 2:1 than those entering with DDD in a BTEC Extended diploma).

Internal analysis has shown that, whilst this accounts for much of the ethnicity gaps noted above, gaps remain even when comparing students of the same ethnicity. Therefore, while many of the interventions will be similar, there needs to be a focus on both ethnicity and entry qualification gaps to ensure differential outcomes are adequately addressed.

It is known that local colleges which offer both A levels and BTECs will often educate these students separately and have different teaching styles. Previous work at Manchester Met has worked with feeder colleges to understand the prior learning of the pupils recruited.

The Getting Ready to Learn (GRTL) modules at Manchester Met provide incoming students with support and guidance to help them prepare for university study. From 20-21 for incoming students it is possible to demonstrate that it was particularly well used by commuting students (+17pp, n=231), BAME students (+8pp, n=240), and IMD Q1&2 students (+8pp, n=280). All of these groups are statistically more likely to have previously studied vocational qualifications than comparable groups. Students who took part in GRTL were overrepresented in the highest band of assessment mark (+15pp, n=186), and were overrepresented in the highest category of course satisfaction in the ISS (+14pp, n=60). A higher continuation rate was observed for students using the service in level 4 (+6pp, n=384).

From the 21-22, similar results were found including that for those incoming students proportionally more students were in the highest quintile of average assessment marks for all students (+9.1pp, n=36) compared with the overall university L4 population. Again the provision was well used by the university target groups with Disabled students +5.4pp, commuting +17.6pp, BAME +8.4pp.

7. **Improve the graduate outcomes for our BAME and BTEC students, reducing the gaps to other graduates, with a particular focus on Asian students.**

Regression analysis undertaken at Manchester Met has shown that degree classification is one of the most significant factors in progression to graduate employment or further study. Therefore the differences in graduate outcomes between particular groups of students can significantly be linked to the differences in degree

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[24] [Theories of change for the ethnicity degree awarding gap (EDAG) - TASO](#)
[25] [Differences in student outcomes: The effect of student characteristics (ioe.ac.uk)](#)

outcomes noted above. However our intersectional analysis shows significant progression gaps, and in 2020/21 the gap between Black students with a 1st or 2:1 to White students with a 1st or 2:1 was 7.4pp. Asian students who do not graduate with a 1st or 2:1 also had the lowest progression rate when compared to all other ethnicities.

Work experience is the most-well evidenced employability intervention, with six quantitative studies showing a strong association with better graduate outcomes. These outcomes include a higher probability of being invited to interview, a higher salary and a lower likelihood of unemployment from at least six months after graduation.

Two studies (Mason and al., 2009; HE Funding Council of Wales, 2012) have found positive associations between participation in work experience programmes (sandwich courses and paid optional internships respectively) and improved employment outcomes such as:

- Securing work upon graduation
- Employment in a role drawing on graduate-level skills
- Higher average starting salary

Internal analysis of our jobs4students scheme (providing part time work to students) has found undertaking 10 or more days of part time work is linked with significantly improved graduate outcomes.

Office for Students

Fees, investments and targets
2025 26 to 2028 29

Provider name: Manchester Metropolitan University

Provider UKPRN: 10004180

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND		N/A	9250
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree		N/A	11100
Sandwich year		N/A	1850
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0		N/A	6935
HNC/HND		N/A	6935
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	6935
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets
2025 26 to 2028 29

Provider name: Manchester Metropolitan University

Provider UKPRN: 10004180

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£1,445,000	£1,403,000	£1,363,000	£1,323,000
Financial support (£)	NA	£8,920,000	£7,936,000	£7,071,000	£7,049,000
Research and evaluation (£)	NA	£200,000	£230,000	£265,000	£300,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£650,000	£631,000	£613,000	£595,000
Access activity investment	Post-16 access activities (£)	£650,000	£631,000	£613,000	£595,000
Access activity investment	Other access activities (£)	£145,000	£141,000	£137,000	£133,000
Access activity investment	**Total access investment (£)**	**£1,445,000**	**£1,403,000**	**£1,363,000**	**£1,323,000**
Access activity investment	***Total access investment (as % of HFI)***	**1.8%**	**1.7%**	**1.7%**	**1.7%**
Access activity investment	**Total access investment funded from HFI (£)**	**£1,445,000**	**£1,403,000**	**£1,363,000**	**£1,323,000**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£7,670,000	£6,686,000	£5,821,000	£5,799,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£1,250,000	£1,250,000	£1,250,000	£1,250,000
Financial support investment	**Total financial support investment (£)**	**£8,920,000**	**£7,936,000**	**£7,071,000**	**£7,049,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**11.0%**	**9.8%**	**8.9%**	**8.9%**
Research and evaluation investment	Research and evaluation investment (£)	£200,000	£230,000	£265,000	£300,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.2%	0.3%	0.3%	0.4%

Fees, investments and targets

2025 26 to 2028 29

Provider name: Manchester Metropolitan University

Provider UKPRN: 10004180

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTA_1														
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the continuation gap between those from the most deprived (IMD Quintile 1) and least deprived (IMD Quintile 5) postocde areas	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	Reduce the percentage difference in continuation between students from English IMD quintile 1 and quintile 5 - with the year being the year of entry to the University.	No	The access and participation dashboard	2020-21	Percentage points	5.2	2.6	2.1	1.6	1.0
To increase the proportion of learners with a mental health condition who are supported through a personal learning plan, in order to improve the completion rates for this group.	PTS_2	Continuation	Reported disability	Mental health condition	N/A	Increase the percentage of those students who declare a mental health condition on entry to the University, who then access University disability and/or mental health services within the first year and have a personal learning plan to support them through their studies.	No	Other data source (please include details in commentary)	2022-23	Percentage	21.4	32.1	35.7	39.3	42.8
To reduce the attainment gap between White and Black students	PTS_3	Attainment	Ethnicity	Black	White	Reduce the percentage difference in degree attainment (1st and 2:1) rates for Black students when compared with White students.	No	The access and participation dashboard	2021-22	Percentage points	19.5	10.8	8.7	6.5	4.3
To reduce the attainment gap between White and Asian students	PTS_4	Attainment	Ethnicity	Asian	White	Reduce the percentage difference in degree attainment (1st and 2:1) rates for Asian students when compared with White students.	No	The access and participation dashboard	2021-22	Percentage points	16.1	8.9	7.2	5.4	3.6
To reduce the attainment gap between those who enter the university with academic (A-Level or equivalent) qualifications and those who enter with vocational (BTEC or equivalent) qualifications	PTS_5	Attainment	Other	Other (please specify in description)	Other (please specify in description)	Reduce the percentage difference in degree attainment (1st and 2:1) between those with academic and vocational entry qualifications, for home fee status, UK domicile, full-time students (based on internal data).	No	Other data source (please include details in commentary)	2022-23	Percentage points	18.8	11.8	9.4	7.1	4.7
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone

To reduce the progression gap between White students and Asian students	PTP_1	Progression	Ethnicity	Asian	White	Reduce the percentage difference in those progressing to highly skilled employment or further study within 15 months between White and Asian students (the year being the year of graduation).	No	The access and participation dashboard	2020-21	Percentage points	10.3	5.2	4.1	3.1	2.1
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														