

Access Agreement 2012/13

**with the
Office for Fair Access**

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Introduction

Embedded into The University of Manchester's strategic plan are a set of values and policies that commit us to being an open, meritocratic institution that pro-actively seeks out people capable of benefiting from higher education, minimises barriers to their participation and in so doing contributes to the expansion of higher education opportunities, locally, nationally and internationally. The enhanced and ongoing commitments within this Access Agreement are part of a much broader strategy reflected in our three fundamental goals of Research, Higher Learning and Social Responsibility¹.

1. Fee limits and fee income above £6,000

The University's fee structure from 2012/13² for 'new system' students is as follows:

Course Type	Fee
First degree	£9,000 p.a.
Year in Industry/Abroad	£3,000 p.a.

Table 1: 'new system' fee structures regulated by OFFA

2. Expenditure on additional outreach and retention measures

2.1 Assessment of access and retention record

Access: Within the Russell Group of universities we have an excellent record of recruiting students from under-represented backgrounds. Table 2 outlines our absolute and relative performance according to the main Higher Education Statistics Agency (HESA) and Office for Fair Access (OFFA) indicators.

	% Low Participation N'hoods (LPN)	% Lower Socio- Economic Groups (NS-SEC)	% State Schools and Colleges	% Disabled Students Allowance	% Low Income Household Students
University of Manchester	7.5	21.3	78.1	4.9	25.3
Russell Group	5.7	19.5	75.7	3.6	19.9
England	10.5	30.1	88.4	4.9	n/a
English Russell Group Ranking	4th	2nd	5th	2nd	2nd
Benchmark	6.8	22.8	80.9	3.8	n/a
Benchmark Difference	+0.7	-1.5	-2.8	+1	n/a

Table 2: Source: Higher Education Statistics Agency (HESA) Performance Indicators 2009/10: Access Agreement Monitoring Outcomes for 2008/09

When compared to the average for all English universities, it is clear that institutions like Manchester, with their higher entry standards, have lower proportions of learners from under-represented backgrounds. However, we are among only a handful of institutions within the English Russell Group that are close to, or meet, all our HESA WP access benchmarks³. We exceed our benchmark for LPN and disability, but fall slightly short for those figures pertaining to NS-SEC and state schools and college intake.

Retention: Our retention performance is mixed. Our overall retention and the sub-categories of young, LPN and mature learners are significantly better than the English average. However, for some of these categories we fall slightly below the Russell Group average and short of our main institutional benchmarks (see Appendix A). Measures to improve this are described in Section 3.

¹ Advancing the Manchester 2015 Agenda, available at <http://www.manchester.ac.uk/aboutus/facts/vision/>

² This broader fee structure will apply to students for the duration of their studies. However, we may apply annual inflationary increases in line with the amount set by Government each year, where this is permitted. A number of assumptions and caveats have been used to derive these numbers. These have been submitted separately to OFFA. For example, we have taken advice from OFFA to not include ITT and NHS funded students as these fall outside our Access Agreement.

³ Any value +/- 3 % of benchmark or within 3 standard deviations is not deemed by HESA to be statistically significant

2.2 Balance of Expenditure

To date, The University of Manchester has invested the highest *absolute* amount into scholarships, bursaries and outreach within the English Russell Group, as measured by OFFA (see Appendix B). The *proportion* of additional fee income we have invested also positions us towards the top end of our peer institutions. This has been paralleled by improvements in our own access performance and in making a substantial contribution to patterns of HE progression more generally among under-represented learners in Greater Manchester. Table 3 outlines how we plan to balance our future expenditure⁴.

	Old OFFA system 2009/10 4 year 'steady state'		New OFFA system 2015/16 4 year 'steady state'	
	£	%	£	%
OFFA countable Bursaries/Waivers ⁵	£11.0m	96.5	£13.8m	88.0
Additional Outreach	£400k	3.5	£1.2m	7.5
Additional Retention/Student Success	0	0	£700k	4.5
Total	£11.4m	100	£15.7m	100
Access spend per student (OFFA-countable)	564		848	
OFFA Access Spend / OFFA countable additional fee income ((£3,225 – £1,285) x no. students)		29.8		
OFFA Access Spend / OFFA countable additional fee income ((£9,000- £6,000) x no. students)				29.4

Table 3: Comparison of old and new OFFA-monitored spend.

The rationale for this is outlined in more detail in Section 3, but has been informed by a desire to:

- meet our ambitious strategic commitments and responsibilities towards fair access;
- provide a simple and generous system of financial support for the most disadvantaged students that is compatible with the amounts and criteria outlined in the NSP guidelines;
- increase yet further the proportion of resources committed to outreach;
- devote greater resources to retention and employability.

3. Additional Access Measures

We begin from a very high baseline of investment and initiatives devoted to widening access and participation⁶. Our additional investment decisions are conceptualised through our 'Extended Higher Education Progression Framework' (Figure 1 and expanded more fully in Appendix C). This builds on recent work of the HEFCE in developing a national Higher Education Progression Framework⁷, but extends this by recognising that widening access and participation continues within and beyond higher education entry.

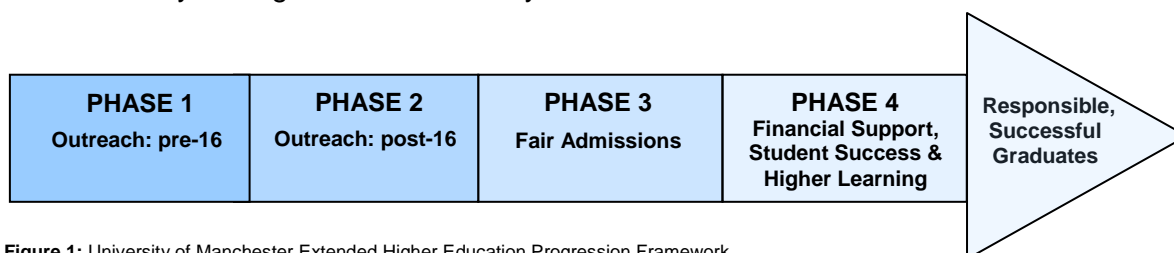


Figure 1: University of Manchester Extended Higher Education Progression Framework

⁴ A number of assumptions have been made to derive these projected costs. For example, we have modeled figures based on income distribution across the University in 2010/11. An outline of these assumptions has been submitted to OFFA separately.

⁵ Includes £2.583m of NSP match funding, which is OFFA countable. An equivalent amount is received by the University but is not countable by OFFA. This gives a total figure of c£16.6m allocated to bursaries and waivers in 'steady state'.

⁶ Annual Report on Widening Participation to the Office for Fair Access and the Higher Education Funding Council for England, p. 2 available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>

⁷ Available at www.actiononaccess.org/download.php?f=1148

3.1 Outreach pre-16

The specific learner outcomes pursued in our pre-16 activities are outlined in Appendix C. Our additional targeted work with these learners and advisers focuses on the following three areas:

- 3.1.1 **Pre-16 Outreach work to promote access to HE generally** Our core Social Responsibility goals already commit us to the development and wellbeing of the City of Manchester, Greater Manchester and England's North West. So we will replace the resource previously allocated from our Aimhigher partnership with institutional funding into new collaborative outreach work promoting access to HE more broadly⁸. This will be organised and coordinated principally with our neighbouring institution, Manchester Metropolitan University, across a range of new awareness-raising programmes⁹.
- 3.1.2 **Pre-16 outreach work promoting access to selective universities, including Manchester** We will also invest more resource into intensive and targeted pre-16 activities with the most able, disadvantaged students. The Office for Fair Access's report into selective universities¹⁰ has been drawn upon in our plan to increase the scope and coverage of our intensive Manchester Gateway Programme¹¹ across the sub-region. Outside of Greater Manchester we will coordinate aspects of our pre-16 outreach advice focusing on selective universities with our Russell Group neighbour, the University of Liverpool. As two premier research institutions in the North West, we will work together to share the efficient deployment of peripatetic staff in a way that minimises geographical 'cold-spots' across the non-urban parts of our region.
- 3.1.3 **Governance** Both of these areas of work will be underpinned by a major new development to enhance the role of University staff in the governance arrangements of local Schools. We have already signed a major Memorandum of Understanding with Manchester City Council to support our most local primary and secondary schools. This will be further developed across Greater Manchester by an innovative new partnership with *School Governors' One Stop Shop* to increase the contribution of University staff to the governance of local schools in the most challenging circumstances¹².

3.2 Outreach post-16

Our post-16 activities will have a more specific focus on access to The University of Manchester and other selective universities. The specific outcomes pursued for learners in our post-16 activities are outlined in Appendix C.

- 3.2.1 **The Manchester Access Programme (MAP)** MAP is the University's flagship equity programme for Y12/13 students in Greater Manchester from backgrounds under-represented in leading universities¹³. Since its development in 2005/06, 375 MAP students have been successful in gaining a place at Manchester and evidence from our first cohort of graduates in 2009/10 demonstrates they are at least as successful as others in their degree outcomes. It is already the largest sixth form initiative in the UK to target underrepresented learners in Year 12. However, without compromising the quality and personalised nature of the programme, our compelling evidence of its success means we will invest in its expansion by a further 50% so that more than 3% of our undergraduates progress through this route each year. Many more MAP students will be supported into

⁸ The evidence-base for this is compelling: during the lifetime of the programme there has been a general upward trend in HE participation in Greater Manchester that has exceeded the English average and been fastest among the 40% most deprived postcode areas: see p. 10 – 11, available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>

⁹ These include dedicated peripatetic staff; a single presence at school-based career and HE-option evenings for parents and pupils; coordinated mentoring; joint and coordinated campus visits; summer schools; work with looked after children; a single web-portal with other local HEIs to signpost enrichment opportunities; funding a common *Young Persons' Prospectus*; specific events for parents/carers; and delivery of teacher/adviser CPD programmes.

¹⁰ *What more can be done to widen access to highly selective universities?* available at www.offa.org.uk/.../Sir-Martin-Harris-Fair-Access-report-web-version.pdf

¹¹ See <http://www.manchester.ac.uk/undergraduate/schoolsandcolleges/secondary/gateway/> for information about the Programme and <http://documents.manchester.ac.uk/display.aspx?DocID=4294> p. 5 for evidence of its impact.

¹² See our separate Target/Milestone for this initiative.

¹³ See <http://www.manchester.ac.uk/undergraduate/map/>

other selective universities, which we also view as a key metric of the programme's success.

3.2.2 Realising Opportunities Programme (ROP) Our experience from MAP led us in 2009/10 to form a pioneering and collaborative fair access initiative with 11 other selective universities called the Realising Opportunities Programme¹⁴. Early evidence of ROP's success means we will continue to invest in the programme from this Access Agreement beyond the current HEFCE funding, so that both the local and national infrastructure of the programme can be sustained after 2012/13¹⁵.

3.2.3 Further initiatives We will invest in a series of enhanced post-16 activities, including: an annual Teacher and Career Adviser Conference focusing on selective universities; the delivery of new finance workshops for sixth form learners and teachers; targeted interventions with local Y12/13 disabled and looked-after children; and enhanced admissions support and advice for local underrepresented learners on our University of Manchester Aspiring Students' Society (UMASS) scheme¹⁶. This is in addition to the extensive programme of investment we already make and report on each year¹⁷.

3.3 Fair admissions

Appendix C includes the aims and outcomes of our additional admissions work. Three areas of work will receive further prioritisation:

3.3.1 Contextual data We are already noted by the Supporting Professionalism in Admissions (SPA) Programme as an exemplar of pioneering practice in the use of contextual data¹⁸. We are enthused by the engagement of UCAS to further support HEIs in using contextual information from 2012 and will use additional resources in this Access Agreement to invest in the integration of new data, flagging and evaluation processes brought about by these national developments.

3.3.2 Foundation Year 0 Programmes We have instigated distinctive 'Year 0' alternative Foundation Year pathways into key professional and scientific programmes, including Medicine, Dentistry, Pharmacy, Life Sciences, Physical Sciences and Engineering. These students are 1.5 times more likely to come from low participation neighbourhoods compared to other entrance routes¹⁹. To ensure their continued attractiveness to students from underrepresented backgrounds we are investing in an attractive new package of fee waivers and bursaries (see Section 3.4.1) for these programmes.

3.3.3 Support for specific target groups We have achieved the prestigious Buttle Trust Quality Mark for Care Leavers for the excellence of our admissions and support work for learners from care-experienced backgrounds²⁰. We will invest in the resources lost from Aimhigher to deliver continued admissions and outreach support for looked after children. Manchester also has the largest number of disabled students within the Russell Group of Universities and each applicant is assessed following a protocol where allowances are made in offer-making strategies²¹. The additional costs to support such processes, beyond our HEFCE disability allocation, will be made within this Access Agreement.

¹⁴ see <https://www.realisingopportunities.ac.uk/>

¹⁵ 95% of cohort 1 applied through UCAS, 58% to Russell Group/1994 Group – two thirds of whom are from LPN POLAR2 areas.

¹⁶ See <http://www.umass.manchester.ac.uk/activities/> for more information

¹⁷ For example see our Annual Report on Widening Participation to the Office for Fair Access and the Higher Education Funding Council for England, p. 4, available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>

¹⁸ See http://www.spa.ac.uk/contextual-data/contextual_data_examples.html

¹⁹ see <http://www.manchester.ac.uk/undergraduate/courses/search2012/courseswithafoundationyear/> and our Annual Report on Widening Participation to the Office for Fair Access and the Higher Education Funding Council for England, p. 19, available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>

²⁰ see <http://www.buttleuk.org/pages/quality-mark-for-care-leavers.html>

²¹ see Higher Education Statistics Agency Performance Indicators 2009/10 and <http://www.staffnet.manchester.ac.uk/supporting-students/working-with-disabled-students/>

3.4 Financial Support, Student Success and Higher Learning

3.4.1 **Bursaries, Fee Waivers and The National Scholarship Programme (NSP)** In devising our package of bursaries and waivers we have consulted with current students, staff and school/college pupils and drawn on our own research evidence which found that financial support had the biggest impact for students in ‘focusing on studies’, buying books and reducing time spend in paid part-time employment²². These processes have led to the following principles underpinning our financial support packages:

- financial support will be targeted at those with the most financial need, rather than on any additional academic or subject-specific criteria;
- bursaries will be viewed as a mechanism for facilitating access to the full Manchester experience. This is in contrast to the narrower and contested view that bursary packages may have an impact on pre-entry HE choice;
- notwithstanding the £1,000 cash restrictions placed on us by the Year 1 NSP, students should be empowered to *choose* how to receive their financial support in subsequent years since they differ in their needs, circumstances and dispositions towards money;
- University of Manchester funded awards will be simple and indistinguishable from the criteria used to allocate the NSP and its match-funded element;

Within the English Russell Group only Liverpool has more students from the lowest income backgrounds of £25k per annum²³. Supporting all such students for the duration of their studies, on a similar basis as the NSP, will entail a major additional investment by the University. Following our matched funding of the NSP in Year 1, we have decided to be innovative and empower students with a choice in how they receive their financial support. We will also ensure that attractive waivers and support packages are offered to low income students to incentivise take-up of Foundation Year 0 programmes, Year in Industry and Year Abroad options. These will enhance professional employment opportunities for underrepresented learners. We will also offer additional Opportunity Manchester cash awards to students progressing through our Manchester Access Programme and from care-experienced backgrounds, generously supported through our alumni community.

Study programme	Fee	Fee Waiver / Bursary Criteria	Fee Waiver / Accommodation Voucher	Cash Bursary
Standard f/t undergraduate: <i>first year</i> (NSP-compliant)	£9,000	<£25k p.a.	£2,000 fee waiver or accommodation voucher.	£1,000
Standard f/t undergraduate: <i>subsequent study years</i>	£9,000	<£25k p.a.	£2,500k cash bursary or £2,500 fee waiver or £1,000 cash bursary / £1,500 fee waiver split.	
Standard f/t undergraduate: <i>All years</i>	£9,000	<£35k p.a.		£1,000
Foundation Year in Engineering & Physical Sciences, Life Sciences, Medical & Human Sciences	£9,000	<£25k p.a.	£4,000 fee waiver or accommodation voucher	£1,000
Foundation Year in Engineering & Physical Sciences, Life Sciences, Medical & Human Sciences	£9,000	<£35k p.a.	£2,000 fee waiver or accommodation voucher	£1,000
Year Abroad / in Industry	£3,000	<£25k p.a.	£3,000 fee waiver	n/a
Year Abroad / in Industry	£3,000	<£35k p.a.	£1,000 fee waiver	n/a
Manchester Access Programme	£9,000	Additional to above	n/a	£1,000
Care Experienced Background students	£9,000	Additional to above	n/a	£1,000

Table 4: University of Manchester package of fee waivers and bursaries from 2012/13²⁴

²² See our Annual Report on Widening Participation to the Office for Fair Access and the Higher Education Funding Council for England, available at <http://documents.manchester.ac.uk/display.aspx?DocID=4294>, p13, for a summary of these findings,

²³ Access Agreement Monitoring Outcomes for 2008/09, Office for Fair Access

²⁴ We may alter support levels for Welsh, Scottish and Northern Irish students when further information is published on arrangements for the separate administrations. Should this be necessary, our principle will be to ensure that the support is equitable between such students.

- 3.4.2 **Student Success and Retention** We will invest additional resource into measures that will enhance student success and retention. We will also establish a new retention strategy focusing on academic and information literacy and the development and spreading of best practice between academic Schools on 'what works'.
- 3.4.3 **Employability-enhancing initiatives for underrepresented learners** Further to fee waivers for students from the lower household incomes to incentivise spending a year in industry or study/work abroad, we will also pioneer a new programme of work in our Manchester Leadership Programme (MLP), Careers and Employability Division to enhance the employability of students from underrepresented backgrounds.

4. Targets and milestones

Targets and Milestones for this Access Agreement include a broad range of challenging measures to enhance our measurable performance in widening access and participation. These are set out in Appendix D.

5. Monitoring and evaluation arrangements

We intend to monitor and evaluate the measures set out in this agreement through the people and bodies outlined in Appendix E. Research and evaluation is integral to our work, which is illustrated in the Framework in Appendix C. This focuses our assessment of impact on learner outcomes. We monitor the reach and scope of our work through a dedicated Widening Participation Database²⁵ and target activities using individual, school/college and area level criteria, including our own 'Manchester Prioritisation Model'²⁶. Our evaluation processes involve three strands: short-term evaluation of the impact of individual activities; medium and longer term evaluation of participant outcomes; and specific research on themes relevant to widening access and participation. Where appropriate, we make comparisons with other data and judgments are made, based on evidence, on the extent to which the desired outcomes can be attributed to a particular programme or the work of the University. Specific examples of our assessment of monitoring, targeting and evaluation are provided each year by an annual report we publish for extensive dissemination among key stakeholders.

6. Provision of information to prospective students

Following approval of our Access Agreement, we will ensure prospective students have quick access to accurate financial information about the costs and benefits of University of Manchester and higher education study. Our dedicated Scholarships and Bursaries Officer will coordinate the publication of information about new course costs and financial support on our main website and through the UCAS/Student Finance England portals. We will update our specialist *Guide to Student Finance* brochure for prospective students and their advisers and re-develop our specialist webpages that allow students to estimate the costs and support available to them based on different criteria. New engagement and advice tools will also be developed to promote the financial literacy skills for prospective and enrolled students to be able to make informed choices about the options we will offer them in how they receive their support (see 3.4.1). Finally we will establish a dedicated outreach post with a specialism in student finance, so that accurate information on the costs and benefits of HE are integrated into our pre-entry work appropriately for work with learners of all ages.

²⁵ See <http://wpdatabase.manchester.ac.uk/>

²⁶ J. Skyrme & M. Crow (2008) 'Targeting outreach activity: a prioritisation model' in *Higher education in diverse communities : global perspectives, local initiatives*

University of Manchester Retention Performance

		2007/08	2008/09	2009/10
ALL	University of Manchester	4.3% (5.4)	5.4% (4.9)	5.0% (4.3)
	Russell Group	4.6%	4.4%	4.2%
	England	8.7%	8.4%	7.8%
Young	University of Manchester	3.8% (4.7)	4.6% (4.3)	4.5% (3.7)
	Russell Group	3.9%	3.7%	3.6%
	England	7.1%	6.9%	6.4%
Mature	University of Manchester	9.6% (12.4)	13.2% (11.6)	9.8% (9.8)
	Russell Group	11.1%	9.9%	9.3%
	England	14.5%	13.9%	12.9%
LPN	University of Manchester	5.3% (6.0)	6.5% (5.1)	6.7% (4.6)
	Russell Group	5.6%	5.0%	5.3%
	England	9.6%	9.4%	8.7%

Source: Higher Education Statistics Agency Performance Indicators 2009/10

**Monitored Expenditure from 2008/09 Access Agreements:
English Russell Group**

	Scholarships/Bursaries		Outreach	Total
	£	%	£	%
UCL	3,953,000	31.2	490,000	35.5
Imperial	2,780,000	31.3	77,000	32.1
Liverpool	5,110,000	29.7	365,000	31.8
Warwick	4,189,000	27.9	503,000	31.2
Oxford	4,962,000	31.0	0	31.0
Manchester	9,287,000	29.2	400,000	30.5
LSE	1,039,000	23.7	190,000	28.0
Leeds	6,354,000	21.2	300,000	26.8
Cambridge	4,229,000	25.5	0	25.5
Nottingham	4,654,000	18.1	1,107,000	23.4
Newcastle	3,079,000	16.1	1,318,000	23.0
Birmingham	5,245,000	21.3	402,000	22.9
Kings	2,795,000	18.9	96,000	20.6
Bristol	2,653,000	16.6	574,000	20.2
Sheffield	3,137,000	15.0	832,000	19.0
Southampton	3,033,000	16.0	280,000	17.5

Source: Office for Fair Access Annual Monitoring Outcomes

University of Manchester Extended Higher Education Progression Framework



Responsible, Successful Graduates		Learner Outcomes	Illustrative Activities and Initiatives	HE	UoM	SEL	UK GM-GrtManc NW-NWest	Sources of Evidence
PHASE 4 Student Success & Higher Learning	Financial Support, Student Success & Higher Learning To provide superb undergraduate teaching, learning and support facilities for all students. To recognise that student success/retention and employability issues must be personalised for different groups of learners.	<ul style="list-style-type: none"> - Development of employability skills, knowledge and networks to make informed career choices. - Students have access to financial support to complete studies successfully, regardless of background. - Graduates are distinguished for their professional employability, leadership qualities and broad liberal education. - Students will have access to a range of personalised support allowing them to take benefit from the full student experience. 	<ul style="list-style-type: none"> - <i>Manchester Leadership Programme</i> - Employability support and internships for underrepresented learners MAP students - Student Success/Retention Support 		✓ ✓		UK UK	<ul style="list-style-type: none"> - Employability outcome statistics - Careers Service usage and uptake - HESA Retention statistics - Employer feedback
PHASE 3 Fair Admissions	Admissions To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify and support students of outstanding achievement and potential from all educational backgrounds.	<ul style="list-style-type: none"> - Learners are identified in the admissions process in recognition of their disadvantage and potential - Learners receive additional opportunities to demonstrate potential in the admissions process. 	<ul style="list-style-type: none"> - Contextual Data - Foundation Years - Care leavers - Students with disabilities 		✓ ✓ ✓ ✓		UK UK UK UK	<ul style="list-style-type: none"> - UCAS, HESA & SFE income data at UoM, Russell Group and English levels - Survey feedback and usage statistics - Buttle Trust monitoring returns - Case Studies - Volume and reach of work
PHASE 2 Outreach: post-16	Post-16 To identify and attract outstanding students based on their educational potential and merit, irrespective of background.	<ul style="list-style-type: none"> - Comprehensive awareness of different types of HEIs and courses. - Development of skills needed to be a successful university student. - Knowledge and understanding of the costs of university and support available. - Knowledge and skills to make informed decisions about courses, different HEIs and related career aspirations. - Preparedness for the university application process. - Supported university application process e.g. writing personal statements, admissions tests/interviews. 	<ul style="list-style-type: none"> - Manchester Access Programme - <i>Curriculum Enrichment 'Discover Days'</i> - Work with targeted groups including care leavers, BME students and students with disabilities - <i>UMASS</i> - Realising Opportunities - <i>Extended Project</i> - <i>STEM Programme</i> 	✓	✓ ✓ ✓	✓ ✓ ✓	GM/NW NW GM NW UK UK NW	<ul style="list-style-type: none"> - Progression data of MAP, ROP, Discover Day, UMASS students analysed by background - Survey feedback from learners, parents and teachers - Volume and reach of work - Case Studies
PHASE 1 Outreach: pre-16	Pre 16 To expand higher education opportunities generally through delivery of a wide-ranging set of outreach programmes designed to raise the aspirations of local students to progress into higher education, including selective HEIs.	<ul style="list-style-type: none"> - An understanding of the language of HE. - An understanding of different universities and courses. - Experience of the HE environment and contact with University staff, students and facilities. - An understanding of progression routes and how educational decisions in school impact on opportunities post-16. - Knowledge of the range of qualifications and careers. - Knowledge and understanding of the cost of university and financial support available. 	<ul style="list-style-type: none"> - Primary Programme - Manchester Gateway Programme - Summer Schools - Collaborative work with MMU - Collaborative work with University of Liverpool - Work with targeted groups including LAC, under-represented ethnic groups, pupils with disabilities - <i>STEM Programme</i> 	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	GM GM GM NW GM NW	<ul style="list-style-type: none"> - Survey feedback from learners, parents and teachers - Progression data of Gateway and Summer School learners - Case-studies
	Key Influencers To provide clear and up-to-date impartial IAG to teachers, advisors, parents and carers.	<ul style="list-style-type: none"> - To provide teachers and careers advisors with opportunities to speak with University recruitment, admissions and academic staff. - To keep advisors abreast of developments in HE, entry requirements, student finance and graduate employability. - To provide parents and carers with impartial information on the benefits of HE, progression pathways and student finance. 	<ul style="list-style-type: none"> - <i>School and College Forum</i> - <i>School and College e-newsletter</i> - <i>Teachers' Conference</i> - Wednesday Parents' Sessions & Open Days - Teacher CPD - Parents' 'Rough Guide to HE' event - <i>Staff Governors' Network</i> 	✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	NW UK UK GM GM	<ul style="list-style-type: none"> - Survey feedback from learners, parents and teachers - Case studies

Key **Bold text** denotes new or expanded work in the Access Agreement
Italicised text denotes initiatives targeted at additional learners who are not exclusively from underrepresented backgrounds

Appendix D

Table 5a – Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description	Baseline year	Baseline data	Commentary (or textual description where numerical description is not appropriate)	Yearly milestones/targets (numeric where possible)				
					2012-13	2013-14	2014-15	2015-16	2016-17
LPN (HESA Table T1a)	To continue, year-on-year, to out-perform our benchmark in relation to the percentage of new entrants from Low Participation Neighbourhoods and see further progress over time.	Average of 2007-08 2008-09 2009-10	7.5% - 3 year average (6.8% benchmark in 2009-10)	The baseline figure of 7.5% derives from a three year weighted average. The University already performs significantly better than benchmark and further progress will be made over time	To outperform benchmark and obtain a 7.5% progression of students from LPNs	To outperform benchmark and obtain a 7.6% progression of students from LPNs	To outperform benchmark and obtain a 7.7% progression of students from LPNs	To outperform benchmark and obtain a 7.8% progression of students from LPNs	To outperform benchmark and obtain a 7.9% progression of students from LPNs
Low income backgrounds	To ensure The University of Manchester is positioned at the top end of the English Russell Group in the recruitment of low-income students and improve this over time.	2012/13	tbc	We will establish a baseline for the proportion of low-income students entering Manchester in 2012/13, assess performance against Russell Group peer HEIs thereafter and improve performance over time.	To establish new baseline in Y1 against peer HEIs	top end of the English Russell Group and improve over time	top end of the English Russell Group and improve over time	top end of the English Russell Group and improve over time	top end of the English Russell Group and improve over time
NS-SEC (HESA Table T1a)	To improve performance and narrow the gap against benchmark for the % of students entering Manchester from lower NS-SEC groups.	Average of 2006-07 2007-08 2009-10 (2008-09 used different method)	21.0% - 3 year average (22.8% benchmark in 2009-10)	In 2009/10 the three year weighted average of recruitment from lower socio-economic groups was 21.0% of young, full time entrants. Although it is not by a statistically significant margin, this is still below the benchmark.	Narrow gap against benchmark and obtain 21.0% progression	Narrow gap against benchmark and obtain 21.4% progression	Narrow gap against benchmark and obtain 21.8% progression	Narrow gap against benchmark and obtain 22.2% progression	Narrow gap against benchmark and obtain 22.8% progression
State School (other measure – please give details in the next column)	To ensure the University is positioned towards the top end of the English Russell Group in the proportion of new entrants from state educational establishments which perform below the national average and improve this progression further.	2012/13 and the two previous years where possible	tbc	To work with UCAS to establish a system of measuring the University's performance for the proportion of new entrants from educational establishments which perform below the national average.	To establish benchmark against peer HEIs and set targets to improve thereafter	To monitor performance against target	To monitor performance against target	To monitor performance against target	To monitor performance against target
Non continuation: Mature (HESA Table T3a)	To develop a strategy for enhancing retention of mature students.	2009-10	9.8% (9.8% benchmark in 2009-10)	The latest HESA Performance Indicator data show that for 2008/09 entrants, 9.8% of Mature students were no longer in HE by 2009/10 (matching our benchmark of 9.8%).	To develop a strategy to enhance retention	New targets established after 2012/13	To monitor performance against targets	To monitor performance against targets	To monitor performance against targets
Non continuation: LPN (HESA Table T3b)	To develop a strategy for enhancing retention of LPN students.	2009-10	6.7% (4.6% benchmark in 2009-10)	The latest HESA Performance Indicator data show that for 2008/09 entrants, 6.7% of LPN students were no longer in HE by 2009/10 (missing our benchmark by 2.1%).	To develop a strategy to enhance retention	New targets established after 2012/13	To monitor performance against targets	To monitor performance against targets	To monitor performance against targets

Table 5b – Other milestones and targets

Please select milestone/target type from the drop down menu	Description	Baseline year	Baseline data	Commentary (or textual description where numerical description is not appropriate)	Yearly milestones/targets (numeric where possible)				
					2012-13	2013-14	2014-15	2015-16	2016-17
Outreach / WP activity (other)	To ensure the University is working with the most disadvantaged schools and colleges by developing, implementing and monitoring a prioritisation model based on national indicators of school achievement and attainment and pupil disadvantage.	2012/13	n/a		Publish new model and baseline	Monitor against baseline	Monitor against baseline	Monitor against baseline	Monitor against baseline
Outreach / WP activity (collaborative)	To work with partner HEIs in Greater Manchester to ensure that there is a coordinated package of pre-16 IAG and HE progression activities across each of Greater Manchester's 10 local authorities and beyond into 'hard to reach' areas.	2012/13	n/a		Develop and communicate a common programme of work	n/a	n/a	n/a	n/a
Outreach / WP activity (collaborative)	To ensure the effectiveness of the University's Information, Advice and Guidance (IAG) and awareness raising activities promoting access to HE (generally and to selective universities) including collaborative work with MMU and The University of Liverpool.	2012/13	n/a	At least 70% of students taking part in pre-16 outreach activities understand 'more' or 'a lot more' about progressing to university. Also, in an annual survey of teachers at least 70% report that the University's activities add 'more' or 'a lot more' value to their School IAG strategy.	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %
Strategic partnerships	To increase the University's contribution to governance arrangements in local schools, particularly those in challenging circumstances.	2011/12	n/a	We will establish a baseline of current University staff working as Governors in local schools and colleges and aim to increase this number by 50% over the next 5 years, from the 2011 baseline.	To establish baseline	tbd	tbd	tbd	Increase by 50% from the 2011 baseline
Operational targets	Through the work of our Cultural Assets – the Manchester Museum, the Whitworth Art Gallery, the John Rylands Library, and the Jodrell Bank Observatory - the University's distinctive commitment to engagement with the local community will be measured.	2011/12	n/a	The engagement of priority groups such as schoolchildren, people from lower socio-economic groups and ethnic minorities, will be assessed each year through visitor statistics.	Publish each year	Publish each year	Publish each year	Publish each year	Publish each year
Outreach / WP activity (other)	To identify and attract outstanding students based on their educational potential and merit, irrespective of background, through our pioneering Manchester Access Programme.	2010/11	152 MAP students accepted onto a course at the University	To continue to develop the quality and numerical impact of the University's Manchester Access Programme (MAP) to support fair access to The University of Manchester and other research intensive HEIs, with the aim of increasing by 50% the number of students progressing into Manchester.	175	175	228	228	228
Contextual data	To ensure that the process of student recruitment, selection and admission is transparent, fair and able to identify	2009/10 & 2010/11	tbd	We will monitor the progression of students admitted with contextual indicators, with a view to establishing	Update our contextual indicators,	tbd	tbd	tbd	tbd

	outstanding students from all educational backgrounds. This will be achieved, in part, by providing admissions decision makers with appropriate quantitative information to enable identification of exceptional applicants from educationally disadvantaged backgrounds.			targets in due course.	establish a baseline of entrants and set appropriate targets.				
Student support services	As part of our strategy to provide superb undergraduate teaching, learning and support services for all students we will develop a new strategy and set of activities for enhancing student retention and success, cognisant of students most at risk of non-completion and/or under-attainment.	2011/12	n/a	Work in this area will evolve following a strategic review of success and retention measures.	To establish a strategy and operational plan	tbd	tbd	tbd	tbd
Student support services	To ensure the University is able to communicate accurate financial information to students and understands the impact of its bursary/waiver programme.	2010/11	Current financial information and research	This work will involve specialist financial IAG to prospective and enrolled students and research into the benefit and impact of our package of bursaries and waivers.	Publish timely information each year to prospective students and use research findings to inform policy	Publish timely information each year to prospective students and use research findings to inform policy	Publish timely information each year to prospective students and use research findings to inform policy	Publish timely information each year to prospective students and use research findings to inform policy	Publish timely information each year to prospective students and use research findings to inform policy
Student support services	To actively promote student engagement and leadership through involvement of undergraduate and postgraduate volunteers and ambassadors in community and widening participation activities.	2009/10	901 students completed MLP	This work will be monitored principally through uptake within our pioneering Manchester Leadership Programme,	At least 1400 students completing MLP	tbd	tbd	tbd	tbd
Student support services	To produce graduates distinguished around the world for their professional employability, leadership qualities and broad liberal education. As part of this work, we will develop an evaluation strategy for employability that assesses the outcomes for students from lower socio-economic group backgrounds and develops new programmes of support for this cohort.	2011/12	n/a	We will undertake an analysis of key metrics of success for supporting the employability of WP students and develop new employability activities for under-represented learners, beginning with pilot support for Manchester Access Programme students enrolled at the University and expanding thereafter.	To establish a new strategy and implementation programme, including measures of success.	tbd	tbd	tbd	tbd

Groups and individuals responsible for monitoring the Access Agreement

Board of Governors	The Board of Governors is the University's governing body, and carries the ultimate responsibility for the University's overall strategic direction and for the management of its finances, property and affairs generally. Its membership of 25 has a majority of persons who are not employed by the University, known as 'lay' members, with the Chair of the Board of Governors (Mr Anil Ruia, OBE) being appointed from within this category of the membership. Members of the Senate, members of the support staff and a student representative also serve on the Board. The Board has approved the submission of this Access Agreement.
Planning and Resources Committee (PRC)	PRC serves, inter alia, as the primary source of advice to the Board of Governors and the President and Vice-Chancellor on matters relating to the development and allocation of resources of the University. Chaired by the President and Vice-Chancellor, its membership includes the Faculty Vice-Presidents and Deans, the Policy Vice-Presidents, the Registrar and Secretary, the Director of Finance, Director of HR, the Head of the Planning Support Office and the General Secretary of the Students' Union. PRC will have delegated authority to oversee the submission of evaluation and monitoring returns to the Office for Fair Access.
Widening Access Working Group	This group monitors pre-entry outreach and access initiatives and advises PRC on strategic direction, evaluation mechanisms and output performance. It is chaired by the Associate Vice-president for Equality and Diversity with academic representation across the four Faculties and senior Professional Support Services staff.
Teaching & Learning Group	The Teaching and Learning Group is chaired by the Vice-President (Teaching, Learning and Students) and comprises the Associate Deans (Teaching and Learning) and the Head of the Teaching and Learning Support Office. The role of the TLG is: to develop, promote and monitor strategies, policies and procedures for the delivery and enhancement of teaching and learning (undergraduate and postgraduate taught); to develop and monitor policies and procedures for the maintenance of standards and the enhancement of the student experience (undergraduate and postgraduate taught, including collaborative provision). This group monitors and advises on the post-entry retention, support and student experience issues activities contained in this Access Agreement.
Collaborative Monitoring Processes	The national Realising Opportunities Programme has a Strategic, Management and Academic Board groups that the University attends. These monitor outcomes of the programme. Local partnership work with MMU and the University of Liverpool will be overseen by two Operations Groups attended by strategic and operational leads for widening participation in each institution.

Table 5b - Other milestones and targets

Alongside academic and financial targets, we encourage you to provide targets around your education work (including collaborative education work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Outreach / WP activity (other - please give details in the next column)	To ensure the University is working with the most disadvantaged schools and colleges by developing, implementing and monitoring a prioritisation model based on national indicators of school achievement and attainment and pupil disadvantage.	2012/13	n/a	Publish new model and baseline	Monitor against baseline	Monitor against baseline	Monitor against baseline	Monitor against baseline	
Outreach / WP activity (collaborative - please give details in the next column)	To work with partner HEIs in Greater Manchester to ensure that there is a coordinated package of pre-16 IAG and HE progression activities across each of Greater Manchester's 10 local authorities and beyond into 'hard to reach' areas.	2011/12	n/a	Develop and communicate a common programme of work.	n/a	n/a	n/a	n/a	
Outreach / WP activity (collaborative - please give details in the next column)	To ensure the effectiveness of the University's Information, Advice and Guidance (IAG) and awareness raising activities promoting access to HE (generally and to selective universities) including collaborative work with MMU and The University of Liverpool.	2012/13	n/a	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	Monitor and publish %	At least 70% of students taking part in pre-16 outreach activities understand 'more' or 'a lot more' about progressing to university. Also, in an annual survey of teachers at least 70% report that the University's activities add 'more' or 'a lot more' value to their School IAG strategy.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	contribution to governance arrangements in local schools, particularly those in challenging circumstances.	2011/12	n/a	To establish baseline	tbd	tbd	tbd	Increase by 50% from the 2011 baseline	We will establish a baseline of current University staff working as Governors in local schools and colleges and aim to increase this number by 50% over the next 5 years, from the 2011 baseline.
Operational targets	Assets – the Manchester Museum, the Whitworth Art Gallery, the John Rylands Library, and the Jodrell Bank Observatory - the University's distinctive commitment to engagement with the local community will be measured.	2011/12	n/a	publish statistics each year	publish statistics each year	publish statistics each year	publish statistics each year	publish statistics each year	The engagement of priority groups such as schoolchildren, people from lower socio-economic groups and ethnic minorities, will be assessed each year through visitor statistics.
Outreach / WP activity (other - please give details in the next column)	To identify and attract outstanding students based on their educational potential and merit, irrespective of background, through our pioneering Manchester Access Programme.	2010/11	152 MAP entrants	175	175	228	228	228	To continue to develop the quality and numerical impact of the University's Manchester Access Programme (MAP) to support fair access to The University of Manchester and other research intensive HEIs, with the aim of increasing by 50% the number of students progressing into Manchester.

Annex A: Access agreements for 2012-13: OFFA template for mainstream ITT providers (HEIs and FECs)

Name of institution	The University of Manchester
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Part one: Introduction to your agreement

A. Your current position in relation to access and, where appropriate, retention

The University of Manchester is a long established provider of one year postgraduate programmes in primary and secondary initial teacher education leading to a Post Graduate Certificate of Education. The primary programme prepares trainees to teach children between the ages of five and eleven. The secondary programme offers six specialist subjects: English (11-18), Mathematics (11-16 and 11-18), Science (Biology, Chemistry and Physics, 11-16 and 11-18), Physics with Mathematics (11-16 and 11-18), Design and Technology (11-16), Business Education (14-19) and Modern Languages (French, German and Spanish, 11-16 and 11-18).

We were inspected in 2011 by Ofsted, which confirmed the PGCE course as 'Outstanding' which "results in high outcomes for trainees, high levels of employment, often within the partnership, and high levels of satisfaction of newly-qualified teachers and employing headteachers."¹

Because Manchester's provision of ITT is exclusively at postgraduate level it is not possible, or appropriate, to draw upon the more established indicators for widening access used within our substantive undergraduate Access Agreement with OFFA for 2012/13². Instead, the most recent data published by the TDA has been used which averages out performance across three years on a range of key access and retention/success outcomes, some of which are summarised in Table 1³.

	Minority Ethnic	Male	Disability	First degree > 2:1	QTS	Minority Ethnic in teaching	Male Ethnic in teaching	Male White in Teaching
Primary UoM	4	17	5	74	95	73	100	86
Primary NW	7	19	5	57	90	51	54	75
Primary Russell	6	15	6	77	94	85	100	84
Primary Sector	10	17	5	57	90	67	66	75
Secondary UoM	13	41	4	62	91	75	68	83
Secondary NW	10	35	7	53	87	67	67	80
Secondary Russell	12	36	6	65	90	81	79	88
Secondary Sector	15	37	6	53	87	70	68	80

Table 1: 3 Year benchmarked trends for key primary and secondary access and retention/success performance (07/08, 08/09, 09/10).

¹ The full Ofsted inspection report for 2011 is available at <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70046>

² Available at www.offa.org.uk/agreements/AA%200204%20%20University%20of%20Manchester%201213.pdf

³ More recent internal data for 2010/11 and 2011/12 has also been analysed in preparation for this Agreement.

This data shows that across both primary and secondary groups, the University's recruitment of underrepresented groups (minority ethnic, male and disabled) is broadly in line with both the Russell Group and North West averages across the years 07/08, 08/09 and 09/10. We recruit significantly higher quality students, as measured by 1:1/2:1 first degrees, than across the rest of the North West and sector. In terms of retention and successful outcomes, student achievement of Qualified Teaching Status (QTS) is higher at the University of Manchester for all groups of learners than those found across the North West and overall sector. This is also true for the proportions entering teaching from minority ethnic groups, male ethnic groups and male white groups.

Part two: Fee limits, spend on access and financial support for ITT trainees

B. Fees you are proposing to charge for your ITT courses

The University's fee structure for 2012/13 for new PGCE ITT students is £9,000 per annum.

C. Amounts of additional fee income to be spent on access measures

Because the University offers only postgraduate ITT, the estimated investment in access measures as a proportion of the projected additional fee income above the basic level will be set marginally above the recommended 10% figure. PGCE numbers from 2013/14 are unknown so the estimations in Table 2 are based on them being held constant in future years.

	AY 2012/13	AY 2013/14	AY 2014/15	AY 2015/16
Estimated number of PGCE ITT students	367	367	367	367
Fee levels ⁴	£9,000	£9,000	£9,000	£9,000
Estimated total fee income	£3,303,000	£3,303,000	£3,303,000	£3,303,000
Estimated fee income above the basic level	£1,101,000	£1,101,000	£1,101,000	£1,101,000
Estimated new system students bursaries (<£25k p.a. / full state support) of £3,000 p.a.	£45,000	£45,000	£45,000	£45,000
Estimated new system students bursaries (other OFFA countable groups) of £1,000 p.a.	£2,000	£2,000	£2,000	£2,000
Estimated Outreach Measures	£30,250	£31,278	£32,431	£33,441
Estimated Success & Retention Measures	£53,450	£55,267	£57,146	£59,089
Estimated Total Spend	£130,700	£133,545	£136,577	£139,530
Estimated % access spend above basic fee level	11.9%	12.1%	12.4%	12.7%

Table 2: Estimated expenditure on access measures

D. Financial support for trainees

Our financial support for PGCE trainees will be provided on a means-tested basis. This will take account of the support from all available sources of repayable and non-repayable funding, as well as the residual household income of the trainee. Where the trainee has been means-tested on their overall support to have less than £8,500 per annum (which includes *any* available grant, scholarship, bursary

⁴ We may apply annual inflationary increases in line with the amount set by Government each year if/when this is permitted.

or government loan for maintenance) they will be considered for the Manchester Bursary. The amounts and thresholds associated with the Manchester Bursary, already agreed with OFFA for undergraduate students in 2012/13, will be extended to PGCE trainees. These are £3,000 for household incomes up to £25,000 per annum and £1,000 for household incomes between £25,001 and £35,000 per annum.

Part three: outreach and retention

E. Outreach and retention work

Additional outreach and retention work will consist of the following activities from 2012/13:

1. **Diversity Support Coaches** The University will recruit at least 10 current teachers to act as coaches and role models for those with a black or ethnic minority background, a disability or male teachers in the Primary sector. These individuals would help at the recruitment, retention and first employment stages. Some members of the pool would attend open days, act as a coach to 2-3 trainees and maintain that relationship during their first year of training (NQT year). Coaches would be offered two days of supply teacher cover for coaching activities; a free place on the coaching unit to be run by the School of Education; and supply cover will be paid for attendance at open days or other events.
2. **Diversity Co-ordinator** A person would be sought to co-ordinate the Diversity Support Coaches as a specific project. They would oversee the coaching programme and support to trainees and NQTs; arrange taster day sessions including liaison with participating schools; and conduct evaluations of the activities against agreed targets.
3. **Taster Days** Two new and separate taster day programmes will be organised for under-represented groups in PGCE programmes and the wider teaching profession. These will consist of specific events for:
 - Primary Male Teachers
 - BME primary and secondary Teachers

Each event will consist of time spent in the University, schools and feedback and reflection.

4. **Advertising** Awareness would be raised through print and online media for the activities described above to positively attract applicants in the target areas.
5. **Casual Administrative Support** The additional organisational arrangements for open days and supporting the coaching programmes are activities not currently supported by the University's PGCE team. Additional administrative resources will be dedicated to supporting these new activities.
6. **Placement Travel Support** Support will be offered to trainees incurring significant barriers to gaining access to placements in areas requiring additional travel costs.

Part four: Targets, milestones and monitoring

F. Targets and milestones

The University has committed to a range of stretching targets and milestones within its substantive Access Agreement for 2012/13 both outreach and student success/retention. From 2013/14 it will be possible to incorporate reference to PGCE activity and outcomes into these. Using the TDA guidance from OFFA two 'process targets' have been referenced in Annex B of our submission.

G. Your monitoring arrangements

We have no information to add further to that submitted previously.

Part five: Information to students

H. Provision of information to trainees

We have no information to add further to that submitted previously.

