ACCESS AND PARTICIPATION PLAN

2020/21 – 2024/25

Manchester Metropolitan University

1. Introduction

Manchester Metropolitan University has a proud track record in Access and Participation. It has a diverse undergraduate student profile and recruits and supports high numbers of students from disadvantaged backgrounds. This plan seeks to consolidate and build on these strong foundations. In particular, it focuses on actions to address differential student outcomes through collaboration and an integrated and holistic approach to student support and success. There is clear commitment to collaborative partnership working across academic and Professional Services, and between staff and students, and an ambitious approach to targets.

2. Assessment of Current Performance

2.1. Higher Education Participation, Household Income, or Socioeconomic Status

2.1.1. Access

The proportion of our young UK full-time first degree students from Low Participation Neighbourhoods (LPNs) is significantly above the sector level data, and showed a small increase in the most recent figures, and over the last five years:

% Home First degree Full-time or apprenticeship students from POLAR 4 Quintile 1 (%) (from OfS data set)

	2013/14	2014/15	2015/16	2016/17	2017/18
Manchester Met	13.9%	14.7%	14.5%	13.7%	14%
Sector level data	*11%*	*11.4%*	*11.6%*	*11.6%*	*11.8%*

The percentages are lower for the POLAR 4 data set than they were for the previous POLAR 3 data set, partly as a result of the reduction in the number of quintile 1 areas within the Greater Manchester region. However, as the above data shows, we continue to recruit strongly from these areas.

The data also shows a gap between POLAR 4 Q5 and Q1 of 10.3% (24.3% compared to 14%) and a corresponding ratio of 1.7:1. This compares to the sector level gap of 30.9% and ratio of 2.2:1 between students from the highest and lowest quintiles, highlighting that the University performs significantly better than the sector on this measure.

Our performance is consistent across other measures of deprivation, such as Indices of Multiple Deprivation, where 28.7% of students are from quintile 1 areas (compared to 21.1% for the sector). In addition there is a strong correlation between our POLAR 4 and English IMD data (with 68% of our POLAR 4 quintile 1 students also being IMD quintile 1) as shown below.

Home First Degree students by IMD Quintile and POLAR 4 Quintile 2018/19 (internal data)
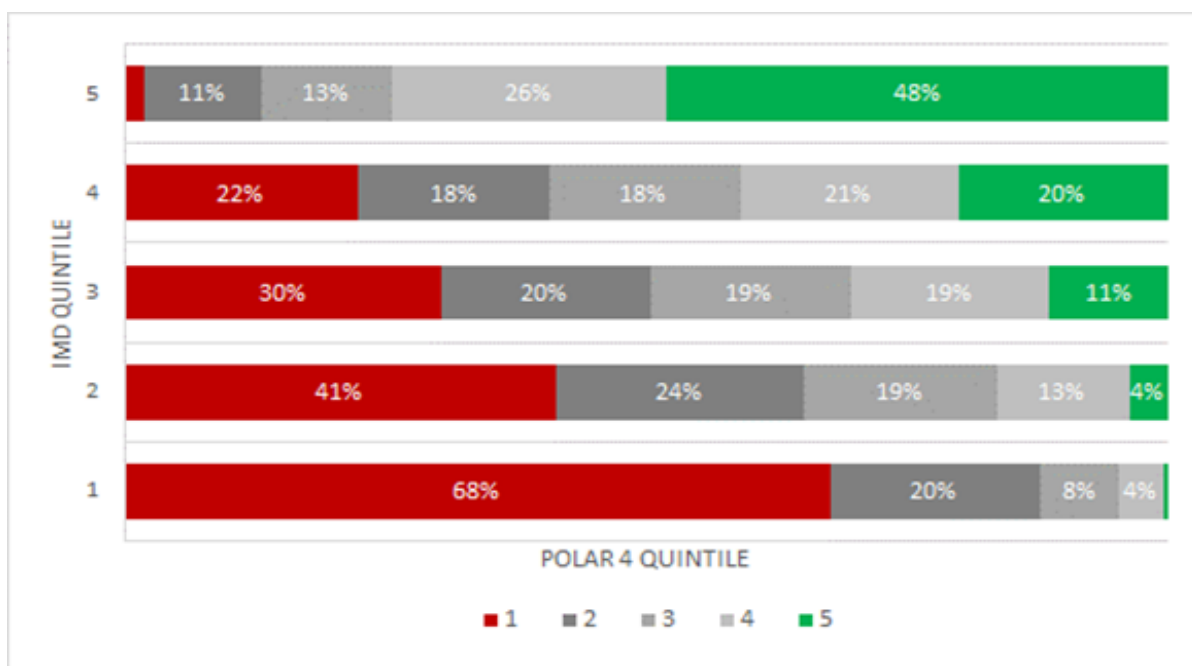
Population: all enrolled or registered first degree students as at 8th October 2018

We also know that a high percentage of Manchester Metropolitan's students come from low income households. The table below shows the percentage of Year 1 full-time students with household incomes assessed below certain thresholds:

Full time Home UG Students with household income at or below (from HE Bursary portal)[1]:	2014/15	2015/16	2016/17	2017/18	2018/19
£25,000	47%	43%	39%	38%	35%
£42,611	60%	55%	51%	50%	47%

We have observed a reduction in the percentage of students with assessed income at these levels in recent years, partly because of wage inflation. However, it still represents a significant proportion of our home undergraduate population.

The number of part-time first degree entrants is very low (100 in 2017/18 compared to our full time intake of 7750). This is due to our small and specialised part time provision – and this makes meaningful analysis of our part time cohort difficult. Whilst our analysis has identified some gaps for certain groups across the lifecycle, these gaps are not statistically significant due to the small size of the cohorts.

2.1.2. *Success – Non-continuation*

An analysis of the HESA non-continuation data reveals that performance for those from the lowest participation areas has improved, both in absolute terms and relative to the sector.

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[1] £25k is the threshold used for Manchester Met's Student Support Package. £42,611 was previously the upper limit of household income for a student to be countable under the plan and is included for comparison.

Continuation of Home First degree full-time or apprenticeship students from POLAR 4 Quintile 1 (from OfS data set)

Continuation in HE	2012/13	2013/14	2014/15	2015/16	2016/17
Manchester Met	90.9%	89.9%	90.4%	89.5%	92.3%
Sector level data	*91.6%*	*90.9%*	*90.2%*	*90.1%*	*90%*

Analysis of English IMD data shows a similar picture, with continuation for those in quintile 1 rising from 90% to 91.1% over the period. In addition, the gap between quintiles 1 and 5 reduced from 2.8% to 1.6% in this time, in contrast to the sector level gap which increased from 5.8% to 7.2%.

However, these data merely reflect those who remain in Higher Education (HE) anywhere 12 months after enrolling at Manchester Metropolitan. Internally, the measure used focuses on 'timely progression' looking at the proportion who progress onto the next stage of their degree. The data for timely progression from level 4 to level 5, comparing those from POLAR 4 quintiles 1 and 5 is as follows:

Timely progression from Level 4-5 of full-time Home First degree students by POLAR 4 Quintile (internal data)[2]

	2013/14	2014/15	2015/16	2016/17	2017/18[3]
Manchester Met Actual Q1	81.2%	81.0%	79.3%	80.0%	84.2%
Manchester Met Actual Q5	82.8%	85.0%	86.0%	84.9%	86.9%
Manchester Met gap (Q5-Q1)	1.6%	4.0%	6.7%	4.9%	2.7%

As can be seen, timely progression has improved for all groups, and since 2015/16 the gap between Q1 and Q5 has reduced from 6.7% to 2.7%.

2.1.3   Success – Attainment

Over the last five years, the proportion of those from the lowest participation areas obtaining a good degree at Manchester Met has increased, and the gap between those from the highest and lowest participation areas has narrowed slightly. However, the gap remains significant and is above the sector level gap.

Good degree outcomes for Home First degree full-time or apprenticeship students (POLAR 4 from OfS data set)

Measure	2013/14	2014/15	2015/16	2016/17	2017/18
Manchester Met (Q1)	63.7%	66.6%	66.6%	67.3%	68.5%
Manchester Met (Q5)	75.2%	76.9%	77.7%	75.6%	79.4%
Manchester Met gap (Q5-Q1)	11.5%	10.3%	11.1%	8.3%	10.9%
Sector level gap	*10%*	*10.4%*	*9.6%*	*10.4%*	*9.4%*

Analysis of degree attainment by English IMD shows a larger gap between quintiles 1 and 5, and in contrast to the above this has grown over recent years:

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[2] The figures for timely progression only include those who progress directly onto the next level of their programme, and therefore do not include those who repeat a year or change course (both of which would be in the continuation data). As a result the percentages for timely progression will always be lower than those for continuation.

[3] As this measure is based on internal data, it is more current than the OfS data so figures are available for the timely progression of those starting in 2017/18. However as it is internal data these is no comparable sector level data.

Good degree outcomes for Home First degree full-time or apprenticeship students (English IMD from OfS data set)

Measure	2013/14	2014/15	2015/16	2016/17	2017/18
Manchester Met (Q1)	60.7%	63%	57.6%	62.2%	63.7%
Manchester Met (Q5)	75.9%	77.4%	79.1%	79.7%	81.1%
Manchester Met gap (Q5-Q1)	15.2%	14.4%	21.5%	17.5%	17.4%
Sector level gap	*18%*	*19.1%*	*19.1%*	*18.4%*	*18.1%*

However, despite this increase, the gap remains smaller than the sector level gap.

2.1.4 *Progression to highly skilled employment or further study at a higher level*

Over the last five years, there has been a steady improvement in graduate outcomes for respondents from all quintiles, although the University remains significantly below sector on this measure and the most recent year saw a drop in results for those from POLAR 4 quintile 1:

Progression rate for Home First degree full time or apprenticeship (Highly skilled employment or further study at a higher level – POLAR 4 from OfS data set)

Measure	2012/13	2013/14	2014/15	2015/16	2016/17
Manchester Met (Q1)	56.4%	52.8%	60.2%	64.1%	60.4%
Manchester Met (Q5)	58.8%	62.4%	64.5%	70.8%	71.5%
Manchester Met gap (Q5-Q1)	2.4%	9.6%	4.3%	6.7%	11.1%
Sector level gap	*7.7%*	*7.8%*	*7.1%*	*5.1%*	*4.6%*

The outcomes for those from POLAR 4 quintile 5 have increased significantly faster than those for quintile 1 over the period, resulting in a widening in the gap, which is currently more than double that seen at sector level.

Analysis of English IMD data shows the gaps have narrowed over the 5 year period, although the gap is larger than the sector gap as shown below:

Progression rate for Home First degree full time or apprenticeship (Highly skilled employment or further study at a higher level – English IMD from OfS data set)

Measure	2012/13	2013/14	2014/15	2015/16	2016/17
Manchester Met (Q1)	47.5%	51.4%	55.2%	61.1%	62.4%
Manchester Met (Q5)	62.4%	65.4%	67.6%	73.4%	71.6%
Manchester Met gap (Q5-Q1)	14.9%	14%	12.4%	12.3%	9.2%
Sector level gap	*12.3%*	*11.4%*	*9.7%*	*8.5%*	*7%*

2.2 Black, Asian and Minority Ethnic Students

2.2.1 *Access*

Over the last 5 years there has been a notable increase in the proportion of Asian students (+3.8%) and students of mixed heritage (+0.9%). The proportion of black students has remained consistent over the period.

Home First degree full-time or apprenticeship students by ethnicity (from OfS data set)

Ethnicity	2013/14	2014/15	2015/16	2016/17	2017/18	% change
White	74.1%	74.3%	72%	69.7%	69.4%	-4.7%
Black	5.5%	5%	5.3%	5.6%	5.5%	0%
Asian	14.7%	14.9%	16.4%	17.8%	18.5%	3.8%
Mixed	4.3%	4.5%	5%	5%	5.2%	0.9%
Other	1.3%	1.4%	1.4%	1.8%	1.4%	0.1%

The percentage of white students is in line with the sector (69% - a drop of 4.5% over the period). The percentage of Asian students is significantly above the sector (13.5%), whilst the percentage of black students is below the sector (which has risen from 9% to 10.5% over the period). The proportion of 18 year old BAME students is significantly higher than the proportion in the UK population, indicating the diverse nature of our student body.

2.2.2 *Success – Non-continuation*

Continuation in HE for Home First degree full-time or apprenticeship students by ethnicity (from OfS data set)

Ethnicity	2012/13	2013/14	2014/15	2015/16	2016/17	% change
White	91.8%	90.9%	90.9%	90.7%	91.4%	-0.4%
Black	92.7%	87.4%	91.4%	89.1%	91.3%	-1.4%
White-black gap	-0.9%	3.5%	-0.5%	1.6%	0.1%	
Asian	91.9%	91.9%	91.9%	92.7%	92.6%	0.7%
White-Asian gap	-0.1%	-1.0%	-1.0%	-2.0%	-1.2%	
Mixed	90.8%	91.1%	88.9%	92.2%	93.9%	3.1%
White-mixed gap	1.0%	-0.2%	2.0%	-1.5%	-2.5%	
Other	85.9%	95.4%	86.2%	90.5%	89.8%	3.9%
White-other gap	5.9%	-4.5%	4.7%	0.2%	1.6%	

The above analysis of the non-continuation rate shows that rates have been relatively consistent over the period, though there has been a 1.4% drop for black students and a smaller drop for white students, while other groups have seen an improvement.

Most of these figures and trends are in line with sector data, although the major exception is the 0.7% improvement for continuation of Asian students (which compares with a reduction of 1.5% across the sector).

Internal data have been further analysed to look at timely progression from level 4 to level 5, breaking down the Asian category into Indian, Chinese and Other:

Rate of timely progression from L4 to L5 for full-time first degree students (internal data)

Level 4 Progression % by Ethnicity Group (5-Year Trend)

- Asian (Chinese), 89.6%
- White, 85.1%
- Asian (Indian), 84.5%
- Black, 83.4%
- Asian (other), 82.4%
- Other (including mixed), 80.7%
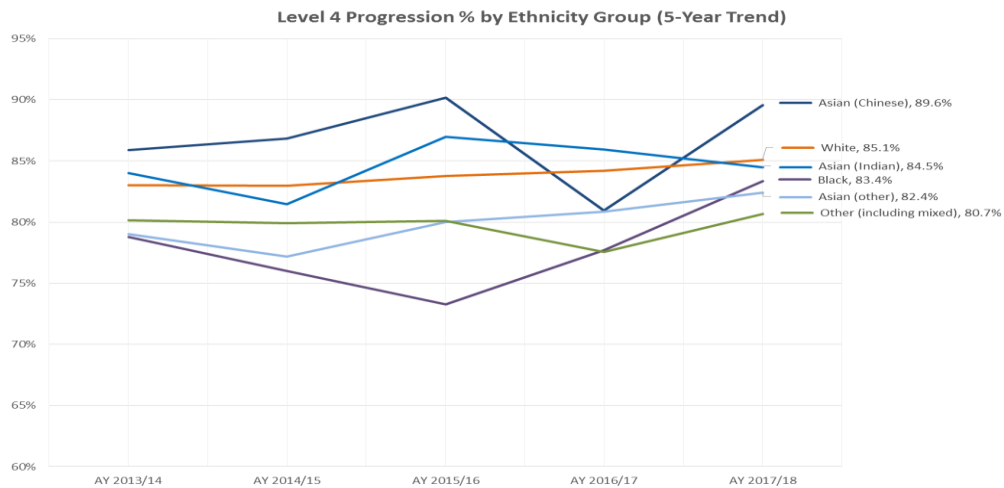
As these are internal data, they are more current than the HESA data, and show that the differences between the timely progression rates of students of different ethnicities is getting smaller and the black ethnicity group, which has historically had the lowest rate, has made significant improvements in the past 3 years. However, the data also illustrate the distinct differences in the figures for Asian (Chinese) compared to other categories.

2.2.3 Success – Attainment

The proportion of students attaining a good honours degree (1st or 2:1) varies dramatically across different ethnicity groups at Manchester Met. For both black and Asian students, this gap has widened over the last 5 years, and is significantly worse than the sector average. During this period, the attainment of white students improved by 4.9%, whilst the figures for black and Asian students deteriorated. The gaps for 'Mixed' and 'Other' have improved over the period.

Gap to White good degree (1st or 2:1) attainment by Ethnicity (4-way), Manchester Met compared to sector (from OfS dataset) – Full time including degree apprentices, first degree

2.2.4   Progression to highly skilled employment or further study at a higher level

Contrary to the attainment data, progression to employment and further study has shown improvement in recent years when looking at both the absolute level and at performance by ethnicity:

Progression (Highly skilled employment or further study at a higher level) for Home First degree full-time or apprenticeship students by ethnicity (from OfS dataset)

Ethnicity	2012/13	2013/14	2014/15	2015/16	2016/17	% change
White	60.6%	63.3%	66.6%	69.9%	70.8%	10.2%
Black	44.6%	48.3%	62.7%	59.5%	63.0%	18.4%
White-black gap	16%	15%	3.9%	10.4%	7.8%	
Asian	40.3%	46.7%	48.1%	55.3%	58.6%	18.3%
White-Asian gap	20.3%	16.6%	18.5%	14.6%	12.2%	
Mixed	56.8%	59.2%	66.2%	67.3%	67.2%	10.4%
White-mixed gap	3.8%	4.1%	0.4%	2.6%	3.6%	
Other	65.2%	65.5%	47.7%	65.6%	63.3%	-1.9%
White-other gap	-4.6%	-2.2%	18.9%	4.3%	7.5%	

However the gap between white and black students remains higher than the sector average (7.8% compared to 5.3%) as does that between white and Asian students (12.2% vs 5.8%), and the figures for all groups are lower than the sector levels.

2.3   Mature Students

2.3.1   Access

Over the last five years, there has been a reduction in the proportion of our full-time first degree students who are mature (21 and over) with the figure dropping from 16.9% in 2013/14 to 15.6% in 2017/18. This is at odds with the national trend where the proportion of learners aged 21+ has increased by 1%. This reduction at Manchester Met is mainly accounted for by a 1.6% reduction in the proportion of learners from the 21-25 age bracket: the proportion of learners 26+ has remained fairly constant.

Our part-time first degree provision has always been small and this has decreased over the last five years. This has had an impact on our numbers and the OfS data set shows a drop from 300 to 100 (a 67% drop) over the five years, with the vast majority of these students being mature (over 21).

However, the University has made a significant investment in the development of degree apprenticeships, with 509 students recruited to this route in 2018/19, bringing the total number of higher level apprentices at the University to over 1000. Numbers have increased rapidly as organisations have recognised the value of a blended education that combines learning and working, and this model of delivery is particularly appealing to mature students (21+) who make up 65% of the cohort. We have ambitious growth targets for the coming years and aim to increase the number to 1900 by 2021/22, which will provide valuable opportunities for mature learners looking to retrain or upskill.

2.3.2 Success – Non-continuation

Non-continuation rates have remained consistent over the last five years. The gap to the sector average for under 21s has decreased over the period, and the continuation rate for mature students is now above the sector average.

% Continuation in HE for Home First degree Full-time or apprenticeship students by age (from OfS data set)

Age Group	2012/13	2013/14	2014/15	2015/16	2016/17
Man Met: Young_Under21	92.2%	91.6%	91.2%	91.1%	92%
Sector data - Young_Under21	*93.5%*	*93.1%*	*92.8%*	*92.5%*	*92.6%*
Man Met: Mature_Age21andOver	89.2%	87.6%	89.5%	90.2%	89.8%
Sector data – Mature 21+	*86.8%*	*86.3%*	*86.7%*	*86%*	*85.5%*
Manchester Met gap (Young - Mature)	3.0%	4.0%	1.7%	0.9%	2.2%
Sector level gap (Young - Mature)	*6.7%*	*6.8%*	*6.1%*	*6.5%*	*7.1%*

As can be seen above, the institutional gap between young and mature students has decreased over the period whilst the sector level gap has increased.

2.3.3 Success – Attainment

Over the last five years, the proportions obtaining a 1st or 2:1 have increased for both young and mature learners, though with greater improvement for mature students, which has reduced the gap. Whilst the proportion of under 21s attaining a good degree is below the sector average (and the gap has increased), the proportion of over 21s is now above the average.

% Good degree outcomes for Home First degree Full-time or apprenticeship students by age (from OfS data set)

Age Group	2013/14	2014/15	2015/16	2016/17	2017/18
Man Met: Young_Under21	71.4%	72.7%	70.8%	72.0%	74.3%
Sector data - Young_Under21	*74.6%*	*75.8%*	*76.9%*	*78.5%*	*79.3%*
Man Met: Mature_Age21andOver	65.5%	64.5%	63.5%	66.1%	70.1%
Sector data – Mature 21and Over	*66.2%*	*66.3%*	*67.5%*	*68.5%*	*69.8%*
Manchester Met gap (Young - Mature)	5.9%	8.2%	7.3%	5.9%	4.2%
Sector level gap (Young - Mature)	*8.4%*	*9.5%*	*9.4%*	*10.0%*	*9.5%*

The institutional gap between young and mature students has decreased over the period, in contrast to the increase seen across the sector.

2.3.4 Progression to highly skilled employment or further study at a higher level

Graduate outcomes for all age groups have increased over the last five years. Mature students outperform younger learners - a reversal of the performance seen for good honours - and their graduate outcomes are now above the sector average.

Progression (Highly skilled employment or further study at a higher level) for Home First degree Full-time or apprenticeship students by age (from OfS data set)

Age Group	2012/13	2013/14	2014/15	2015/16	2016/17
Man Met: Young_Under21	55.9%	58.4%	60.9%	65.1%	66.9%
Sector data - Young_Under21	*59.5%*	*62.3%*	*65.9%*	*68.2%*	*71%*
Man Met: Mature_Age21andOver	62.9%	70.9%	77.2%	76.5%	75.9%
Sector data – Mature 21 and Over	*64.7%*	*68.2%*	*71.6%*	*73.2%*	*75.8%*
Manchester Met gap (Young - Mature)	-7.0%	-12.5%	-16.3%	-11.4%	-9.0%
Sector level gap (Young - Mature)	*-5.2%*	*-5.9%*	*-5.7%*	*-5.0%*	*-4.8%*

2.4 Disabled Students

2.4.1 *Access*

The proportion of disabled students has increased at Manchester Metropolitan over the last five years, in line with sector trends:

Home First degree full-time or apprenticeship students by disability status (%)
(from OfS data set)

	2013/14	2014/15	2015/16	2016/17	2017/18
No Known Disability	89.6%	88.2%	88.1%	86.8%	86.8%
Disabled	10.4%	11.8%	11.9%	13.2%	13.2%
Sector data - % disabled	*11.7%*	*12.5%*	*13.2%*	*13.9%*	*14.8%*

However, the increase in disabled students results mainly from a trebling of those declaring a mental health condition (which increased from 1.3% to 3.9%). This rate of increase is slightly higher than the sector figures (which rose from 1.5% to 3.8% over the same period).

2.4.2 *Success – Non-continuation*

Disabled students are slightly less likely to be in HE 12 months after starting their degree at Manchester Metropolitan than non-disabled students, and the gap has slightly increased over the five year period (in contrast to the narrowing of the sector level gap).

Continuation of Home First degree full-time or apprenticeship students by disability status (%)
(from OfS data set)

	2013/14	2014/15	2015/16	2016/17	2017/18
No Known Disability	91.6%	90.9%	91.0%	91.3%	91.9%
Disabled	92.9%	91.1%	90.2%	89.0%	90.0%
Manchester Met gap	-1.3%	-0.2%	0.8%	2.3%	1.9%
Sector level gap	*1.2%*	*0.9%*	*0.9%*	*1%*	*0.8%*

When the disabled category is broken down further, there are some significant differences[4].

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[4] There is also a large difference for students with a 'Social and Communication' disability, however due to the small student population (40) these have been omitted.

Gap to No known disability continuation by disability type, Manchester Met compared to sector (from OfS dataset) – Full time first degree, including degree apprentices
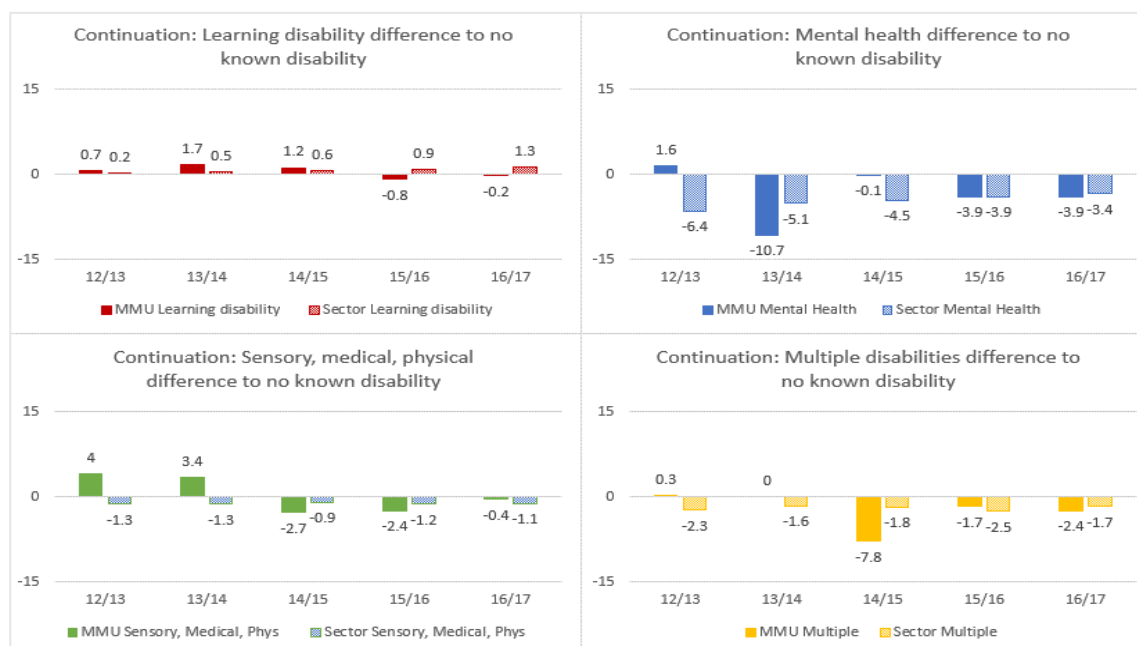
An analysis of timely progression from level 4 to level 5 reveals similar gaps between students with no known disability and those with a mental health condition, although the most recent internal data suggest these are reducing:

Timely progression from Level 4-5 of Home First degree full-time students (internal data)

Disability		2013/14	2014/15	2015/16	2016/17	2017/18
No known disability	Manchester Met Actual	82.6%	82.1%	83.2%	83.7%	84.5%
Mental health conditions	Manchester Met Actual	67.9%	74.0%	78.9%	76.5%	80.2%
Manchester Met gap		14.6%	8.1%	4.3%	7.2%	4.2%

2.4.3   Success – Attainment

The proportion of disabled and non-disabled students obtaining a good degree has increased over the last five years. The gap between the two has decreased and is now below the sector gap:

% Good degree outcomes for Home First degree full-time or apprenticeship students by disability status (from OfS data set)

Measure	2013/14	2014/15	2015/16	2016/17	2017/18
No Known Disability	70.7%	71.4%	69.8%	71.4%	73.9%
Disabled	67.3%	71.6%	68.2%	69.8%	72.5%
Manchester Met gap	3.4%	-0.2%	1.6%	1.6%	1.4%
Sector level gap	*3.3%*	*2.9%*	*2.7%*	*2.8%*	*2.6%*

Further analysis reveals that the performance of those with cognitive and learning disabilities (which is the largest category in terms of numbers of students graduating in 2017/18) has improved by 6.1% over the last five years. The gap

with those with no known disability is 2%, smaller than the sector gap (3.1%). The good degree outcomes for students with a mental health disability are higher than for students without a disability, in contrast to the sector data (where they perform less well).

2.4.4 *Progression to highly skilled employment or further study at a higher level*

Graduate outcomes for disabled students are now similar to those with no known disability:

Progression (Highly skilled employment or further study at a higher level) for Home First degree full-time or apprenticeship students (from OfS dataset)

Measure	2012/13	2013/14	2014/15	2015/16	2016/17
No Known Disability	56.9%	60.3%	63.4%	67.2%	68.4%
Disabled	58.5%	60.9%	63.9%	64.6%	68.1%
Manchester Met gap	-1.6%	-0.6%	-0.5%	2.6%	0.3%
Sector level gap	*0.6%*	*1.0%*	*1.2%*	*1.5%*	*1.2%*

For students with cognitive and learning disabilities (which was the largest category in terms of numbers amongst 2016/17 graduates) the figure was higher than the figure for students with no known disability (72.7%). For those with a mental health disability, the figure has increased by 14.4% over the last five years, but still remains lower than the figure for those with no known disability (-2.9%).

2.5 Care Leavers

2.5.1 *Access*

Applicants through UCAS who indicate that they are care leavers are initially classified as 'UCAS defined Care Leavers'. They are contacted to make them aware of the University's Care Leaver Bursary, and if they meet the statutory definition of a Care Leaver, their status is then updated to 'Verified Care Leaver'. The enrolments over recent years are as follows:

Home First degree new entrants by Care Leaver status[5]

	2015/16	2016/17	2017/18
Verified Care Leaver	18	21	22
UCAS defined Care Leaver	29	38	37
Total	**47**	**59**	**59**

2.5.2 *Success – Non-continuation*

Due to the small numbers involved, it is only possible to analyse further data by looking at the total number of care leavers (rather than splitting as above). Even then, the numbers are small, so care needs to be taken when looking at

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[5] The Care Leaver status is changed from UCAS defined to Verified once confirmation is received of a student's Care Leaver status from their Local Authority. Therefore the total is the sum total of new care leavers each year. Not everyone who is care experienced will be a verified Care Leaver and therefore there will always be a number of students who self-declare through UCAS who do not meet the statuary definition and therefore are not classed as verified Care Leavers.

percentages. However, it is useful to see trends over time to see if there is evidence of improvement. The following table shows the percentages of new students identified as care leavers who progressed from level 4 to level 5:

Timely progression from Level 4-5 of Home First degree full-time students (internal data)

		2013/14	2014/15	2015/16	2016/17	2017/18
Care leavers	Manchester Met Actual	67.5%	67.8%	63.5%	76.3%	71.4%
All other students	Manchester Met Actual	82.4%	82.0%	82.9%	83.2%	84.4%
Gap	*Manchester Met gap*	*14.6%*	*14.2%*	*19.4%*	*6.9%*	*13.0%*

The above shows fluctuation over the five year period, but compared to 2013/14 there has been an improvement in the overall percentages, and a reduction of the gap.

2.5.3 *Success – Attainment*

The proportion of all care leavers attaining a good degree is as follows:

Good degree (1st class or 2:1) attainment for Home First degree students (internal data)

		2015/16	2016/17	2017/18
Care Leavers	Manchester Met Actual	63.2%	65.6%	59.4%
All other students	Manchester Met Actual	69.5%	70.8%	73.6%
Gap	*Manchester Met gap*	*6.3%*	*5.2%*	*14.2%*

However, the number of care leavers who have graduated in recent years is small (largest number being 32) and it is therefore difficult to make a meaningful analysis of this data (with each student accounting for 3% of the total).

2.5.4 *Progression to highly skilled employment or further study at a higher level*

As the population of care leavers is so small, there are few DLHE survey respondents, although the response rate is higher than the institutional average response rate (75.0% response rate for care leavers compared 71.5% overall response rate). Of those who did respond, the proportion in graduate destinations is similar to the population overall. Last year, 79.2% of care leavers who responded were in graduate destinations compared to 71.7% of the rest of the population.

2.6   Intersections of Disadvantage

In 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. We have also used regression analyses to determine which factors are most significant in the success of our students, to highlight whether a variable will make it more likely for a student to succeed when other variables are held constant. This analysis identified the type of level 3 qualification to be the most significant factor on both timely progression from level 4 to 5 and on the attainment of a good degree.

2.6.1 Ethnicity/Type of Qualification

Analysis of internal data shows that those with academic qualifications with at least 113 UCAS tariff points were most likely to progress from level 4 to 5, whilst those with BTEC qualifications were least likely (with a 15% difference in progression between the top academic qualification group and students with BTEC qualifications). Our data also shows that BAME students are more likely than white students to enter Manchester Metropolitan with vocational qualifications, as shown below, and therefore are disproportionately impacted by this.

Entry qualification grouping for Home First Degree (including foundation) new entrants 2018/19– BAME groups gap to White[6]
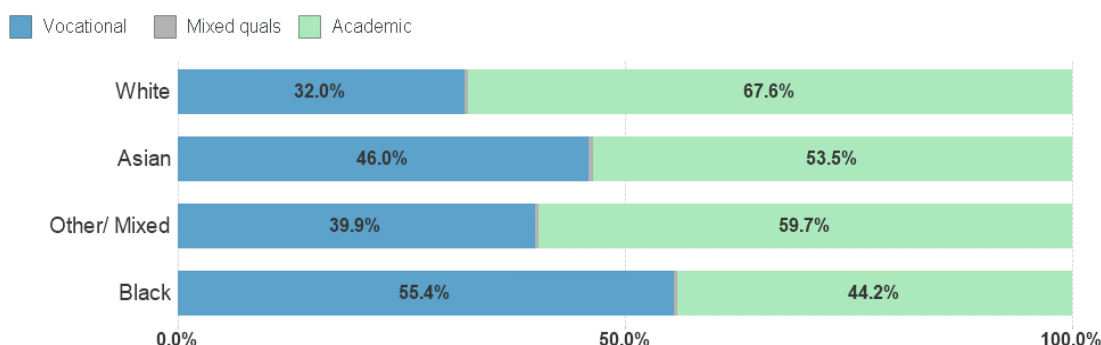
Analysis into the intersectionality of disadvantage has also revealed that white students entering with academic qualifications are most likely to attain a good degree, and Black, Asian and Minority Ethnic (BAME) students with vocational qualifications are least likely. As can be seen from the table below, whilst gaps occur between white and BAME students at every level of prior attainment, these gaps are largest for those entering with vocational qualifications.

Good degree (1st class or 2:1) attainment for Home First degree full-time students by Ethnicity group (2-way) and entry qualification type (internal data, 17/18 graduates)

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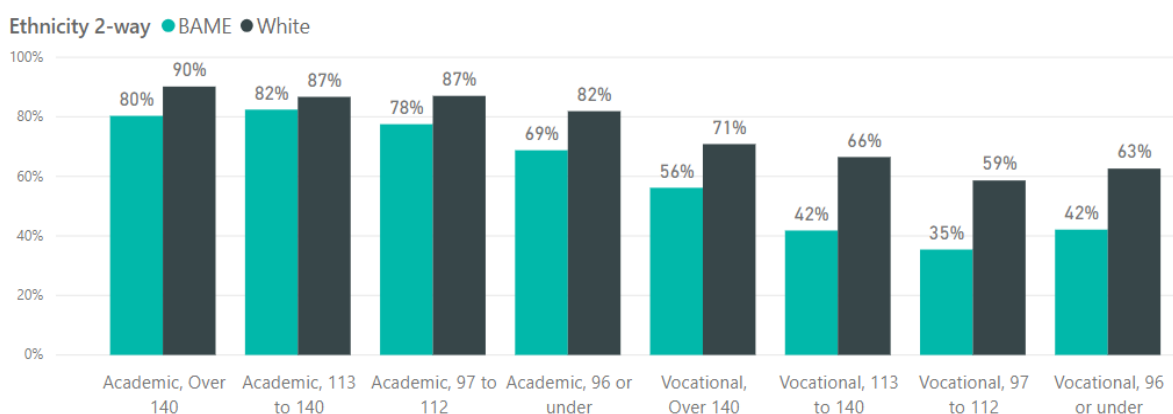
[6] Data shows 2018/19 Home new entrants enrolled or registered by 8th October 2018, all those for whom entry qualifications and ethnicity data is held. Students are classed as academic if they have 2 or more level three academic qualifications such as A-Levels, Scottish Highers or International Baccalaureate, and vocational if they have at least two level 3 vocational qualifications from a BTEC, NVQ or Access course and do not also have two or more level 3 academic qualifications.

2.6.2 Ethnicity/Age

When analysing the intersectionality of age and ethnicity, it is striking to notice that for white students there is no impact of age on degree outcomes, but for all other ethnicities young students are significantly more likely to attain a good degree:

Good degree (1st class or 2:1) attainment for Home First degree full-time students by Ethnicity group (4-way) and age category (internal data, 17/18 graduates)

Binary Age ● Mature ● Young

	White	Other/Mixed	Asian	Black
Mature	82%	74%	55%	33%
Young	81%	74%	64%	57%
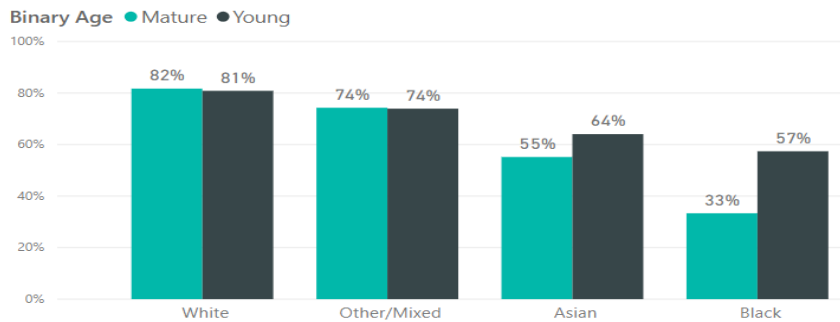
However, when we look at graduate destinations in the same way, we notice that for every ethnicity, mature students out-perform young students:

Proportion in graduate destinations for Home full time first degree graduates by Ethnicity group (4-way) and age category (internal data, 16/17 graduates)

	Asian	Black	Other/Mixed	White
21 and over	82%	70%	77%	87%
Under 21	63%	61%	67%	71%
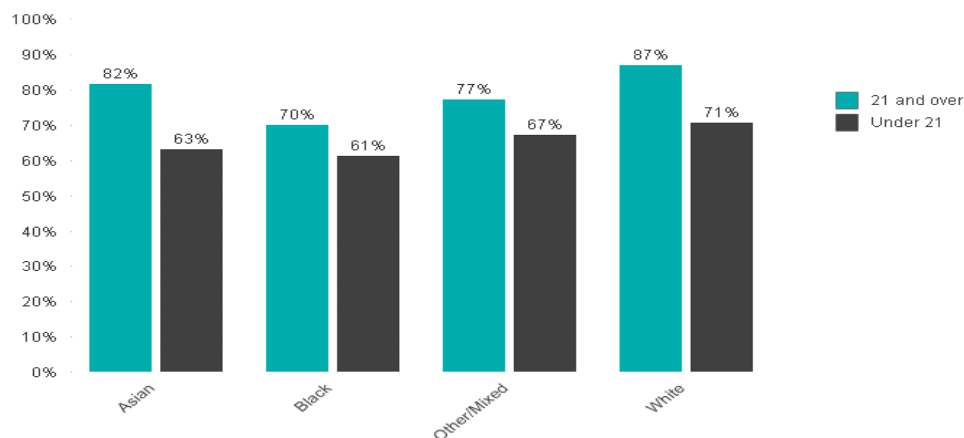
2.6.2 Foundation Year

Manchester Met has a large Foundation Year programme for those students without the qualifications to progress directly to level 4. Foundation Year students are more likely to be Asian than those entering at level 4 (27% rather than 18%) and twice as likely to be black (8% vs 4%). They are slightly more likely to be from low participation areas and to be first generation.

Continuation rates from level 3 (Foundation Year) to level 4 (year 1) are lower than for those entering directly onto year 1 of the degree. However, analysis shows that those who continue to level 4 after successfully completing the Foundation Year have a better chance of progressing to level 5 than those without a Foundation Year.

2.6.3 Placement Years

Our data shows that taking a placement year significantly increases the chances of attaining a good degree, and of gaining a successful graduate outcome. The rate of good degree attainment for placement year students has been consistently 20 percentage points higher than for non-placement students over the last six years. In addition 71.0% of students who completed a placement year had higher final year marks than their marks at the end of their second year, compared to 53.3% for non-placement students. This illustrates that undertaking a placement year has a positive impact on performance in the final year (and thereby degree outcomes).

The benefits of placements on good degree attainment are seen across all ethnicity groups, as illustrated below:

Good degree attainment (first class or 2:1) by ethnicity group (4-way) and placement completion, Home, first degree graduates (2015/16 to 2018/19)
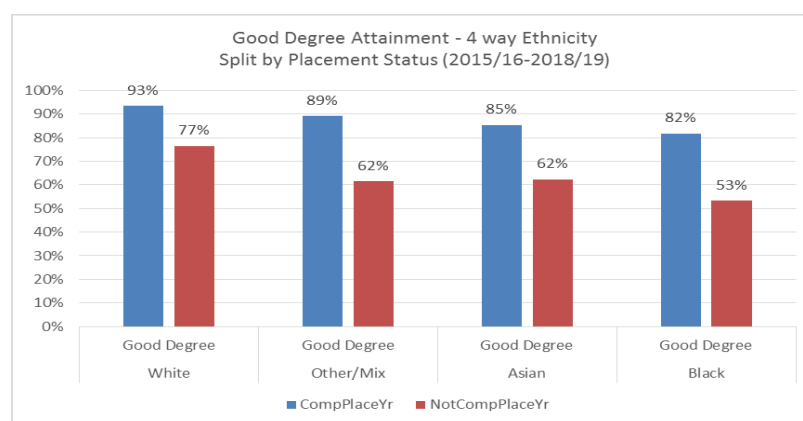
As well as increasing students' likelihood of achieving good honours, placements have a large impact on graduate outcomes. Over the last three years, 83.7% of students who completed a placement were in positive graduate destinations compared to 67.5% of students who did not. Regression analysis showed that placements had one of the largest positive impacts on graduate outcomes (only subject choice and degree class were higher), and with all other factors held constant, students who complete a placement year are twice as likely to be in a positive graduate destination. In addition, research demonstrates that as many as 42%[7] of major employers offer graduate jobs to students who have undertaken placements with them. 87% of employers agree that students who had completed an internship or placement had better skills than those who did not.

However, data on the profile of students undertaking placements reveal:

- A greater percentage of white students undertook placements than students from Asian, black and other/mixed ethnic groups.
- A higher proportion of students from POLAR quintiles 3 – 5 took up placements than students from quintiles 1 and 2.
- A higher proportion of students who are not first generation students undertook a placement than first generation students.

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[7] ISE Annual Survey 2018

2.7 Other Groups who Experience Barriers in Higher Education

2.7.1 First Generation Students

We are aware of the importance that family HE experience can have on access to, and success in, university. Analysis of our internal data shows that, despite a drop in recent years, over 50% of our full-time Home undergraduate students are first generation (no parent or guardian with any higher education qualifications).

We have found that our first generation students are more likely to be from low participation areas than those whose parents attended university, and they are also more likely to be BAME. We also know that the graduate outcomes for First Generation students are lower than for those whose parents have HE experience.

Proportion of full time, home, first degree graduates in highly skilled employment or further study at a higher level by academic year and Parental Education Group (internal analysis of destination data)
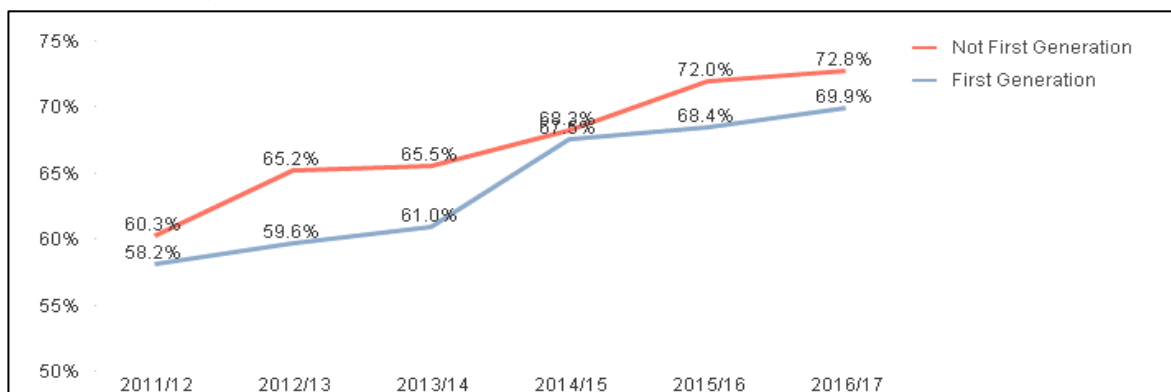
2.7.2 Estranged Students

Data provided by the charity Stand Alone reveals that the University has more estranged students than any other institution in the country, with 224 in 2014/15 and 220 in 2017/18.

In response to this, the University introduced an Estranged Student Bursary in 2015/16 for full-time undergraduate students who were estranged from their families and this was awarded to 67 students in 2015/16 and 2016/17, and to 66 students in 2017/18.

3. Strategic Aims and Objectives

Manchester Metropolitan University's Education Strategy articulates our mission to recruit ambitious students from all backgrounds and to inspire and support them to achieve. Outstanding educational provision and a transformative student experience lie at the heart of our ambition to become the best modern University in the UK. This plan critically analyses our performance across the student lifecycle and sets ambitious and challenging targets that are closely aligned to the objectives in our Education Strategy. The aims and objectives outlined in this plan, and the aspirations which underpin them, are therefore central to the success of our institutional strategies.

3.1 Target Groups

From our assessment of performance, we have identified the following target groups for this plan.

3.1.1 *Higher Education Participation, Household Income, or Socioeconomic Status*

- We are committed to working collaboratively with other HEIs in the region, through the Greater Manchester Higher partnership, to raise awareness of, and encourage progression to, Higher Education, particularly for students from POLAR 4 quintiles 1 and 2 neighbourhoods. We would expect this collaborative working to have a positive impact on reducing the gap in participation between POLAR 4 Q1 and Q5, and will monitor this gap through this plan.
- While we attract a high percentage of students from these areas, there is still a challenge with degree attainment and graduate outcomes for these students.
- We aim to improve the degree outcomes for those from POLAR 4 quintile 1, as well as reducing the gap to quintile 5.
- We also aim to improve degree outcomes for those from English IMD quintile 1, and reduce the gap to quintile 5.
- We will set a target of reducing the gap in graduate outcomes between those in POLAR 4 quintile 1 and those in quintile 5.
- We will also set a target to reduce the gap in graduate outcomes between those in English IMD quintiles 1 and 5.

3.1.2 *Black, Asian and Minority Ethnic Students*

- We attract an ethnically diverse undergraduate population, and are more diverse than the sector. We will continue to monitor this over the period of this plan, analysing the data at faculty and programme level, to ensure our diversity and inclusivity reaches across the University. We are aware that the proportion of our students who are black is below the sector data and has dropped in recent years. We will therefore look to develop outreach activities that specifically target black students during the period of this plan.
- There is a significant gap in the degree attainment between students of different ethnicities. For both black and Asian students, this gap has widened over the last 5 years, and is significantly worse than the national figures. Whilst the gap is largest between white and black students, we have significantly more Asian students than black (and numbers are growing). Therefore, improvement in degree outcomes for both black and Asian students (and reduction in the corresponding gaps) is a key focus for this plan.
- There remains a significant gap in graduate outcomes for both black (7.8%) and Asian (12.2%) students when compared to white students, both of which are above the sector averages. We will focus on reducing these gaps through this plan.
- We recognise there are also gaps for students in the 'other' and 'mixed' categories, although the size of these cohorts and of the gaps, are smaller than those targeted above. We expect these gaps to reduce as a result of strategic measures aimed at all BAME groups, and will monitor these over the period of this plan. Should these gaps not reduce we will consider additional interventions and targets in this area.

3.1.3   Disabled Students

- We are acutely aware of the challenges we may face as a result of the increase in students declaring a mental health condition, especially because these students are less likely to declare a disability than other groups, and numbers are therefore likely to be an under-estimate.
- Those with a mental health condition are the least likely of all disabled students to continue after the first year. This plan will therefore focus on how we respond to the increasing proportion of students with mental health conditions and what support is put in place to help them successfully progress through their degree.

3.1.4   Care Leavers

- We will work collaboratively through the GM Higher Partnership and with the 10 Greater Manchester Local Authorities to continue to provide HE information, support and guidance to those from a care background.
- We acknowledge there are gaps relating to timely progression and degree outcomes for care leavers, but recognise that the very small cohort size can make this data unreliable. We expect these gaps to reduce as a result of strategic measures outlined in the plan. However we commit to setting a future target if careful monitoring over the period of the plan indicates that the gaps are not closing.

3.1.5   Other Groups

- We will continue to target and support students through our First Generation scheme, which has a major focus on employability, as well as provide support for the larger group of our students who are first generation through our wider provision.
- We will continue to review and evaluate the impact of the support offered to estranged students, to ensure we provide an appropriately supportive environment for these students.
- The Service Children's Progression (SCiP) alliance works nationally to improve the outcomes of young people from military families. Through the Lancashire and North West hub (led by UCLan), we will work collaboratively with other HEIs across the region to engage young people from military families.

3.2   Targets

Based on our assessment of performance, and the ambitions that are set out in relevant University strategies, especially the Education Strategy, we have identified the following key target areas to be delivered through this Plan.

3.2.1   Higher Education Participation, Household Income, or Socioeconomic Status

- Reduce the gap in good degree outcomes between those from POLAR 4 quintile 1 and those from quintile 5 to 2.5% by 2024/25, and to eliminate it by 2030/31 (based on a reduction in the gap of 1.2% per year).
- Reduce the gap in good degree outcomes between those from English IMD quintile 1 and those from quintile 5 to 6.9% by 2024/25, and to eliminate it by 2030/31 (based on a reduction in the gap of 1.5% per year).

- Reduce the gap in progression to highly skilled employment or further study at a higher level between those from POLAR 4 quintile 1 and those from quintile 5 to 1.5% by 2024/25, and to eliminate it by 2030/31.
- Reduce the gap in progression to highly skilled employment or further study at a higher level between those from English IMD quintile 1 and those from quintile 5 to 1.2% by 2024/25, and to eliminate it by 2030/31.

3.2.2 *Black, Asian and Minority Ethnic Students*

- Eliminate the absolute gap in good degree outcomes between black and white students by 2030/31 (in line with the OfS key performance measure). As an intermediate target, we aim to reduce the gap to 9.2% during the lifetime of this plan (2024/25). This is based on a reduction in the gap of 3% per year until 2024/25, then 1.5% per year until 2030/31.[8]
- Eliminate the absolute gap in good degree outcomes between Asian and white students by 2030/31. As an intermediate target, we aim to reduce the gap to 6% during the lifetime of this plan (2024/25). This is based on a reduction in the gap of 2% per year until 2024/25, then 1% per year until 2030/31.
- Reduce the gap in progression to highly skilled employment or further study at a higher level between black and white students to 1.4% by 2024/25, and to eliminate it by 2030/31.
- Reduce the gap in progression to highly skilled employment or further study at a higher level between Asian and white students to 2.5% by 2024/25, and to eliminate it by 2030/31.

3.2.3 *Disabled Students*

- To improve the timely progression rate from level 4 to level 5 for full-time UG home students with a mental health condition, reducing the gap to those with no disability to 2% by 2024/25 (based on internal data).

4. Strategic Measures

4.1 Whole Provider Strategic Approach

4.1.1 *Overview*

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

Our three core strategies (Education, Internationalisation, and Research and Knowledge Exchange) are integral to ensuring that we deliver on our promise to transform lives and make an impact on a global scale. The recruitment, success

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[8] Whilst ambitious, we believe the strategies we have put in place make this progress achievable, based on the progress other institutions in the sector have been able to achieve through targeted interventions.

and progression to employment of our widening participation students is central to our Education Strategy, as is the use of data and information to drive key decisions and actions.

Through our work to deliver the aims and objectives of this plan, 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[9].

4.1.2 Alignment with Other Strategies

This plan is aligned with other key University Strategies, including the Education Strategy, the Equality and Diversity Strategy, the Internationalisation Strategy, and the RKE Strategy.

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 analyse and segment data to ensure that we can demonstrate improvements in the outcomes for target students. The strategy includes a commitment to strong student outcomes that support social mobility, and to the regional and global educational responsibility of the University. The aims and objectives of the Education Strategy are central to the commitments made in this plan, and will be overseen by the Pro-Vice-Chancellor (Education) working with the Faculty Heads of Education. Each of these Heads has a cross-institutional remit, covering areas such as widening participation, induction, and retention, and they will support the enhancement of the provision offered across these areas. Our new 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 Equality and Diversity Strategy (2017-2021) has enabled greater alignment with the University's corporate plan and strategy, and many of the student-focused objectives closely link to this plan. The Strategy is supported by a set of objectives that address the key strategic issues, covering several broad themes:

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

As part of the strategy, the University is committed to working towards the Race Equality Charter Mark, and this will align with and support the objectives outlined in this plan.

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[9] A table summarising our strategic measures and the targets they relate to, with the evidence underpinning them, is included in Appendix 1.

We will also link this plan to the Internationalisation and Research and Knowledge Exchange strategies where appropriate, in areas such as enhancing the international mobility opportunities for widening participation students and linking research and widening participation activity to provide robust evidence of impact.

4.1.3   Strategic Measures – Access

i.   Outreach with Schools and Colleges

We are committed to working collaboratively with other HE providers, third sector organisations and employers in the region through the Greater Manchester Higher partnership to raise awareness of, and encourage progression to, the full range of HE opportunities. We aim through our collaborative work to:

- Raise the HE participation rate for learners from POLAR 4 quintiles 1 and 2 in Greater Manchester.
- Increase the proportion of Care Leavers from the ten Greater Manchester Local Authorities who progress to HE.

The partnership does not currently have the regional data that enable us to set appropriate targets in these areas, but we will commit to developing these targets during 2019/20 and delivering them during the period of this plan. We will also look to work closely with the Opportunity Areas, particularly Oldham in Greater Manchester, and ensure our outreach provision, both institutional and collaborative, meets the needs of learners.

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.

ii.   Strategic Relations with Schools

The University sponsors two UTCs, in Warrington and Crewe, which specialise in Engineering. We have no immediate plans to enter into further sponsorship arrangements. Instead, we will seek to evaluate the impact that our current partnerships have during 2019/20 and look to build on areas where we can see the greatest positive impact.

iii.   Supporting Access through Apprenticeships

Manchester Met is a pioneer in the development of degree apprenticeships, including programmes in digital and technology solutions, leadership and management and chemical science. The University is committed to leading the way in working with companies to create programmes that cater for their skills needs, supporting their commitment to develop their employees as future business leaders. We have ambitious growth targets for the coming years and aim to increase the number to 1900 by 2021/22.

We will also work with local schools and colleges to promote this route into university, and support widening participation learners to access apprenticeships, providing support and advice on the application and selection process. Through the targeted work, we expect this to support our recruitment of learners from low participation areas, and to increase our recruitment of mature learners (who make up 65% of the cohort).

4.1.4 Strategic Measures – Student Success

i. Student Centred Curriculum (SCC)

The SCC is a high-profile project that aims to deliver a transformative change in the way the University designs and delivers its undergraduate curriculum, creating a student-first approach. It will achieve this through changes to curriculum structure and content, to ensure a greater level of flexibility, and through greater personalisation. However, its key deliverable is the enhanced third term, providing students with the opportunity to undertake experiences that evidence shows can have a significant impact on student success and graduate outcomes. Furthermore, we will target these opportunities at groups of students identified in this plan (particularly BAME students, those from low participation areas, and those from English IMD quintile 1 areas), and will measure the impact of the programme on their progression and graduate outcomes.

Through our targeted approach, we would expect the SCC to contribute to meeting the targets we have set related to reducing the gaps in degree attainment and graduate outcomes of black and Asian students, those from low participation areas and those from areas of high deprivation.

ii. Inclusive Curriculum

A well-designed curriculum, and staff who understand inclusion, are both key factors in ensuring that students are able to succeed, and the University's Education Strategy requires curriculum and teaching to be inclusive and accessible to all. The University has developed an inclusive curriculum and teaching toolkit to support programme teams and will be implementing this systematically over the period of the plan, as well as continuing to fund pedagogic research projects which investigate and apply best practice in reducing the gaps which we have identified.

Differential outcomes are interrogated at programme level during periodic review and annually at Education Annual Reviews, and programme teams are supported to address any issues through curriculum review and staff development. We expect this approach to contribute to reducing all the differential gaps that have been identified in this plan.

iii. Student Engagement Monitoring

The University's new attendance monitoring system will cover all undergraduate students by September 2019. The purpose of engagement monitoring is to identify as early as possible those students who appear to be disengaging so that we can work with them to get them back on track.

The data provide early warning of non-engagement and enable early interventions to be put in place to support the most vulnerable students.

Monitoring student engagement will be central to delivering our student success targets in this plan. As we develop the systems, we will monitor and assess the impact on retention and progression, and assess how it has contributed to closing the attainment gaps we have identified. This assessment of impact will be conducted on an annual basis. This should impact positively on all students but will be a particularly valuable mechanism for intervening to address attainment gaps of small target groups such as care leavers.

iv. Diversity and Inclusion Ambassador Scheme

The Diversity and Inclusion Ambassador programme (previously funded by the OfS) has supported a group of BAME students to develop and deliver inclusive activities, and provide a student voice in discussions within the University. We will expand this programme to include all faculties across the University, and we will look to include ambassadors from other target groups including First Generation students.

This student perspective is central to us addressing the challenging targets set in this plan, and we expect this project to support us in closing the attainment gaps for black and Asian students.

v. Race Equality Charter Mark

The University is committed to working towards the ECU Race Equality Charter Mark. This will provide an opportunity for the University to carry out further analysis and action planning in this area, and will provide a focus for all the work being undertaken to reduce differences in performance between the various equality groups. Working towards the Charter Mark will therefore support us in meeting the targets set in this plan relating to black and Asian students.

vi. Supporting Learners with Mental Health Conditions

In response to the substantial increase in the number of students with mental health conditions, the University has initiated a major strategic project on student mental health. Through the project, we will provide additional resources, including new specialist posts and additional specialist accommodation. A key element of the approach will be the instigation of a University-wide approach to mental health. The provision of mental health training for all staff and the introduction of shared systems will be critical to the success of this project.

In addition, a team of wellbeing staff is being established who will be based in faculties and will provide students with easy, local access to first tier support and develop a preventative approach to mental health issues. As part of a single student services team, the new wellbeing team will be able to signpost and refer students with more complex needs to the Counselling Service, thus ensuring timely and appropriate access to support. The University is also a partner with other Greater Manchester universities, the

NHS and the Greater Manchester Combined Authority in an innovative project to deliver a two-year pilot student mental health service for students with the most complex mental health needs.

In combination, these measures will deliver a comprehensive response to students, from prevention and early intervention work, through to the most specialist of provision as required. It will, therefore, be central to our efforts to meet the target set relating to timely progression of students with a mental health condition.

vii. Peer-Assisted Learning Scheme (PALS)

A step-change is necessary to provide a supportive environment that promotes active learning, and thus student success, in order to achieve the ambitious targets outlined in this plan. In 2019/20, this PALS project will be initiated as a pilot in two faculties, allowing for the development of learning resources and training packages, delivery to the pilot group, and initial evaluation. The scheme will be applied across the University in 2020/21.

The University will develop and embed PALS with the aim of achieving improvements in timely progression, graduate outcomes and student satisfaction, with a particular focus on students with learning disabilities, BAME students and part-time students, and will measure the impact of the programme on their progression and graduate outcomes.

viii. UNITE Foundation

The University is part of the Unite Foundation network, and therefore able to nominate care leavers and estranged students for scholarships that provide three years of free, year-round, student accommodation. The partnership has a strong welfare element focused on retention, connecting the academic and home life of the student to address obstacles to success. It is a tripartite commitment between the University, the Foundation, and the accommodation provider (Unite Students), that delivers valuable stability, financial relief and access to holistic professional support, much needed by this population. We will monitor the impact of this scheme on the care leavers and estranged students who benefit from it on an annual basis.

4.1.5   Strategic Measures – Progression into Employment and Further Study

Improving successful outcomes for our students is at the heart of our Education Strategy. Our new Graduate Outcomes Strategy is a sub-strategy of the Education Strategy and comprises the following key elements:

- a clear target that is comparative in nature and is aligned with achieving TEF Gold in Highly Skilled Employment and eradicating any differential outcome gap based on student characteristics;
- delivery themes that are designed to help map and cluster activities that are seemingly disparate or disconnected, to align new activities and initiatives, to highlight gaps, and to measure impact. The themes will also form the basis of a unique and attractive Manchester Met offer to career-minded prospective students;

- work streams through which the themes will be realised. Each of these activity strands will have fully formed activity and implementation plans, complete with milestones and targets. Progress will be carefully monitored and any resource implications will be linked to impact.

We recognise that, in order to achieve this, we will need to focus particular attention on those groups for whom we have identified differential outcomes in this plan. We will develop and enhance support in areas where evidence shows that it can make a genuine impact on successful outcomes. We will combine universal provision, which is proactively promoted to specific groups, with bespoke targeted provision, where this is identified as the most effective approach to improve outcomes.

i. Work Placements

We have brought together placement development and support within the Careers and Employability Service to provide a more integrated and efficient service. In addition, as part of the new Graduate Outcomes Strategy, we have committed to a substantial increase in placement and work experience opportunities for students. The support and preparation of students is continually being developed to ensure that the experience is a success, and that students from all backgrounds have access to high quality opportunities.

A key objective of our Strategy is for integrated, credit bearing work-based experience and employability learning to be a prominent feature of all courses. Specific work streams will focus on this and on delivering targeted activities to reduce the gaps in graduate outcomes identified in this plan.

We will monitor the take up of these opportunities by target groups and introduce additional interventions if we find they are under-represented. We expect this approach to support us in meeting our ambitious targets of reducing differential graduate outcomes for black and Asian students, those from low participation areas, and those from target IMD areas.

ii. Supporting Transition into Work

We are creating a new Early Career Graduate team, which will develop and deliver a range of services targeted at unemployed/underemployed graduates and those looking to progress from entry-level graduate employment. Focus will be on developing employer relationships and initiating targeted graduate interventions, all designed to have a positive impact on the long term career success of our graduates. This intervention will particularly focus on those groups where there are disproportionate numbers of unemployed/underemployed graduates, and will therefore contribute to reducing the differential employability rates identified in this plan.

We deliver Graduate Talent Internships, connecting graduates to a short internship opportunity with an employer, where the University will employ the graduate and pay the salary on behalf of the employer. These are short duration, part-time, graduate level roles. We will provide extended support to graduates to support them into graduate employment. We will monitor the

impact and take up of this activity to ensure students from our targeted groups benefit from it.

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

We also recognise the importance of students' wellbeing on graduate success and have introduced a programme of coaching and support to foster confidence and resilience in the transition from student to employee.

iii. First Generation Scheme

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 develop and enhance the First Generation Scheme and provide targeted support to these students as they progress through Manchester Metropolitan University. We will monitor their success and outcomes on an annual basis, to demonstrate the impact of the interventions on their graduate outcomes, and use the findings to support the enhancement of the programme.

iv. Supporting Progression to Postgraduate Study

We offer an extensive range of interventions to promote postgraduate opportunities to our current students, including open days and virtual open days to provide information to students on the opportunities available to them. 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.

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

4.1.6   *Financial Support for students starting in 2020/21*

Our analysis of historical data (using the OfS financial support toolkit) found that retention into second year and completion within five years were significantly better for those in receipt of financial support than for the comparator group. In addition, our survey of students revealed 62% of those who had received financial support in the previous year indicated that the support was very important for their ability to continue with their studies. It also found that those who had not received institutional financial support were significantly more likely to undertake paid work than those who did receive it (73% vs. 63%). We therefore believe that providing financial support to students from low-income backgrounds should remain an important element of our plan.

Therefore, in 2020/21 we will invest approximately £8.5M in financial support. We will continue to evaluate the impact of our support and use the evidence gained to inform any future changes to the support.

In 2020/21 the majority of this support will be through our Student Support Package, which will be available to all Home undergraduate students (with a UK student support number from Student Finance) paying full fees with a disclosed household income of £25,000 or less.

For eligible full-time students, the Student Support Package will consist of £750 for each year of study (including Foundation Year) where their tuition fee is at least £9,250 per year (or pro-rata for part-time students).

Part-time Home students studying at least 25% intensity (30 credits) and who have a disclosed household income of £25,000 or less will be eligible for a pro-rata proportion of the Student Support Package based on the intensity of their study. This will be available in each year of study.

The aim of our financial support is to help students reduce their costs where they need it most. Students who are eligible for the Student Support Package can use it towards the costs of University accommodation or have it credited to their Met Card, which can be used to purchase a wide range of University services including printing, catering, purchase of class materials from University outlets, and purchase of books and IT equipment through approved external suppliers. It can also be used towards tuition fees. The University intends to widen the scope of the other services provided. Further details can be found at www.mmu.ac.uk/metcard.

To encourage more WP students to take placement years, we will also provide up to 250 full fee waivers for sandwich placement years for self-funding Home students with a disclosed household income of £25,000 or less as at 31 July in the year prior to commencing their placement.

We recognise that some students need additional financial support to help them get through a challenging time. We believe being able to respond appropriately to such needs is an essential element of our retention support. Therefore, we will allocate £500k per year through this plan towards the hardship fund.

Manchester Met recognises the unique challenges faced by Care Leavers and the barriers they have to overcome to progress to university. Therefore, we will continue to pay an additional bursary of £1,000 per year to Care Leavers (as defined by the Leaving Care Act) who are on full-time courses.

Where a student is re-admitted to the University to enrol on the first year of a different course, the Student Support Package they are entitled to will be based on the support in place for new students starting in that year (if there is a year on year change). 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.

Many PGCE students will be eligible for bursaries and therefore there are no plans to offer additional financial support for these students.

4.1.7   Financial Support for students starting in or after 2021/22

We review our student financial support on a regular basis, taking into account the most recent evidence of its impact. Therefore this support may change for students who start their degree in the later years covered by this plan. If we decide to make any changes to this support during the period of this plan we will apply to the OfS for a variation. Should the levels of support change, these changes will be updated on our website at the start of the relevant application cycle, and in communications to new and potential students. Further detail of how we will provide this information to students is outlined in Section 5.

4.2   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 the 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 plan.

Students have been closely involved in the development of this plan, and their insight has helped shape the targets and strategies contained within it. This has been done in several ways including:

- The Students' Union were part of the Widening Participation Steering Group that designed and developed this plan, and their suggestions for changes have been incorporated within it. This included their support for, and suggestions around, the new Student Panel that we commit to establish through this plan.
- They were also vocal in their support for the continuation of the Student Support Package, which has been retained as part of the plan.
- They were represented on Education Committee, Academic Board and the Board of Governors, which scrutinised and approved the plan, again suggesting amendments which have been adopted.
- The University has worked closely with the Students' Union on engaging a range of students through the Diversity and Inclusion Ambassador scheme, which this plan commits to continue and develop. Changes to this scheme, including the expansion to include other groups such as first generation students, were made in response to student feedback.
- Student feedback has helped inform some of the improvements in student support contained within this plan, particularly the increased focus on the needs of students with mental health conditions.

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.

Student involvement extends beyond the Students' Union, and we have recently extended membership of Faculty Education Committees to include some of our Diversity and Inclusion Ambassadors, providing a fresh perspective, insight, and challenge to our approach to supporting our students. During the period of this plan, we will also establish a Student Panel to provide an additional forum to obtain student feedback on issues related to the plan. This will include representation from Diversity and Inclusion Ambassadors and First Generation students, to allow these students to influence the development of schemes designed to support them. This Panel will provide an opportunity for a wide range of students to influence and assess our widening participation activities. The insight gained from the Panel will be fed into the Widening Participation Group to influence decisions taken, and will be included in reports to the Education Committee to ensure decisions taken are informed by the student voice.

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

4.3   Evaluation Strategy

4.3.1   Overview

We recognise the importance of strong evaluation as part of any coherent plan. We are committed to ensuring that our activities and investments are evaluated consistently to provide evidence of impact and to demonstrate value for money.

With the wide range of activities and interventions contained within this plan, there are inevitably different evaluation approaches taken. A self-assessment has been conducted as part of the development of this Plan, utilising the OfS evaluation self-assessment tool. This highlighted areas where we have a strong evaluative approach in place, and other areas where we recognise improvements could be made. Through this plan, we will ensure greater consistency in our approach, and better evidence for the impact that our interventions are having on target groups.

4.3.2   An Evidence Based Approach

An important element of the approach we have taken to our evaluation is to ensure that we use evidence to identify where we should intervene, and what type of intervention we should use. This differs between access and student success, but the same principles apply to ensure we direct our efforts effectively. A table summarising our strategic measures and the targets they relate to, with the evidence underpinning them, is included in Appendix 1.

We have developed a logic model to illustrate our theory of change, based on the model adopted by Greater Manchester Higher for our collaborative outreach. Below it has been has been applied to our activities to support BAME students. As we develop our evaluation strategy over the coming year we will apply it across the range of initiatives outlined in this plan.

Improving the outcomes for BAME students

Contextual conditions
Aim to improve the Student Success of BAME students at Manchester Met, and reduce inequalities in the gaps between BAME and white students

Key policy conditions
The OfS require institutions to address inequalities across the student lifecycle through their Access and Participation Plans.

Intended Impacts
Improved degree outcomes for BAME students
Improved Graduate outcomes for BAME students
Reduction in the gap between outcomes of white and BAME students

Objectives
Reduce the gap in degree outcomes between black and white students to 9.2% by 2024/25.
Reduce the gap in degree outcomes between Asian and white students to 6% by 2024/25
Reduce the gap in progression to further study or graduate employment between black and white students to less than 1.5% by 2024/25
Reduce the gap in progression to further study or graduate employment between Asian and white students to 2.5% by 2024/25.

Rationale
Black and Asian students are currently less likely to gain a good degree and a graduate outcome than their white peers.

Inputs
• Events
• Projects
• Staff
• Resources
• Communication
• Institutional research/analysis

Activities
• Diversity ambassador scheme
• Peer Assisted Learning
• Enhanced 3rd Term
• Inclusive Curriculum
• Race Equality
• Charter Mark
• Student engagement
• Monitoring
• Graduate Outcomes Strategy

Outputs
• Increased numbers of BAME students accessing work experience and placements
• Numbers of BAME students on PALs and enhanced 3rd term
• Diversity Ambassadors represented on FECs
• University gains Race Equality Mark

Intended Outcomes
• BAME students more aware of opportunities offered across the Institution
• BAME over-represented on PALs and Enhanced 3rd Term activities
• Activities have helped learners in their decision making
• activities have helped learners increase their employability and academic performance'
• BAME students feel their curriculum is more inclusive
• Engagement by BAME students increases
• Gaps between white and BAME students decrease
• Institutional progress against KPIs
• Staff awareness of needs BAME students increases
• Increase diversity of teaching and support staff

4.3.3 Access

Our Access initiatives are informed by sector data to identify target groups, as well as sector evidence to identify impactful activities. We also work closely with the Greater Manchester Higher collaborative network to ensure we provide complementarity, rather than duplication, through our offer. 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.
vi.   Focus groups with groups of learners from target schools that follow up on activities and provide medium term evidence of the impact.

<ol type="i" start="7">
Tracking through HEAT to provide long term evidence of progression to HE for those engaging in intensive or sustained interventions.
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.

Some of this work has already begun, but, through our new Outreach Strategy, we will ensure our widening participation activities are consistently evaluated in this way, and will report the findings through our annual monitoring.

4.3.4 Student Success

Through our Strategic Planning team, data are routinely analysed to critically assess our performance across the student lifecycle, segmented by target groups, to identify areas for improvement. Differential outcomes are interrogated at programme level during periodic review and annually at Education Annual Reviews. Investment decisions are then made in relation to where we face the greatest challenge, and where we can make greatest impact.

Student Success is central to our Education Strategy, and so these data are routinely reviewed by the Education Committee as well as by Faculty Education Committees, and interventions are developed, monitored and evaluated through these committees. In this way we use evidence to ensure investments are made where they are likely to have greatest impact, and evaluation to ensure that the interventions are effective.

New activities and interventions are informed by evidence from across the sector of what has been effective in similar situations. For larger scale projects, the project plan will typically include an element within the cost for evaluation, to ensure this is considered at the start of the intervention. In addition, qualitative evaluation models have been developed within the Strategic Planning team to control for as many factors as possible to try and fully understand the relationship between any project/interventions and the measurements of student outcomes.

An example of how evaluation is being used is the Peer Assisted Learning project:

<ol type="i">
The project has been designed to close the satisfaction and progression gaps identified in our analysis of data.
It is based on evidence of what has been successful in addressing similar challenges across the sector.
The project is initially to be delivered as a pilot, evaluated, and if necessary revised before being expanded.
The Strategic Planning team were involved in the project from the start to support the targeting, monitoring and evaluation of the project.
A proportion of the budget is allocated to evaluation in the project plan, ensuring that this element is factored in throughout.
Learners engaged in the project will be tracked to provide data on their satisfaction and progression, which will be compared to that for other groups of students to provide comparative improvement.
Focus groups and questionnaires will be used to provide on-going evaluation of the programme. Student engagement will also be tracked, to ensure target learners are benefitting from the programme.

viii. The outcomes for students engaged in the programme will be analysed to ensure the impact on learners is in line with the aims of the project.

ix. The evidence obtained during the pilot year will be used to review and revise the project before it is expanded in future years.

This approach is increasingly used for central projects, ensuring that evaluation is considered throughout. Through this plan, we will develop this model to ensure greater consistency in approach and thereby improve the evidence of the impact that interventions are having. For example, each of the activity strands within our Graduate Outcomes Strategy will have fully formed activity and implementation plans, complete with milestones and targets, so we can evaluate the success of the interventions we put in place.

4.3.5 *Financial Support*

As outlined above, financial support remains an important part of the support that we offer to students, and we provide both a financial bursary to those from low income households (through our Student Support Package) and a Hardship Fund for any student experiencing financial difficulties (based on individual assessment of need). 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 on an annual basis to demonstrate the impact of our support. This evidence will inform how we develop our financial support in the future.

4.4 Monitoring Progress against Delivery of the Plan

The University's Access and Participation Plan is initially developed and discussed by the Widening Participation Steering Group, which is chaired by the Academic Registrar and has a membership comprising of academic and Professional Services staff and Students' Union officers. This group reports to the University's Education Committee, which is chaired by the Pro-Vice-Chancellor Education and is a sub-committee of Academic Board. Following review by Education Committee, the plan is then considered by the University Executive Group and Academic Board, prior to submission to the Board of Governors for approval. The relationship between these various committees is shown in Appendix 2.

The Board of Governors monitors performance against the plan. The targets in the plan link directly to the University's Key Performance Indicators on improving retention, progression and graduate outcomes. Performance against all of the University's KPIs is reviewed by the Board on a regular basis. As a minimum, the Board receives an annual update against all of the University's KPIs, there is a detailed review of performance during a joint Board and Executive two-day Strategy Meeting, and there are reviews of performance in specific areas during the year.

Progress against the University's KPIs, including the targets and milestones contained in this plan, is monitored regularly at University, faculty and departmental level to ensure that any areas for improvement are identified and mitigating actions taken promptly. All these organisational units have agreed targets for the relevant University KPIs, which aggregate up to meet the University's overall targets. There is also detailed scrutiny at individual programme level through the Education Annual Review. Progress is also monitored by the Widening Participation Steering Group, the Education Committee, Academic

Board, the University Executive Group and the Board of Governors. All of this enables clear analysis of institutional, faculty and departmental performance and the underlying factors contributing to areas of weaker performance, and strategies to be put in place to address these issues. Through this monitoring we expect to maintain performance in all areas of widening participation, as well as achieve the specific targets set in this plan.

5. 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.

5.1 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.

5.2 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.

5.3 Enrolment Stage

The Enrolment and Induction team prepare 'Step Guides' to enrolment, clearly outlining the process needed for successful enrolment. These are sent out by the Admissions Team, along with the new student's confirmation letter. The team also coordinates the Welcome website – 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.

5.4 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.

Appendix 1 – Table linking strategic measures to targets and evidence

Measure	Targets	Evidence
Outreach with Schools and Colleges	Working collaboratively with other HEIs in the region, through the Greater Manchester Higher partnership, to raise the HE participation rate for learners from POLAR 4 quintiles 1 and 2 in Greater Manchester (a collaborative target will be developed during 2019/20).	OFFA, HEFCE and more recently OfS have all highlighted, long-term, sustained outreach programmes as being crucial to success in widening participation.
Strategic Relations with Schools	As above	OFFA, and more recently the OfS, have asked institutions to work strategically with schools. We will assess the impact of our schools relationships on an annual basis and use this to inform future developments.
Supporting Access through Apprenticeships	As above	Internal analysis and external evaluation has shown that so far Degree Apprenticeships are less diverse than standard degree programmes in relation to POLAR 4 data. Through targeted outreach we will monitor and evaluate the impact of our action in this area to increase the awareness of, and progression to, our degree apprenticeships.
Student Centred Curriculum (SCC)	Reducing the gaps in degree attainment and graduate outcomes identified relating to black and Asian students and those identified in the POLAR 4 and English IMD data. (PTS_2, PTS_3, PTS_4, PTS_5, PTP_1, PTP_2, PTP_3, PTP_4)	SCC provides opportunities for students to engage in a wide range of activities and interventions (such as placements and mentoring) which have been shown to have a positive impact on student success. Initial analysis of the pilot scheme shows that the SCC attracted a high proportion of students with disabilities, BAME students and those from low POLAR neighbourhoods.
Inclusive Curriculum	We expect this approach to contribute to reducing the differential attainment gaps that have been identified in this plan. (PTS_2, PTS_3, PTS_4, PTS_5)	National evidence shows the importance of an inclusive curriculum in supporting a diverse range of students.
Student Engagement Monitoring	The project aims to improve retention of students and increase engagement, and so we would expect this to impact on the retention and attainment gaps we have identified. (PTS_1, PTS_2, PTS_3, PTS_4, PTS_5)	Internal evidence shows the link between student engagement and retention - especially in the first year.
Diversity and Inclusion Ambassador Scheme	Closing the attainment and graduate destination gaps for black and Asian students. (PTS_3, PTS_4, PTP_2, PTP_3)	This scheme has developed out of the OfS funded catalyst project which built on the proven success of the Black Ambassador Scheme at the University of Birmingham.
Race Equality Charter Mark	This will aim to address all the targets set in this plan relating to differential outcomes of black and Asian students. (PTS_3, PTS_4, PTP_2, PTP_3)	The Race Equality Mark requires improvements in the outcomes for BAME students and a reduction of any differential gaps - and therefore is directly linked to achieving the improvements we are looking for.

Supporting Learners with Mental Health Conditions	This will address the target set relating to timely progression of students with a mental health condition. (PTS_1)	The impact of this programme will be monitored and evaluated as it develops.
Peer-Assisted Learning Scheme (PALS)	There will be a particular focus on students with learning disabilities and BAME students and will therefore contribute to addressing the targets in these areas. (PTS_3, PTS_4, PTP_2, PTP_3)	Peer Assisted Learning schemes offer student-to-student support and have been established at UK Higher Education Institutions since the early 1990's and research has noted the benefits of PALS (for example Hammond et al. 2010; Longfellow et al 2008). The use of the schemes has also been highlighted as good practice by the Quality Assurance Agency in supporting the student experience .
UNITE Foundation	Support for Care Leavers - a collaborative target will be developed in this area during 2019/20.	UNITE provides free accommodation for a small number of estranged students and care leavers - and their evaluation shows the positive impact this support has.
Graduate Outcomes Strategy	This strategy includes a clear target that is comparative in nature and is aligned with achieving TEF Gold in Highly Skilled Employment and eradicating any differential outcome gap based on student characteristics; it will therefore address the differential graduate outcomes identified in the plan. Through the strategy, opportunities and support (such as information and access to placements and postgraduate study) will be targeted at students who are statistically less likely to gain a good gradate outcome. (PTP_1, PTP_2, PTP_3, PTP_4)	Regression analysis conducted internally has shown that placements are one of the largest indictors of successful graduate outcomes. However currently BAME students are less likely to take these opportunities up than white students.
First Generation Scheme	There is an over-representation of target students on the scheme (in relation to ethnicity POLAR and English IMD data). As a result the scheme will address the degree attainment and graduate outcomes for target groups. (PTS_2, PTS_3, PTS_4, PTS_5,PTP_1, PTP_2, PTP_3, PTP_4)	External evidence shows that lack of social capital can have a detrimental impact on the graduate prospects of first generation students. Internal evidence is being collected on this scheme to compare the outcomes for our First Generation cohort with a comparator group to provide evidence of impact of the scheme.

Appendix 2 – Committee Structure relevant to Access and Participation Plan

BOARD OF GOVERNORS
Responsible for determining the educational character and mission of the University and for overseeing its activities. The Board of Governors appoints the Vice-Chancellor.

- Audit Committee
- Finance and Resources Committee
- Nominations and Governance Committee
- Remuneration Committee

ACADEMIC BOARD
Responsible for the academic activities of the University.

University Committees:
- Education Committee
  - Collaborative and Academic Partnerships Sub Committee
  - Widening Participation Steering Group
- Honorary Awards Committee
- Research and Knowledge Exchange Committee
  - Research Degrees Committee
- Research Ethics and Governance Committee

Faculty Committees:
- Assessment Boards
- Faculty Academic Quality and Standards Committees
- Faculty Education Committees
  - Programme Committees
- Faculty Research and Knowledge Exchange Committees
  - Faculty Research Degrees Committees
- Faculty Research Ethics and Governance Committees

UNIVERSITY EXECUTIVE GROUP
Responsible for organising, directing and managing the University.

- Apprenticeship Strategy Board
- Consumer Protection Compliance Group
- Diversity and Equal Opportunities Committee
  - Staff Equality Fora
- Employee Engagement Steering Group
- Estate Strategy Group
  - Platt Lane Joint Management Group
  - Project Executive Groups
  - Space Management Group
- Faculty Executive Groups
- Global Online Project Board
- Health and Safety Committee
  - Local Site Health and Safety Panels
- Home Office Compliance Group
- Information Governance Board
- Information Systems Strategy and Prioritisation Group
  - Portfolio Boards
- Internationalisation Committee
  - Faculty Internationalisation Committees
  - International Partnerships Governance Group
- Prevent Steering Group
- University Commercialisation Committee

Education Committee

Widening Participation Steering Group

Access and participation plan
Fee information 2020-21

Provider name: Manchester Metropolitan University

Provider UKPRN: 10004180

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	Entrants post 17/18	£9,250
Foundation degree		£9,250
Foundation year/Year 0		£9,250
HNC/HND		£9,250
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree		£11,100
Sandwich year	Entrants post 17/18	£1,850
Erasmus and overseas study years		£1,385
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

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

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	Entrants post 17/18	£6,935
Foundation degree		£6,935
Foundation year/Year 0		£6,935
HNC/HND		£6,935
CertHE/DipHE	*	*
Postgraduate ITT		£6,935
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

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

Targets and investment plan
2020-21 to 2024-25

Provider name: Manchester Metropolitan University

Provider UKPRN: 10004180

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,475,000.00	£1,500,000.00	£1,525,000.00	£1,550,000.00	£1,575,000.00
Access (pre-16)	£663,750.00	£675,000.00	£686,250.00	£697,500.00	£708,750.00
Access (post-16)	£663,750.00	£675,000.00	£686,250.00	£697,500.00	£708,750.00
Access (adults and the community)	£147,500.00	£150,000.00	£152,500.00	£155,000.00	£157,500.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£8,578,750.00	£8,304,750.00	£8,152,250.00	£8,012,500.00	£7,865,000.00
Research and evaluation (£)	£255,000.00	£262,650.00	£270,530.00	£278,646.00	£287,005.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£67,351,849.00	£66,109,431.00	£65,956,209.00	£65,966,492.00	£65,966,492.00
Access investment	2.2%	2.3%	2.3%	2.3%	2.4%
Financial support	12.0%	11.7%	11.5%	11.3%	11.0%
Research and evaluation	0.4%	0.4%	0.4%	0.4%	0.4%
Total investment (as %HFI)	14.5%	14.4%	14.2%	14.0%	13.8%

Office for Students ofs

Targets and investment plan
2020-21 to 2024-25

Provider name: Manchester Metropolitan University

Provider UKPRN: 10004180

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTA_1												
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in timely progression from level 4- level 5 for students with a mental health condition compared to those with no known disability	PTS_1	Disabled	Percentage difference in progression from level 4 to level 5 at the end of the academic year, between students who identify as having a mental health condition and those with no known disability	No	Other data source	2017-18	4.2pp	3.6pp	3.2pp	2.8pp	2.4pp	2pp	Based on internal data from Strategic Planning Office
To reduce the attainment gap for students based on POLAR data	PTS_2	Low Participation Neighbourhood (LPN)	Reduce the gap in good degree attainment between POLAR 4 quintile 1 and quintile 5	No	The access and participation dataset	2017-18	10.9pp	7.3pp	6.1pp	4.9pp	3.7pp	2.5pp	Based on a linear reduction of 1.2pp per year
To reduce the attainment gap between white and black students	PTS_3	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	30.5pp	21.2pp	18.2pp	15.2pp	12.2pp	9.2pp	Percentage point difference in good degreee outcomes between white and black students - based on a reduction of 3pp per year till 2024/25
To reduce the attainment gap between white and Asian students	PTS_4	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and Asian students.	No	The access and participation dataset	2017-18	20pp	14pp	12pp	10pp	8pp	6pp	Percentage point difference in good degreee outcomes between white and Asian students - based on a reduction of 2pp per year till 2024/25
To reduce the attainment gap for students based on English IMD data	PTS_5	Socio-economic	Reduce the gap in good degree attainment between English IMD quintile 1 and quintile 5	No	The access and participation dataset	2017-18	17.4pp	12.9pp	11.4pp	9.9pp	8.4pp	6.9pp	Based on a linear reduction of 1.5pp per year
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Reduce the gap in graduate outcomes based on POLAR data	PTP_1	Low Participation Neighbourhood (LPN)	Reduce the gap in graduate outcomes between POLAR 4 quintile 1 and quintile 5	No	The access and participation dataset	2016-17	11.1pp	6.3pp	5.1pp	3.9pp	2.7pp	1.5pp	Based on a linear reduction of 1.2pp per year
Reduce the gap in graduate outcomes based on ethnicity	PTP_2	Ethnicity	Reduce the gap in graduate outcomes between white and black students	No	The access and participation dataset	2016-17	7.8pp	4.6pp	3.8pp	3pp	2.2pp	1.4pp	Based on a linear reduction of 0.8pp per year
Reduce the gap in graduate outcomes based on ethnicity	PTP_3	Ethnicity	Reduce the gap in graduate outcomes between white and Asian students	No	The access and participation dataset	2016-17	12.2pp	7.3pp	6.1pp	4.9pp	3.7pp	2.5pp	Based on a linear reduction of 1.2pp per year
Reduce the gap in graduate outcomes based on English IMD data	PTP_4	Socio-economic	Reduce the gap in graduate outcomes between English IMD quintile 1 and quintile 5	No	The access and participation dataset	2016-17	9.2pp	5.2pp	4.2pp	3.2pp	2.2pp	1.2pp	Based on a linear reduction of 1pp per year
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												