

Access agreement monitoring return academic year 2010-11: Milestones and targets
University of Manchester

Milestones and targets

This document reflects the institution's own analysis of its performance against the targets and milestones that it set itself in its access agreement for 2010-11. OFFA considered it as part of our holistic consideration of the institution's progress against its access agreement; we also took into account the other information provided in the monitoring return, the institution's general performance on widening participation, and our knowledge of its access agreement and previous monitoring rounds.

For further information about monitoring performance against milestones and targets, please see part four of the report, Access agreement and widening participation strategic assessment monitoring: Outcomes for 2010-11.

Table 1 contains a report from the institution on its progress against the milestones it set itself in its access agreement relating to 2010-11.

Table 1a): This shows statistical milestones/targets relating to the institution's applicants, entrants or student body – e.g. those based on HESA, Ucas or similar data that the institution uses to measure the outcomes of its widening participation work.

Table 1b): This shows other milestones and targets that the institution chose to include. These typically relate to outreach, lifelong learning, or institutional mission and targets.

Table 2 sets out the HESA performance indicators for young entrants covering state school, social class (National Statistics Socio-economic Classification – NS-SEC) and low participation neighbourhoods (LPN). These are reproduced to provide a context for the institution's overall performance. Please note that 2010-11 performance indicators are now also available; however, these had not been published at the time institutions were submitting their monitoring returns and are not presented here. For more information on HESA performance indicators, see www.hesa.ac.uk/pi.

Table 3 provides the institution's commentary on its progress. Specifically, we invited institutions to:

- comment on the level of progress made against their access agreement targets
- set the figures in some context, for example, if there were any external factors which may have influenced them
- provide explanations where they did not meet targets or where progress was less than anticipated.

1. Access agreement milestones and targets

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

Milestone / target type (from drop-down menu)	Description	Baseline data (number or percentage)	Baseline year	Target (number or percentage)	Target year	Progress to date					Performance summary (from drop-down menu)
						2006-07	2007-08	2008-09	2009-10	2010-11	
NS-SEC (HESA Table T1a)	To maintain our current strong position in relation to performance against the three available "access indicators": the number of students from lower socio-economic groups. We will aim that our intake from this group either meets/exceeds benchmark or is not statistically significantly below.					0.213	0.205		0.213		Target met/exceeded
LPN (HESA Table T1a)	To maintain our current strong position in relation to performance against the three available "access indicators": the number of students from low participation areas. We will aim that our intake from this group either meets/exceeds benchmark or is not statistically significantly below.					0.07	0.077	0.074	0.075		Target met/exceeded
State School (HESA Table T1a)	To maintain our current strong position in relation to performance against the three available "access indicators": the number of students from state schools and colleges. We will aim that our intake from this group either meets/exceeds benchmark or is not statistically significantly below.					0.772	0.785	0.786	0.781		Target met/exceeded
Mature	Each year a statistical analysis will be undertaken regarding the University's student retention figures. Young and mature full-time first degree entrants. We will aim that our retention from this group either meets/exceeds benchmark or is not statistically significantly below.					0.047	0.043	0.054	0.05		Progress made – but less than anticipated

b) Other milestones and targets

Milestone / target type (from drop-down menu)	Description	Baseline data	Baseline year	Target	Target year	Progress to date					Performance summary (please select from drop-down menu)
						2006-07	2007-08	2008-09	2009-10	2010-11	
Outreach / WP activity (collaborative - please give details in the next column)	Work in partnership with local primary, secondary and further education providers and in collaboration with other universities to ensure there is year on year improvement in the number of young people in the local region who can enjoy the benefits of higher learning. Each year regional progression performance to HE will be analysed and the University's contribution in achieving any change assessed.					11255	11695	12715	13750	Not Available	Target met/exceeded
Management targets	To actively promote student engagement and leadership in the community through involvement of undergraduate and postgraduate volunteers and ambassadors in widening participation activities. In September of each year coordinated campaigns to promote student engagement will be launched. We will monitor uptake of volunteering opportunities.					n/a	n/a	1,762 students engaged in volunteering activities	3,130 students engaged in volunteering activities	4,968 students engaged in volunteering activities	Target met/exceeded
Contextual data	To ensure the University can implement fair and transparent admissions policies and criteria to ensure we admit outstanding students from all educational backgrounds. In 2008/09 there was no use of contextual data in the admissions process					n/a	n/a	n/a	In 2009/10 a pilot in the use of contextual data in admissions was introduced covering approximately 20% of our intake. Four new indicators were introduced to complement admissions decisions. This led to the roll-out across the whole institution for the 2011 entry cycle. Our methodology is published on our website and in our 2009/10 report to OFFA we highlighted case studies of impact.	In 2010/11 we rolled out contextual data across all Academic Schools. Our methodology was hailed by SPA as a beacon of good practice. Survey evidence from admissions tutors showed that they were using this information in a range of ways and we have evidence of its impact broken down by academic programme.	Target met/exceeded

Other (please give details in the next column)	To produce a specialist publication, keep updated webpages and offer a designated point of contact in the University for prospective students to ensure accurate financial information is accessible. Information on scholarships and bursaries will be published for prospective students each March preceding the year of entry.					Information on student finance was produced in time for the start of the relevant recruitment cycle regarding fees, scholarships and bursary provision. A specialist publication and range of web-based guidance were produced for prospective students, their parents and advisers. The University's Scholarships and Bursaries Officer provided a key point of contact for prospective students.	Information on student finance was produced in time for the start of the relevant recruitment cycle regarding fees, scholarships and bursary provision. A specialist publication and range of web-based guidance were produced for prospective students, their parents and advisers. The University's Scholarships and Bursaries Officer provided a key point of contact for prospective students.	Information on student finance was produced in time for the start of the relevant recruitment cycle regarding fees, scholarships and bursary provision. A specialist publication and range of web-based guidance were produced for prospective students, their parents and advisers. The University's Scholarships and Bursaries Officer provided a key point of contact for prospective students.	Information on student finance was produced in time for the start of the relevant recruitment cycle regarding fees, scholarships and bursary provision. A specialist publication and range of web-based guidance were produced for prospective students, their parents and advisers. The University's Scholarships and Bursaries Officer provided a key point of contact for prospective students.	Finance pages of our website were updated to provide prospective students with the latest information see http://www.manchester.ac.uk/undergraduate/studentfinance A specialist production was also produced for prospective students, parents and their key advisers. The University's Scholarships and Bursaries Officer provided a key point of contact for prospective students.	Target met/exceeded
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2. HESA widening participation performance indicators to 2009-10 (from HESA table T1b)

HESA PI category	Progress to date						Two-year change (2007-08 to 2009-10)	Five-year change (2004-05 to 2009-10)
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		
State School (%)	77.9	77.7	77.2	78.5	78.9	78.5	0.0	0.6
<i>Distance from benchmark</i>	-2.1	-2.8	-3.7	-3.6	-2.4	-3.2	0.4	-1.1
NS-SEC 4-7 [socio-economic class] (%)	21.2	20.7	21.3	20.5	N/A	21.6	1.1	0.4
<i>Distance from benchmark</i>	-1.8	-2.7	-2.3	-2.9	N/A	-2	0.9	-0.2
Low participation neighbourhoods (young) (%)	N/A	N/A	7.3	8	7.6	7.6	-0.4	N/A
<i>Distance from benchmark</i>	N/A	N/A	-1	-0.2	-0.5	-0.4	-0.2	N/A

3. Institution's commentary

For your statistical and other access agreement milestones (from Tables 9a and 9b), please provide a narrative (maximum 750 words) which:

- comments on the level of progress made against the targets
- sets the figures in some context, for example if there have been any external factors which may have influenced them
- provides explanations where you have not met targets or where progress has been less than anticipated.

Statistical Milestones and Targets

HESA Performance Indicators

Within the sixteen English Russell Group universities we perform towards the top on fair access measures and Manchester has the highest absolute number of low income, lower socio-economic, low participation or state school entrants. As a proportion of students we are positioned 2nd, 2nd, 4th and 5th respectively in this group.

HESA data in 2009/10 shows that 7.5% of young full time entrants were from low participation neighbourhoods (LPNs). This was an increase from the previous year and we exceed our individual benchmark of 6.8% - one of only four English Russell Group to do so. HESA preview data for 2010 indicates our proportion of LPN entrants has improved even further.

Our percentage of entrants from state schools decreased very slightly in 2009/10 to 78.1%. Although we did not hit our benchmark of 80.9% we continue to meet our target of not deviating from this by a statistically significant margin – one of only 6 English Russell Group HEIs in this category. HESA preview data for 2010/11 shows a broadly similar pattern.

2009/10 HESA data shows we recruited 21.3% of young, full time entrants from lower socio-economic groups. Although we do not hit our benchmark of 22.8% we continue to meet our target of not deviating from this by a statistically significant margin. Comparing to 2007/08 (the last reliable comparator year) there has been an increase in the proportion of students from lower socio-economic groups and a narrowing of the gap below the benchmark from -2.3% to -1.5%.

The latest OFFA monitoring data also shows that in 2009/10 Manchester had 26.6% of students from low income households of <£25,000 p.a. Only The University of Liverpool has a higher proportion in the English Russell Group.

With regard to retention, 5.0% of the University's entrants from 2008/09 were no longer in HE by 2009/10. This is an improvement on the data for the previous year when non-continuation was 5.4%. However, this is still above the University's benchmark of 4.3%. Encouragingly, non-continuation data for mature entrants has shown the biggest improvement with 9.8% (against benchmark of 9.8%) of entrants no longer in HE in 2009/10 compared to 13.2% for the previous year.

Other Milestones and Targets

Regional Progression

Our work with secondary schools and post-16 learners is concentrated across our local communities in Greater-

Manchester and the North-West, where HE progression is among the lowest in the UK. Although it is difficult to establish a direct cause and effect, there is a clear relationship between the large volume of the University's and other partners' work with local learners and the encouraging rates of growth in HE participation. Between 2006/07 and 2009/10, there has been an increase from 11,225 to 13,750 (22%) in first year entrants to HE from Greater Manchester.

Student Engagement

We actively promote student engagement and leadership in the community and monitor the uptake of volunteering opportunities. Student volunteers have increased from 1,762 in 2008/09 to 4,968 in 2010/11. This includes involvement in the University's flagship Manchester Leadership Programme (MLP) where volunteering must make a positive contribution to our local communities.

Admissions & Manchester Access Programme

Our work on admissions has focused on developing the extensive datasets and IT systems to automatically provide decision-makers with supplementary contextual data about the social and educational background of applicants. These include geo-demographic indicators and a three year average of educational performance data across both level two and level three examinations. Manchester has been hailed as a beacon of good practice in the use of this data (see http://www.spa.ac.uk/contextual-data/contextual_data_examples.html), and many other HEIs have visited to learn about our transparent communication and development of our methodologies (see www.manchester.ac.uk/contextualdata). We are currently researching and understanding more about where contextual data is having the most and least impact on offer-making and acceptance outcomes and ensuring new admissions staff are properly trained in its usage. In 2010/11 we had a record intake of students from the Manchester Access Programme which makes use of differential offer-making. Our evidence is that such students perform, overall, as well as other entrants following entry.

Financial Information

We are committed to ensuring financial issues don't present an obstacle for students to access the full student experience. We ensure a specialist publication and a range of web-based guidance are produced for prospective students, their parents and advisers at start of each recruitment cycle. Our evidence from students is that the financial support we offer has a significant and positive impact on their ability to focus on their academic studies.