



## **A1: LTE Group Access and Participation Plan**

Provider's name: LTE Group

Provider's UKPRN: 10023139

UCEN Manchester is a trading name of LTE Group for the delivery of the higher education provision which is regulated by the Office for Students.

### **UCEN Manchester: Access and Participation Plan 2019-20**

#### **Assessment of current performance**

UCEN Manchester was launched in January 2018 as the part of LTE Group responsible for the delivery of higher education (formerly delivered by The Manchester College). LTE Group is one of the UK's first and largest social enterprise of its kind. UCEN Manchester has a *TEF Silver Award*, which reflects our high quality of teaching, learning and outcomes for students, and we consistently exceed rigorous national quality requirements. UCEN Manchester offers more than eighty higher education programmes, across eleven subject areas, including programmes validated in partnership with *Manchester Metropolitan University, Sheffield Hallam University and The University of Huddersfield*. Besides working with other awarding bodies, such as *Pearson*, we work with a number of key employers, such as *Paloalto and CISCO*. Our qualification portfolio ranges from *Access to Higher Education Diplomas, Higher Nationals, Foundation Degrees, Degrees and teaching qualifications*. Plans are underway to offer higher level and degree Apprenticeships in conjunction with our sister organisation Total People.

Our students are uniquely placed to benefit from a group structure, with opportunities for progression and the sharing of best practice. Studying in the forward thinking city of Manchester brings many advantages and offer routes into employment. Our Tutors are experts in their chosen industries and are passionate about ensuring students benefit from their experience to gain the right knowledge and skills for their chosen industry. Within UCEN Manchester, *The Manchester Film School and The Arden School of Theatre* are particular examples of this.

Whilst UCEN Manchester was introduced in 2018, the group has been offering higher education programmes since the early 1980s and has a strong record of widening access and participation for under-represented and disadvantaged people. We firmly believe in our mission to improve the life chances of all the people we work with and our curriculum offer provides a clear route to employment in sectors that meet the priorities of Greater Manchester and the wider region. Our graduate statistics reflect this, as '*more than 90% of students go on to work or further study within six months of leaving*'. (DLHE Survey 2017)

UCEN Manchester's Higher Education Strategy (2020) and Student Engagement Strategy (2018-2020) are central to ensuring that students from these backgrounds cannot only access higher education but also participate successfully, through activity that supports



retention, success and progression. Our mission is: *'To improve lives and economic success through learning and skills'*. Our vision is: *'To deliver world class technical and professional higher levels skills to meet the priorities of the Greater Manchester region and beyond.'*

This is supported by our values:

- *Integrity:* We are honest, trustworthy and open.
- *One team:* We collaborate, respect each other and contribute to team goals.
- *Always improving:* We are forward thinking, innovative and always take ownership.
- *Can do:* We are positive, inclusive, flexible and proactive.
- *Sustainable:* We take a long term view, environmentally, financially.

In achieving this our focus remains on four key strategic aims: *Students, People and Culture, Our Community and Excellence*. *Students'* and *Our Community* remain reflective of our commitment to drive forward access, participation, success and progression.

We provide our students with outstanding education and training and positive experiences through:

*"Pathways to higher levels skills and employment, curriculum and support aimed at careers not courses and blended learning strategies. We work with all our stakeholders to deliver skills and training and education solutions through: increasing participation at higher levels skills to address the skills gap, with innovative, flexible routes; building alliances with key employers for co-created, co-branded and co-delivered curriculum pathways."*

(UCEN Manchester Strategy 2020)

In addition, UCEN Manchester aims to achieve Degree Awarding Powers in the near future to support a flexible, responsive curriculum and is developing Centres of Excellence as part of our Estates Strategy.

UCEN Manchester continues to host the Greater Manchester Regional Hub as part of the National Collaborative Outreach Programme. This programme started in January 2017 and aims to support the government's goals to double the proportion of young people from disadvantaged backgrounds in higher education by 2020. It also aims to increase by 20 per cent the number of students in higher education from ethnic minority groups and to address the under-representation of young men from disadvantaged backgrounds in higher education.

Through Greater Manchester Higher we will continue to promote our existing outreach activities and contribute to a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. In addition, we will use the Network as an opportunity to share best practice, grow the evidence base for what works and identify and reduce cold spots. Through Greater Manchester Higher we will continue to deliver a programme of collaborative events targeted specifically at disabled students. This includes events for students on the autistic spectrum, as well as 'wellbeing days' to help reassure students of the support available. We will continue to work in partnership with other institutions



through the Greater Manchester Higher collaboration to deliver a range of outreach events to support young people from care.

In order to maximise the impact of the funding provided through this Plan, we will ensure that activities and interventions support and complement income derived from other funding. This is evidenced through our approach to outreach, where institutional funding is used to target priority schools or year groups not covered by NCOP funding.

The National Collaborative Outreach Programme: Year one report, whilst tentative in its findings, identifies important next steps for the second year.

<http://www.hefce.ac.uk/pubs/rereports/year/2018/ncopyear1/>

In addition, UCEN Manchester is a Learning Gain pilot project leading and working with fifteen other further education colleges to develop measures that show the value of higher education in further education. It will look at ways to understand how students perceive the impact of their experience in higher education, assess how programme leaders perceive their cohort's journey through the year, and analyse student grade information and attendance data. The Learning Gain project at UCEN Manchester has progressed well since its commencement in 2016 and the project has received high commendation nationally for its contributions to the overall project. This rich research will allow Universities and Colleges to understand the effect of different teaching practices and, therefore, improve the support available to students.

<https://www.officeforstudents.org.uk/advice-and-guidance/teaching/learning-gain/>

UCEN Manchester continues to target groups that have been identified (OFFA guidance, 2016) as requiring the most attention and to support students from less advantaged areas, such as:

- *Students with disabilities.*
- *Students from ethnic minorities.*
- *Access for young males from disadvantaged backgrounds.*
- *Outcomes, such as attainment gaps, for students from black and minority ethnic backgrounds.*
- *Access and success of students with specific learning difficulties or mental health needs.*

*And in line with the Office for Students, with the 'Opportunity for everyone' campaign, focusing on:*

- *Faster change for white boys from the lowest income groups: those who live in the lowest participation neighbourhoods and receive free school meals have only a 5.6 per cent entry rate.*
- *Faster change for mature students: their numbers have halved in the past seven years.*



- *Faster change for Black and Asian students, and disabled students, who are less likely than others to get a good degree or a graduate-level job, even after accounting for prior attainment.*
- *Faster change for young people from low participation neighbourhoods, who still have only a one-in-five likelihood of going to higher education, compared to one-in-two for those from the highest participation neighbourhoods – and who are less likely to complete their courses even if they do enrol.*

<https://www.officeforstudents.org.uk/news-blog-and-events/news-and-blog/opportunity-for-everyone-shows-how-universities-are-opening-their-doors-but-they-must-build-on-this-for-faster-change/>

Although we attract applications from a small proportion of care leavers and refugees, we have plans to extend our work to harder to reach groups, such as military families, carers, travelling communities, and students who face mental health challenges and need better support.

Social mobility and fulfilling individual's potential is central to UCEN Manchester's strategy and this commitment to widening access is generally reflected in the student profile. With over 1,400 students the student population is one of diversity which we seek to promote, enhance and celebrate. We work in an inclusive way with all the communities in our area to develop a workforce and student community that reflects the rich diversity and vibrancy of Greater Manchester and the UK.

Analysis of the most recent available data, from 2016/17, indicates the following in terms of statistically significant achievement gaps:

### **Access**

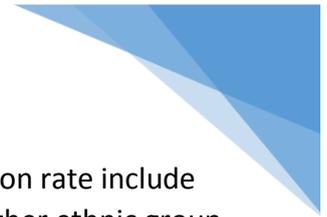
The application to enrolment rate for UCEN Manchester was 36%, a slight decrease from 37.3% in 2015/16. The conversion rate for mature students was 48.3% compared to 27.6% for 18-20 yr olds, largely due to the higher proportion of unconditional offer made to mature students with existing qualifications or experience.

There were no significant application to conversion rate gaps in terms of gender.

POLAR 4 data indicates a strong application to conversion rate from the lowest participation neighbourhoods, in fact the rate for Quintile 1 was 38.6%, above the college rate and significantly above the 2015/16 UK average of 11.5%. The conversion rate for UCEN Manchester is very consistent across all quintiles, demonstrating a clear commitment to widening participation and access.

The conversion rate for applicants in receipt of DSA was 66.7%, significantly above the college rate.

Firm conclusions around ethnicity and students declaring a learning disability/difficulty were difficult to draw due to the large number of applicants for whom data was not provided. What is clear, however, is that ethnic groups with a higher conversion rate include Any Other White background, Bangladeshi, Caribbean, Chinese, British, Indian, Irish, and White



and Black Caribbean applicants, while ethnic groups with a lower conversion rate include African, Any other Asian or Black / African / Caribbean background, Any other ethnic group or mixed / multiple ethnic background, Pakistani, White and Asian, and White and Black African applicants.

### **Success**

The success (retained and passed) rate for UCEN Manchester for 2016/17 was 59.8%, with a retention rate of 69% and pass rate of 86.7%. Mature student success was nearly 3% higher than 18-20, although this gap had narrowed from almost 8% in 2015/16.

The success rate for female students was 63.9% compared to 55.8% for males, with this gap largely being due to a higher pass rate.

Analysis of ethnicity highlighted a number of underperforming groups in terms of success rates, with African (particularly male), Any other Asian (particularly male), Any other Black / African / Caribbean, White and Black African and Caribbean (particularly male) all performing below the college rate. 18-20 yr old Pakistani females were also a particularly underperforming group with a success rate of 36.4%. Arab (70%) and Bangladeshi (64.7%) performed significantly above the UCEN Manchester average.

The achievement rate for students in receipt of DSA was significantly above the college average at 73.1%, with both retention and pass rates being strong. Students declaring a Mental Health Disability had a low achievement rate of 51.5%.

The achievement rate for students in POLAR 4 Quintile 2 was below the college average at 53.5%, a slight decrease on the previous year. There were no other notable achievement gaps in terms of POLAR data.

### **Non continuation rates**

The non-continuation rate for UCEN Manchester for 2016/17 was 34.4%, an increase of 8% on 2015/16. Non-continuation was highest for mature students at 40.2%, a gap of 12% to 18-20 yr olds and an increase on 2015/16.

Issues with non-continuation are concentrated in two specific types of qualification, HNCs (100%) and HNDs (44.7%). For the HNCs this is largely due to the curriculum offer and the lack of progression routes, combined with the fact that for many students it offers an attractive stand-alone qualification.

There was no specific non-continuation gap in terms of gender or, for males, age. There was, however, a notable gap in terms of age for females, with rates of 41.5% for mature students and 25.7% for 18-20 yr olds, a significant increase on 2015/16 and in fact the single biggest issue identified in terms of non-continuation.

Non-continuation rates by ethnicity offered a very mixed picture with statistically small numbers in some areas. The non-continuation rate for Pakistani students, however, was 4.5% above the UCEN Manchester average.



POLAR 4 data again indicates a strong performance for LPN students, with those from both Quintile 1 & 2 having non-continuation rates below the college average.

Students in receipt of DSA had strong non-continuation rates of 16%, and no significant gaps were identified for those declaring a learning disability or difficulty.

In terms of leavers, the DLHE 2016-17 data indicates that 94.5% of students are in employment, further study or other, a 1.5% increase on 2015/16. The median salary has also increased from £13,666 to £15,470. Further analysis of DLHE outcomes, including by ethnicity, age and disability, is included under the Ambition and Strategy section below. In addition, UCEN Manchester is currently working with i-graduate to develop a data set that will allow us to analyse the DLHE, and in future the Graduate Outcomes Survey, by POLAR outcomes. This will be in place for the 2020-21 Access and Participation Plan.

In 2017-18, the student profile reflected the following:

- *30% of our students entered with non-tariff qualifications.*
- *32% with low tariff qualifications.*
- *POLAR 4 participation rates (assigned by applicant's postcodes), demonstrated that 32% of UCEN Manchester applicants sat within Quintile 1-3, with 57% within quintile 1 receiving an offer.*
- *Disadvantage via deprivation order 1-10 demonstrated that 96% of the student profile falls into this category and only 4% do not fall into deprivation. The highest proportion of our students fall into order 1 and 2, the most deprived order and therefore, deprived areas.*
- *Students from low participation neighbourhoods were 56% of the student population.*
- *25% of the student population declared a disability on application and or enrolment.*
- *55 students were in receipt of DSA.*
- *The proportion of students based on sex was female: 59% and male: 41%.*
- *The proportion of students who identified as white British was 61%, with BAME at 39%.*
- *The number of part time students was 11% of the student population, a slight increase on previous years.*
- *The overall continuation rate for 16-17 was 81% and achievement reached 70%.*

## **Ambition and Strategy**

As central to our values, we continue to seek improvement and enhancements in all the above and specifically the following key areas:

- Non-continuation rates for several different target groups.
- Less favourable performance in terms of retention for mature, BME and disabled students.

We wish to address this performance in these areas through our Quality Improvement Processes, and specifically in partnership with the student body and Student Union. Programme Committees and Student Surveys are a key mechanism for this, whilst student



focus groups provide a less formal approach. As referenced in the Student Engagement Strategy we will continue to take deliberate steps to support these areas and to specifically ensure we have Student Representation throughout the student life cycle. Whilst the Student Union is still under development, the Student Union President role has been in place for the last two years. In the academic year 17-18 a full Student Union team was in place including the introduction of the Welfare Officer and Equalities and Community Officer. They will continue to explore, with the student body, interventions and support around, *mature, part time, BME and disabled students*. Likewise informing the Student Union of events and activities which are inclusive and of mutual interest to these groups to enable them to feel part of an academic community. Student satisfaction and the student voice, as in the 18-19 Access Agreement, remain paramount.

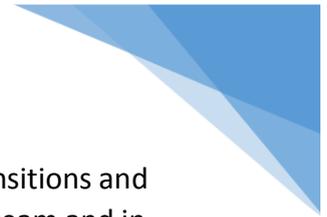
In June 2018, UCEN Manchester invested in a newly structured Senior Leadership team, this saw the appointment of a Vice Principal and Dean, Director of Student Experience and Engagement, Director of Curriculum, Teaching, Learning and Assessment and Director of Quality, Standards and Strategic Partnerships. These strategic roles have been placed to take forward the UCEN Manchester vision. A Head of Recruitment and Admissions post is currently being recruited to, to support UCEN Manchester's access, participation and outreach activity, besides ensuring that we continue to have reliable, fair and inclusive admissions systems.

## **Access, student success and progression measures**

- **Access**

In order to continue with our widening access and participation work we have reviewed our Admissions Policy and processes and 'keep warm' strategies. This has been supported with a new website, which was devised in consultation with staff and students. The provision of all information to students has been reviewed, in collaboration with the Marketing team. Recognising that a high proportion of students enter with non-tariff and low tariff qualifications we will keep our entry requirements under review and ensure that our student support package is aligned to this. For 17-18 our website has a refined new applicant page, we have introduced evening open events and a new student applicant day to support the transitions process.

Seven of our targets and milestones feature in this area of the student life cycle and aim to increase access for students who *disclose a disability, are from BAME groups, students from low income backgrounds, and students aged over 25+*. UCEN Manchester will continue to target these groups through the delivery of the '*Transitions and Outreach Offer*' which is bespoke to sixth forms, colleges, and the Greater Manchester community and personalised to students studying at The Manchester College and potentially across LTE group. We offer over 14 varied sessions that range from subject specific tasters, UCAS application workshops, to emotional resilience and confidence building sessions. The subject specific taster sessions, through robust data collection, have indicated the greatest impact and are, therefore, an area we will continue to engage students in and strengthen across all provision.



These sessions are delivered and supported by the UCEN Manchester Transitions and Outreach team, our trained Student Advocates, the Careers and Welfare team and in partnership with the College's School Liaison team. 149 projects / activities have been delivered since September 2017, reaching over 4,400 students.

For 19-20 we will aim to extend our Student Advocate team as we believe they are best placed to share their personal journeys with potential students. Specifically, sharing their experience of studying Higher Education in a Further Education College and via less traditional routes.

In a recent Brightside manifesto, 'Reaching the parts of society universities have missed', a UCEN Manchester Outreach Officer shared a 'perspective from schools and colleges':

[http://brightside.org.uk/wp-content/uploads/2018/05/HEPI-Brightside\\_WP-Manifesto-for-OfS\\_FINAL-Report-106.pdf](http://brightside.org.uk/wp-content/uploads/2018/05/HEPI-Brightside_WP-Manifesto-for-OfS_FINAL-Report-106.pdf)

We continue to support a collaborative approach and believe that collaboration is an important part of driving this agenda forward. *The national strategy for access and student success identifies the benefits that collaborative outreach can deliver in terms of scale, engagement, co-ordination and impartiality.* Therefore, we have one target/milestone that is collaborative in nature across Greater Manchester Higher and aims to provide high quality outreach activities for local schools and colleges. The collaborative target for 19-20 is to reach 122 secondary schools.

- **Student success**

Four targets and milestones are based around student success. *Improving the continuation rate, student achievement, increasing the number of disability disclosures and DSA recipients and to offer targeted GM Higher Schools a series of academic and study skills in GCSE maths and English.* In 2019-20, we aim to deliver 35 sessions.

Disability Support at UCEN Manchester is currently being reviewed and we have begun to create a designated UCEN Manchester team to support students who have a disability. Part of the solution is more inclusive curricula, learning and teaching environments, and restructured support. Yet we are aware that we have more to do to support the growing number of students reporting mental health problems. Student Experience Support Workers continue to work with students on a campus based model to ensure they receive the support needed and students throughout the student life cycle are continually signposted to external services. Fresher's Week, amidst the growing student numbers, will continue to have a focus around mental health services and we will continue to work with services such as Mind. A student handbook is also being designed to support this work.

The Heads of Department Student Experience continue to implement, monitor and review the attendance strategy and processes around this to ensure that 'at risk students' are supported and timely interventions are put in place. Attendance remains a challenge in an environment where students are juggling other aspects of their lives, such as part time employment, caring responsibilities, etc. Many of our students face immense personal



challenges during their studies and the pastoral and additional support provided supports students to stay on programme. In The Manchester College's 2017 Ofsted report this was recognised this as a key strength:

*"Students benefit from very good pastoral and additional support. As a result, a high proportion stay until the end of their course."*

Academic support via a study skills offer is available, this is supported by the Personal Tutor, Library services and an on line study skills package, 'Skills 4 study.' This is a strong offer and work will continue with students to promote this and to actively encourage students to engage with it. In addition the impact of the Professional Academic Development generic unit at level 4 will be reviewed via the module review process to ensure that it is fit for purpose and supports the academic transition. Other interventions to support student success will include: *reviewing timetabling scheduling: day and evening, weekend / flexible delivery; Assessment scheduling: to avoid over assessment and assessment bunching; and the review of teaching, learning and assessment strategies at subject / curriculum level.*

- **Progression**

The Destinations of Leavers from Higher Education (DLHE) survey collects information on what leavers from higher education programmes are doing six months after qualifying from their programme. The most up to date data set indicates that over 90% of students who left UCEN Manchester were working or went into further study. A significant number of programmes had 100% of students in work, studying, or in other activities. The average salary was £15,470 per annum (DLHE 2017 data set). When reviewing where continuous improvement needs to take place, however, and following an analysis of the TEF Year 3 metrics, we have identified that planned activities need to take place in order to reduce the gaps identified below:

Mature students are -4.1 percentage points below benchmark for both employment or further study and highly skilled employment or further study and -8.7 percentage points below benchmark for median earnings threshold or further study.

Students from ethnic groups are -5.4 percentage points below benchmark for employment or further study. Whereas students entering into highly employment or further student are only 1.3 percentage point below bench and 9.7 percentage points below benchmark for median earnings threshold or further study.

Disabled students are -2.7% percentage points below benchmark for employment or further study and -1.5% percentage points for highly skilled employment or further study and +7% percentage points above benchmark for median earnings threshold or further study.

In relation to students going into employment or further study, mature, BAME and disabled students are performing below benchmark. Therefore, it is our intention to reduce this gap so that this becomes comparable to the overall benchmark. This subsequently is our statistical target in relation to progression.



The Graduate Outcomes Survey, which in December 2018 will replace the DLHE, will contact graduates around 15 months after they complete their studies.

The Alumni continues to grow in membership and engagement with this has heightened. Past students continue to act as guest speakers, attend events and support the work of UCEN Manchester.

- **Investment**

We are focused on delivering first class technical and professional higher levels skills and support and from 2018 onwards this will include:

- Employment focused curriculum.
- Industry led specialists.
- Personal learning environments.
- Small class sizes.
- Personalised support via the 'wrap around' support service offered at campus level.

The Personal Tutorial offer for 17-18 has been reviewed and whilst this personalised delivery will continue, the enhanced Personal Tutorial offer will have a much greater emphasis on academic support and study skills for first year undergraduate students. This offer will include personalised delivery and an on line offer. A digital learning strategy is currently being written to support a more flexible, responsive and user friendly delivery model. These areas will continue to be invested in to support participation and specifically in supporting students based on non and low tariff entrants.

The financial package and support package for 2018 offers a strong and supportive offer that is based around the needs of the student profile. In line with previous Access Agreements and in order to reflect our student profile, we intend to spend 24.2% of additional fee income and we will distribute this as:

- 14.4% (£325,000) on direct financial support;
- 4.9% (£110,000) on access;
- 3.5% (£80,000) on success;
- 1.3% (£30,000) on progression.

The Student Financial package includes three strands, the hardship fund and the bursary scheme besides a specific offer for The Manchester College students who progress. The financial package is on an 'earned' basis. Specific criteria will apply to the hardship and bursary scheme, which will be based around some of the criteria listed below:

- Attendance and continuation.
- Care Leaver / care giver status.
- Internally progressing students.
- Students who disclose a disability.
- Part time students.



A bursary of £500 will be paid in the first year in two instalments of £250. In the subsequent years of their course, students will be paid £250. If students' progress onto a Top Up degree after completing their Foundation Degree they will receive £250.

In addition, a whole student support package has been designed that offers discounts and incentives, such as: printing credit, Microsoft Office 360, free parking, subsidised stationery.

### **Monitoring and evaluation**

#### Monitoring:

UCEN Manchester intends to strengthen this area and its approach to delivering evidence led practice. This will be a specific focus from 2018 onwards. Through the recent creation of a new committee structure access and participation will feature strategically across the organisation and the results of our widening participation activities and their impact will be summarised and monitored in the Curriculum, Quality and Standards Committee group. Annual reports will be produced for senior managers and the governing body. It intended that the outcomes of these evaluations will inform future widening participation practices, which will be guided by this Committee. The targets and milestones are also reported upon and monitored through the Colleges Equality and Diversity Committee.

#### Evaluation programme:

In order to ensure robust evaluation of the measures set out in this plan takes place, our approach will be based on continuous improvement. We acknowledge, however, that our evaluation capability and systems need to improve. We fully commit to improving this from 2018 onwards by building a more robust data set as evidence to support outcomes across the student lifecycle and to ensure we meet our ambitions and goals.

We intend to evaluate activities thereon from 2018-19, implementing the Kirkpatrick Model of evaluation and specifically qualitative data in the form of student feedback. Pre and post evaluations of all activities will take place and be analysed through our internal data systems and triangulated against student outcomes, such as retention, achievement and success, to measure impact and critically reflect upon practice for future improvements.

Whilst we are familiar with and engage with the Higher Education Access Tracker (HEAT) as part of the Greater Manchester Higher Consortium and through Manchester Metropolitan University for the purposes of the National Collaborative Outreach Project (NCOP), we are currently unable to subscribe to this service as a Further Education College. Nevertheless, HEAT are now talking to Colleges about the possibility of gaining direct access and we have instigated a meeting with them to take this forward. The intention is to subscribe to this service when it becomes available as this will be a key tool in extending our data



management for the purposes of outreach, working with under-represented groups and particularly in supporting evidence led practices.

#### Financial evaluation:

From 2018-19 onwards financial support will be evaluated using the Financial Support Evaluation toolkit developed by OFFA and recommended by the OfS. This consists of a statistical tool, a survey tool and an interview tool. Timescales and procedures for the implementation of the statistical tool are currently being developed with our Management Information Team, while the survey and interview tools - focused on the student experience and identifying which aspects of financial support they felt were most beneficial – will be introduced from November/December 2018. We intend in the future to take a more evidence-led approach and assess our progress using sector level indicators, where available, (HESA, UCAS), publications from OFFA, academic research, and internal management information data. We will ensure the ILR data collected is sufficiently rich to allow us to carry out detailed analysis of other data sets, such as the Graduate Outcomes Survey (as outlined above), to help us further understand where continuous improvements need to take place.

Once an approach has been fully developed the Financial Support Evaluation toolkit and other forms of analysis will be used by UCEN Manchester on an annual basis to ensure our investment in financial support is evaluated robustly and is focused on impact. In future years this will allow us to make evidence-led decisions around where in the student lifecycle investment has the greatest impact and through which activities, e.g. direct financial support in the form of bursaries or investment in activities linked to progression. This may therefore lead to a shift in the proportion of higher fee income invested in different activities but UCEN Manchester is committed to ensuring that this would always be done based on good practice and what approach to investment is of the greatest benefit to our students.

#### Student involvement:

We have provided our student body with the opportunity to express their views about the content of this plan via: Student consultation through both formal and informal mechanisms. Formal via our Committee structure and informal via Student Representative Forums and The Student Union. This consultation, in tune with data, has provided a good evidence base.

We intend to continue to involve students in the implementation, monitoring and evaluation of the access and participation plan through this level of student consultation. Working in partnership with students is central to UCEN Manchester's Student Engagement Strategy. Through the Student Union and specific SU Officer roles we will enhance our



consultation through focusing on specific groups of students, to include part time students, disabled students and students from BAME groups.

Our outreach team are members of groups such as NEON, and HELOA, organisations developed to support professionals working in widening participation and social mobility and enable staff to share best practice.

### **Equality of Opportunity.**

When designing our access plans, we intend to adhere to the principles of equality and diversity as outlined in the Equality Act 2010. Five of our milestones and targets relate to people with protected characteristics.

The Access and Participation Plan will be monitored via the UCEN Manchester Self Evaluation Process and the Equality and Diversity Strategy group and UCEN Manchester Academic Board, of which student representation is also present.

We intend to in the future to assess our progress using sector level indicators (HESA, UCAS), publications from OFFA, academic research, and internal management information data.

### **Provision of information to students**

UCEN Manchester is committed to providing clear and accessible information to applicants and continuing students on the fees we intend to charge and any financial support available. This also includes any live access agreements. This information is available on the website and is accessible at: <https://ucenmcr.tmc.ac.uk/about/policies/he>

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Annual inflationary increases will be in line with the RPI index

Full-time course type:	Additional information:	Course fee:
First degree	Pricing Tier A Range: Degrees in Performing Arts and the Film School	£8,900
First degree	Pricing Tier B Range: Degrees in Make-Up Artistry and Contemporary Photographic Practice	£7,500
First degree	Pricing Tier C Range: All other Full-Time Degrees	£7,000
Foundation degree	Pricing Tier A Range: Degrees in Performing Arts and the Film School	£8,900
Foundation degree	Pricing Tier B Range: Degrees in Make-Up Artistry and Contemporary Photographic Practice	£7,500
Foundation degree	Pricing Tier C Range: All other Full-Time Degrees	£7,000
Foundation year / Year 0		*
HNC / HND	Pricing Tier D Range: HNCs and HNDs	£7,000
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise 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		*
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		*

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Increasing access for students who disclose a disability	No	2011-12	15%	23%	25%	27%	29%	Amended to a smarter target in description	
T16a_02	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Increasing access for Students from BAME groups	No	2011-12	29%	36%	37%	39%	41%	We would like to remove T16a_03 and amalgamate with T16a_02 into one milestone which reflects the new description included	
T16a_03	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Students from asian backgrounds who access the HE provision within the college	No	2011-12	10%	14%	16%	18%	20%	Remove as indicated above	
T16a_04	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Low-income backgrounds (please give details in the next column)	Increasing access for Students from low income backgrounds	No	2011-12	56%	60%	61%	63%	65%	Amended to a smarter target in description	
T16a_05	Access	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	Students aged over 25 who access the HE provision within the college	No	2011-12	28%	32%	33%	35%	37%	Remove this target, as new part time target included-see T16a_10	
T16a_06	Student success	Multiple	<b>Other statistic</b> - Other (please give details in the next column)	Improving the continuation rate	No	2011-12	85%	89%	90%	91%	92%		
T16a_07	Student success	Attainment raising	<b>Other statistic</b> - Other (please give details in the next column)	Student Achievement	No	2011-12	79%	84	85	86%	87%	A more realistic and achievable target set, but to replace with: Improving the completion rate	
T16a_08	Access	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Increasing the number of internal FE students progressing to HE.	No	2017-18	30%	34%	36%	38%	40%	New target and milestone	
T16a_09	Student success	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Increasing the number of self disclosures of LLDD and students under receipt of DSA.	No	2017-18	15%	19%	21%	23%	25%	New target and milestone	
T16a_10	Access	Part-time	<b>Other statistic</b> - Part-time (please give details in the next column)	Growth in part time students.	No	2017-18	10%	13%	15%	17%	19%	New target and milestone	
T16a_11	Student success	Attainment raising	<b>HESA T1a</b> - State School (Young, full-time, first degree entrants)	To offer targeted GM Schools and or Colleges a programme / series of academic / study skills in GCSE English and or maths.	No	2018-19	25 sessions	25 sessions	35 sessions	45 sessions	55 sessions	New target and milestone	
T16a_12	Progression	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	To increase the numbers of students from mature, backgrounds going into employment or further study.	No	2018-19	89.70%	91%	92%	93%	95%	New target and milestone	
T16a_13	Progression	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	To increase the numbers of students from BAME backgrounds going into employment or further study.	No	2018-19	89.7	91	92	93	95	New target and milestone	
T16a_14	Progression	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	To increase the numbers of students from disabled backgrounds going into employment or further study.	No	2018-19	89.7	91	92	93	95	New target and milestone	

**Table 8b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	Yes	2014-15	87 secondary schools engaged with	114 secondary schools	122 secondary schools	130 secondary schools	140 secondary schools		

**Optional commentary on milestones.**  
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.