

SUBMISSION TO THE

Teaching Excellence Framework



WELCOME AND INTRODUCTION

DMU has been awarded a GOLD rating in the Government's Teaching Excellence Framework (TEF).

This singular achievement of our staff and students is a testament to DMU's ability to provide excellent teaching that encourages and inspires original thinking.

The assessors came to this judgement by assessing a range of metrics, and they have published a most gratifying statement of findings which highlights:

- the way employability is embedded in the curriculum in every faculty
- the significant contribution 'DMU Square Mile' makes to the social and economic development of Leicester
- the way that research is fed into the curriculum
- our comprehensive strategy of support for retention
- the outstanding and personalised study support given to students
- the involvement of students to support changes to assessment methods and teaching delivery
- the excellent physical and digital resources that enhance learning, retention and employability
- an institutional culture that encourages, recognises and rewards excellent teaching

You can read the full TEF statement of findings on the next page.

The assessors also considered our written submission to the TEF, which it is my great pleasure to introduce to you here.

Our student-focused approach, emphasis on personal and professional development and employability has earned us a reputation as a university which transforms and empowers its students.

All our students have the chance to study overseas as part of our sector-leading #DMUglobal programme, thousands choose to support community projects through #DMUlocal and all can gain valuable experience through our industry placements.

In this document you will find many other factors that have contributed to our Gold award, including our unwavering commitment to equality and diversity, our personalised approach to tutoring, our significant investment in support and much more.

Together, they tell a story of excellence in the student experience and of a thriving learning community to which all at DMU have contributed and of which we are immensely proud.

STATEMENT OF FINDINGS FROM THE TEF PANEL

This award was made in June 2017 and is valid for up to three years.

The TEF Panel reviewed the provider metrics and provider submission according to the process and criteria specified in the TEF guidance.

The provider metrics, supplemented by the submission, indicate that students from all backgrounds achieve consistently outstanding outcomes, in particular with regard to employment and highly skilled employment or further study, and assessment and feedback.

The Panel considered the University submission in relation to the TEF criteria and its judgment reflects, in particular, additional evidence of:

- employability that is embedded into the curriculum, with each faculty having specific and dedicated staff resource to help students with careers guidance and placements
- volunteering through the 'DMU Square Mile', which is focused on local changes to make a significant contribution to the social and economic development of its city
- research that is fed into the curriculum through a focus on application to real-world settings and research-led work placements
- a comprehensive strategy of support for retention throughout the student journey from pre-arrival to graduation

- optimum levels of contact time and stretch, including outstanding personalised provision that secures the highest levels of engagement and active commitment to learning and study from students

- outstanding support for students' learning, involving them in changes to support assessment methods and teaching delivery

- excellent physical and digital resources that are actively and consistently used to enhance learning, retention and employability

- an institutional culture that facilitates, recognises and rewards excellent teaching through a variety of methods, including the Teaching Innovation Project (TIP), which supports teaching staff in developing projects that develop innovative teaching and learning practices, including pedagogic research.

Overall, the TEF Panel judged that the combination of evidence in the provider metrics and the provider submission best fits the descriptor for a Gold award.

For further information see:

www.hefce.ac.uk/TEFoutcomes



Professor Dominic Shellard
Vice-Chancellor

TEF SUBMISSION

One of the most important things to me about being the Chancellor of De Montfort University (DMU) is the way this institution admits such a wide diversity of students – be they from an ethnic minority, with a registered disability, from a family for whom they are the first person to attend university or from an economically disadvantaged area – and gives them such a velocity into the wider world when they graduate. The precious gift of education enables us all to use our talents to create a better, more fulfilling life for ourselves and for others. Using education for the good of all resonates at the very heart of DMU.

The Baroness Lawrence of Clarendon OBE
Chancellor, De Montfort University

DMU's new campus developments put the university at the very heart of Leicester's vibrant city centre. Such innovative design and use of space, coupled with unique initiatives such as the DMU Square Mile, #DMUlocal and #DMUglobal, can only benefit students on campus by unlocking their own creative potential and self-belief, and making them proud of their university.

Sir Peter Soulsby
Leicester City Mayor

The provision of such a wide range of volunteering, sport and extracurricular activities at DMU is extraordinary. By taking part in these activities we enhance our lives while at university, focus on the public good and then walk away from student life with new-found confidence and life skills that truly reflect our 'learning journey'.

Dan Winney
President of De Montfort Students' Union (DSU)





INTRODUCTION

Here at DMU we pride ourselves on our commitment to the public good and on our ability to challenge convention and create impact. We aim to transform our students by helping them to develop not only educationally, but personally and professionally. We believe that by working in partnership with our students, and fostering a positive relationship with DSU we can help each and every student maximise their potential and achieve their personal best.

We encourage all students to fully engage with life at DMU, contribute to creating their own unique learning experience, and make the most of every opportunity that comes their way. Our aspirations are embedded in our Strategic Framework 2015-2020 where, alongside plans to promote and improve Leicester and strengthen our global influence, we commit to transforming our students by delivering a truly individual student experience.

We know that excellent teaching is at the core of such an experience and we are continually striving to improve our 'offer'. Innovative and award-winning programmes such as #DMUglobal and Universal Design for Learning (UDL) also demonstrate our commitment to a truly inclusive learning environment.

We passionately believe that universities should be, and are, a force for the public good. Our award-winning volunteering programmes provide life-changing opportunities for our students, giving them valuable experience, and making a real difference to the communities they support.

Viewed alongside our DMU Freedom Equality and Diversity Charter 2016-2020, where we commit to helping all students to thrive irrespective of race, ethnicity or background, it is clear that we are committed to transforming our students into outstanding graduates, equipped to succeed as global citizens.

We aim to transform our students by helping them to develop not only educationally, but personally and professionally.

Students are the beating heart of DMU, and DSU officers are members of our committee structures. This ensures that the student voice is embedded within our decision making bodies. Student engagement is a key element in the development of our recently launched Student Experience Strategy which is a strong, clear statement of our fundamental commitment to our students and their achievements.

We encourage all students to fully engage with life at DMU, contribute to creating their own unique learning experience, and make the most of every opportunity that comes their way.

While continuing to increase and improve the ways in which we listen to students, we continue to invest in our welcoming and inclusive city centre campus in order to provide the modern, inspiring environment our students deserve. Our £136 million transformation programme is nearing its final stages, and has already brought improvements to teaching rooms and catering areas, given students extra breakout areas and provided state-of-the-art sports facilities. The centrepiece, the Vijay Patel Building, is an impressive new base for the Faculty of Arts, Design and Humanities, and houses sector-leading teaching facilities for art and design subjects that will help us continue to be one of the foremost providers of creative higher education in the UK. By creating a green lung through the centre of our campus we are enhancing the environment for our local community as well as staff and students.

The following submission outlines some of the innovative programmes that contribute to our commitment to provide an excellent learning experience.



QAA HIGHER EDUCATION REVIEW (HER)

We were delighted with the outcome of our 2015 HER from which we received commended status for the enhancement of student learning opportunities. This reflects the innovative and sector leading work we undertake across four themes, which are: the extent to which the consideration of equality and diversity is explicitly embedded in curriculum design and delivery; the effective deployment of Teaching Fellows in developing university strategies and delivering enhancement initiatives; the effective use of data and management information to identify, monitor and evaluate enhancement activities; and the #DMUglobal programme, which provides an international experience for students and enhances student employability.

TEACHING QUALITY

As highlighted within our provider core metrics, we perform above benchmark levels for both teaching quality measures; significantly above for assessment and feedback. The following activities contribute to our success in these areas and drive continuous improvements.

Students are often consulted on a range of things, either through surveys or consultation groups. This makes me feel that my opinions are valued and my thoughts are appreciated. By having a say, and seeing suggestions actioned, I feel that we are all actively shaping the student experience. This is really important to me.

Pritesh Nathubhai, Strategic Digital Marketing, 2016 & Ambitious Futures graduate trainee at DMU

We ensure that student input into decision-making processes occurs via our boards and committees from the very top university level such as the Board of Governors, Academic Board, Academic Quality Committee and University Learning and Teaching Committee to more local but equally important committees such as Programme Management Boards and Student Staff Consultative Committees.

Student input has helped to drive many improvements at DMU. From 2013/14 we put in place anonymous marking for coursework assessments as a direct result of a campaign by DSU and a proposal submitted by them to Academic Board.

STUDENT ENGAGEMENT

Student engagement is a cornerstone in the development of our Student Experience Strategy, which provides an unequivocal statement of our commitment to our students. The DMU Student Charter, first introduced in 2012/13, and jointly reviewed and produced by students, DMU and DSU staff, articulates our commitment to listening and responding to the student voice. It sets out commitments from the university to students, from students to the university, and from DSU to students.

We collect feedback at both course level and at module level. This means that student feedback informs our Module Enhancement Plans (MEPs) and Programme Enhancement Plans (PEPs), which are 'live' documents used to record reflections, problems and evaluation in order to inform changes and enhancements. MEPs and PEPs also act as our internal mechanism for annual programme monitoring, and we also capture feedback at module level mid-year. These in-year responses and improvements ensure students see the benefits of their feedback.

We see our students as drivers of change and, at DMU, we view student representation as a key element of our engagement processes. Our students provide feedback through student representatives, surveys, focus groups and directly to staff on their educational experience. The views of students, both individually and collectively, help to inform all aspects of the university from quality management systems to library developments.

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In partnership, DMU and DSU jointly manage student representation and ensure that their views are heard. Students are represented via School Representative Co-ordinators (SRCs), appointed through a joint DMU and DSU recruitment and selection process, and course representatives who, from 2017, will be elected by their peers. The SRCs, who each receive an annual stipend, are neither agents of the university nor DSU but play a 'critical friend' role to both. They represent the wider student voice and are the best expressions of partnership and collaborative working between the university and DSU.

Alissa's consistent enthusiasm, encouragement, engagement and passion have absolutely nurtured my ability as a student.

Student nominating **Dr Alissa Clarke**, senior lecturer in Drama, Faculty of Arts, Design and Humanities, Vice-Chancellor's Distinguished Teaching Award 2015

VALUING TEACHING

We established the Vice-Chancellor's Distinguished Teaching Awards (VCDTAs) to recognise and celebrate academic staff who provide an inspirational learning experience. We ask students to nominate academic staff who have made a difference to them. We have received more than 4,000 nominations since 2005, increasing from 142 in 2011 to 638 in 2016. Four students sit on the decision panel, alongside senior members of our academic staff, to ensure that the awards are student-led. Since 2005, we have awarded 144 VCDTAs, which is not only a great recognition from their students, but a stepping stone to further development and career progression.

In addition to recognition from students, our academic staff are recognised and rewarded for their teaching excellence both internally and externally through our DMU Teacher Fellowships, Higher Education Academy (HEA) recognition and National Teaching Fellowships (NTFs). We are particularly proud that 17 HEA National Teaching Fellowships have been awarded to academic staff at the university; this is the third highest number awarded to any university since the scheme began in 2000.

We are proud of our commitment to support all academic staff to achieve HEA recognition. Through our 'Define' scheme we provide teaching staff with a clear development path to HEA fellowship and we aim to achieve 100% of HEA recognised academic staff by 2018. Since institutional accreditation was granted through the UK Professional Standards Framework (UKPSF) in December 2014, 115 of our staff have achieved HEA fellowships, which takes our total number of HEA fellows to 465.

Our investment in teaching and learning led us to create two new positions of Associate Director of Teaching and Learning in January 2014. Following the success and impact of these roles we established the Director of Teaching and Learning position in January 2016. These, together with the newly created Associate Dean (Academic) roles in each of our faculties, working together with the Pro-Vice

Chancellor (Academic), Deputy-Vice Chancellor, DMU's Teacher Fellows, and National Teaching Fellows increase our focus on teaching and learning across all of our faculties and directorates to drive continuous improvement and enhancement. School Learning and Teaching Groups provide a forum for staff, at grass roots level, to discuss teaching and learning and have been the impetus for significant positive change.

Our DMU Teacher Fellowship (TFs) scheme allows staff to apply to join a growing group of proven innovators in learning and teaching. We award six TFs each year following a process of faculty nomination and panel review. The scheme is designed for excellent teachers who want to develop further as pedagogic leaders and innovators, and successful applicants receive funding for a period of three years. Currently, 46 members of our staff community are TFs.

For colleagues new to higher education teaching we provide the HEA accredited 'Postgraduate Certificate in Higher Education'. This course introduces the principles and practices of teaching, learning and research in higher education and considers learning theories and curriculum design. In addition, all researchers are required to undertake our 'Beginning to Teach in Higher Education' course.

Offering supportive observation to colleagues, while they teach, forms a key part of our development work. We know that observations drive improvements which, in turn, assist our staff in achieving their external recognition. We have a longstanding peer observation scheme, which is in the process of being replaced by DMU's Teaching Enhancement Scheme (TES). The relatively high proportion of applications for HEA Associate Fellowship reported above reflects the focus over the past year on establishing the TES as a developmental observation scheme. More than 90% of the 49 participants in the TES pilot have achieved (or are working towards) Associate Fellow status, which requires such an observation, while others are using their TES observation as part of their development time required to achieve Fellowship or Senior Fellowship.

Since 2012, via our Teaching Innovation Project (TIP) Fund, we have supported teaching staff in delivering projects that develop innovative teaching and learning practices, often incorporating pedagogic research. Engagement in these activities is continuously increasing with the largest number of applications received in the early 2016/17 bidding round. In a second round, in January 2017, we continue to focus on the three broad principles of UDL, offering multiple means of student engagement, representation of content, and expression of student knowledge and understanding.

We can demonstrate the impact of our TIP scheme through the CrashEd project which was supported by two successful bids in 2013 and in 2015. The initial focus of this 'hands on' simulated car crash exercise on widening participation (involving local schools, colleges and the police) was developed to create an interdisciplinary teaching module in forensic investigation, with a strong emphasis on student co-creation and innovative assessment. In an evaluation of the module's assessment and feedback, 94% of students agreed that the assessment enabled them to demonstrate their learning, and students' self-rated knowledge of Forensic Investigation rose from 28% to 77% following the learning experience.

We recognise, through our formal academic staff promotion pathways, excellence in teaching and learning right the way up to the grade of Professor. This year we have introduced the grade of Associate Professor, and we are currently recruiting to 21 of these positions across the institution to further enhance promotion opportunities for academic staff with a focus in this area.

PROFESSIONAL, STATUTORY AND REGULATORY BODIES (PSRBS)

Currently, 40 PSRBS accredit 113 undergraduate programmes. This accreditation forms part of the many ways that we ensure professional standards and quality are maintained, that students gain the skills and knowledge required by employers and that programmes remain relevant to industry. Associated professional qualifications are often highly regarded by graduate employers due to the industry specific skills acquired.

Recent commendations from PSRBS include the Royal Institute of British Architects' commendations for our architecture provision. These were received in relation to facilities in the new Vijay Patel Building and the opportunities these facilities are providing for interdisciplinary working; the high level of support for students maintained by the staff body during a period of construction uncertainty; and the culture of making. The National Youth Agency also commended our ability to enable students to gain a strong professional identity, which they articulate well.





LEARNING ENVIRONMENT

As highlighted within the core metrics our performance for learning environment is above benchmark levels. We are particularly proud to note that the impact of our Disability Enhancement Programme (DEP) is evidenced by performance above benchmark for academic support of disabled students, of which we have the third highest number of any UK higher education institution.

PERSONALISED LEARNING

UDL is an innovative framework underpinning teaching, learning and assessment at DMU. We began this ambitious curriculum development in 2015 to introduce UDL across all of our programmes. Through UDL we aim to ensure that all programmes are accessible and provide equal learning opportunities for every DMU student.

At the heart of our approach is the idea of embedding inclusivity and choice for students, and utilising multi-modal learning opportunities to deliver programmes that are barrier-free. Ensuring programme content is well designed, delivered and assessed means that our students with learning differences and physical disabilities will have no problems with access, as UDL will enable them to receive the same learning experience as their peers.

All curriculum modifications and improvements resulting from UDL changes are tracked and managed through DMU quality assurance processes. Our staff are encouraged to keep up with UDL changes and transformations via a series of learning and development courses. As of October 2016, more than 1,500 staff members had participated in elements of learning and development, via a staff development plan, to facilitate universal learning and teaching methods.

One particular technology enhancement is the introduction of DMU Replay. This system provides students with anytime access to audio and/or visual material which the member of academic staff has recorded before, during or after a lecture or other taught session. In September 2016 we began a two-year phased introduction of DMU Replay, which provides our students with online resources comprising audio-visual content and learning materials relating to their academic led sessions. Through the phased rollout we aimed to focus

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particularly on students who joined DMU in September 2016 who would have been most affected by the Disability Support Allowance (DSA) changes. In the first term of 2016/17, the introduction of UDL and DMU Replay has significantly increased student interaction with our on-line learning resources, which have been accessed more than 500,000 times.

Pilots for DMU Replay, prior to the September 2016 rollout, provided positive feedback; 92% of student survey respondents stated this use of multimedia technology in the curriculum added value to their experience. It is important to recognise that DMU Replay is not a replacement for traditional face-to-face student contact and to note that this kind of technology has not, so far, had a negative impact on student attendance in classes. Instead, the availability of, and easy access to, DMU Replay means that our students are able to review or revisit the content of sessions.

Our Kimberlin Library is now open 24 hours a day, seven days a week

RESOURCES

Results from the National Student Survey highlight the strength of our learning resources. In the three surveys 2014-2016 we performed within the top quartile for the learning resources question set. For access to specialised equipment and facilities we have consistently performed 2-3% above the top quartile.

Our library resources are designed to help our students get the most out of their studies, and in 2015/16 there were more than 1.4 million visits to our libraries. We offer 1,600 study places, more than 700 open access computers (both Macs and PCs) and a wide range of study environments to suit everyone's needs.



In order to improve our facilities and resources we have made the following changes in 2015/16 as a result of student feedback: longer opening hours in our Kimberlin Library which is now open 24 hours a day, seven days a week, 365 days a year; support and advice on assignments, via the Centre for Learning Support and Study (CLaSS), including weekly drop-in sessions for assignment writing, one-to-one tutorials covering planning and structuring essays, and advice on academic writing style.

In 2014/15 the breakdown of student groups engaged in CLaSS self-selecting provision was: 56% Black, Asian and Minority Ethnic (BAME) students; 25% disabled students; 47% mature students; and 49% had parents with no experience of HE. The proportions of these students accessing support emphasises the value of CLaSS in enhancing performance and closing the attainment gap.

We also offer all of our students extra help with maths and statistics via the Maths Learning Centre (MLC). We run weekly drop-in sessions and provide more formal structured sessions for course areas such as Engineering, Pharmacy, Nursing and Midwifery. We assist students to consolidate the maths they require for progression and employment

by helping them to prepare for GCSE Maths exams, ITT numeracy skills tests, numerical reasoning tests used by employers, and nursing interview tests. In addition, we provide specialist support for students with dyslexia, dyscalculia and other neurodiverse learning styles, as well as for those who are highly anxious or maths phobic.

The MLC supports a wide range of students and was accessed by 692 students in 2015/16. Feedback shows high levels of satisfaction with the service, with 98% of comments being positive. The MLC is seen by many of its users as an invaluable resource to support them in achieving their education and employment aims. Students engaging with the MLC have improved retention and success rates, with 98.7% retention of users in 2015/16 compared to 93.7% for all undergraduates. Analysis of usage data indicates that a greater proportion of students from widening participation backgrounds access the MLC support service: for example, 70% are classified as BAME and 24% identify as having a disability. This compares to an average of 45% BAME and 18% disabled students within the student body. This increased rate of access highlights that this service is providing valuable support and contributing to closing the attainment gap.

When students accept a place at DMU we offer them the chance to take part in our online self-assessment exercise. This allows both DMU and the student to assess their confidence, pre-entry, in seven skill areas: information literacy, digital literacy, verbal communication, academic writing, reading, numeracy, and employability. In 2015/16 a total of 4,503 students logged on to the site and 87% of those completed the self-assessment. Once at university we then invite our students to share individual results with their personal tutor, which facilitates development of their individualised personal development plans. Programme level overviews are also made available to academic staff to highlight potential areas for development within the cohort.

SCHOLARSHIP, RESEARCH AND PROFESSIONAL PRACTICE

DMU's learning environment is enriched by research feeding through into our teaching, through our programme of research events which bring the research community together with the student and local communities, and through opportunities for students to work as researchers, gaining hands on experience. By taking up research positions our students are immersed in our research culture and gain valuable research skills in real-world settings. This enhances the quality of a student's overall academic experience through promoting independent learning and critical skills acquisition. The number of students taking up these research positions has increased by 45% from 44 in 2013/14 to 64 in 2015/16.

Our academics champion research-led teaching; one notable example is National Teaching Fellow, Professor Alasdair Blair, who recently led an HEA workshop, 'From learning by transmission to learning by doing: engaging students in research-led teaching and learning practices.' His approach sets out three pillars to creating research-led teaching: a focus on creating real-world learning environments; the development of research-led work placements; and a focus on students as the producers of knowledge and agents of change. As part of this approach Professor Blair created a policy commission, which was shortlisted for a Guardian University Award 2015: Student Experience.

Our students are given opportunities to apply research and to work at the forefront of their professions through live briefs. A recent example of this is the design of our 'Heritage Centre', which opened in March 2015. The 'Heritage Centre' is a celebration of our past, present and future, and was created using the vast knowledge of university archivists as well as the skills of DMU Interior Design, Design Craft and Architecture students, who collaborated to design the space.

Further opportunities to apply theoretical knowledge within dynamic work situations are employed within innovative assessment frameworks. For example, each year, 160 Business students complete a second year advertising and promotion module in which they work with external companies to develop integrated marketing communications campaigns, based on a live client briefs; and 30-35 Advertising students complete a final year campaign planning module, working with an external advertising agency.

Our VC2020 lectureship programme has underlined our strong research focus by driving the recruitment of excellent researchers with a passion for innovative teaching. These lectureships integrate research and teaching equally, providing opportunities to create new modules which, in turn, means that teaching on students' degree courses is underpinned by the latest cutting edge research. Since 2014 we have made 84 appointments to VC2020 lectureships.

Examples within our Faculty of Business and Law include Dr Valeria Guarneros-Meza and Dr Jonathan Rose who have integrated innovative elements into teaching. Dr Guarneros-Meza, who researches governance issues, uses Skype video links with groups from Mexico to provide an international element, without leaving the lecture theatre. Dr Rose has incorporated a #DMUglobal trip to Hong Kong within his research-led corruption module. In the Faculty of Arts, Design and Humanities our academics' research interests impact upon and drive undergraduate student projects. For example, in Product Design our students are engaging in rapid manufacturing techniques and social design projects related to current research.

Dr Muyiwa Oyinlola is also a notable example from our Faculty of Technology. He is module leader for second year Thermodynamics and was recently invited to attend the Royal Academy of Engineering's first symposium on 'Frontiers of Engineering for Development'. This resulted in him being awarded funding to develop new sustainable homes in Nigeria. Our final year Mechanical Engineering students are designing and testing some of the building components for this project and a #DMUglobal trip will provide students with further hands-on experience.

Our students are given opportunities to apply research and to work at the forefront of their professions



In our Health and Life Sciences Faculty the appointment of VC2020 staff has enhanced our ability to engage students in quantitative research more effectively; this is particularly evident in Criminology. We reviewed and enhanced first to third year research-related modules, which provided our students with continuity and equipped them with knowledge of research ethics and problem solving skills, and a deeper understanding of research data and its use. Our VC2020 staff within Psychology are undertaking research in Neuroscience and, in doing so, are increasing students' interest in advanced research techniques. Several final year students are now working on psychophysiology projects, using eye-tracking technology, which reflects positively the impact brought to teaching by our VC2020 lecturers' expertise.

We introduced the Early Career Academic Fellows (ECAAF) Scheme this year to underpin the VC2020 scheme. ECAAFs are appointed initially for one year at the end of which they are expected to progress to a permanent VC2020 lectureship. ECAAFs are allocated a mentor and are supported to develop their networks and learning sets. We have made 41 ECAAF appointments since November 2016.

We introduced the Future Research Leaders (FRL) Programme across the university in 2013 to identify and nurture the next generation of research leaders at DMU. So far, 34 members of academic staff have successfully completed the FRL programme which promotes the integration of research into teaching. Eight of the 12 participants (67%) from the first FRL cohort have subsequently been promoted to a Readership or Professorship. Professor Rusi Jaspal, from our second FRL cohort has achieved promotion to a personal chair, and has been appointed Associate Director of Research to work closely with the Pro-Vice Chancellor (Research and Innovation) to provide research management and ensure that research is woven into all aspects of academic life.

All of our academic staff are allocated 10% of their time for scholarly activities, for example for the inclusion of research in undergraduate and postgraduate teaching, and they are also able to apply for an additional workload allocation to support their other research, including pedagogical activities. Of 802 eligible academic staff, 343 (43%) received an additional workload allocation for 2016/17, an increase from 41% in 2015/16.

Our technical services staff and teams make an invaluable contribution to learning and teaching across all practice based subjects. We contract highly trained specialist staff as instructors to provide our students with a broader experience and to bridge the gap between technical support

and academic practice. These faculty based teams provide guidance and support to students, offer inductions which include covering the safe use of equipment, and demonstrate the possibilities of material use. Many of our technicians are highly skilled and creative practitioners within their subject areas, often with professional qualifications and PhDs. This creates an inspirational environment for students in which to learn and ensures they are exposed to up-to-date, broad and research-informed experience of technical specialisms. We know that technicians are valued by our students, as evidenced through module, programme level and national feedback, as making a positive, unique contribution to the student experience.

We want a healthy and resilient community in which all students have the opportunity to reach their full potential.

STUDENT RETENTION AND ENHANCING STUDENT RETENTION

We are aware of, and responsive to, the fact that personal and/or health difficulties can have an adverse impact on a student's academic performance. With this in mind, we introduced a range of faculty, programme-specific and centrally-based initiatives, to mitigate the risk of premature withdrawal. In our Student Retention and Attainment Strategy, endorsed by Academic Board in 2015, we outline how we aim to improve student outcomes by: increasing the number of students who successfully complete their studies within the normal period of enrolment; increasing the number of undergraduate students achieving good honours; and reducing differences in outcomes associated with ethnicity, gender, age, mode of study or disability status.

We identified inconsistencies in the way retention was being addressed within DMU which meant that we were failing to pick up on trends or common reasons for poor retention at programme level. Course-specific interventions now form a central part of our retention strategy. We use retention data to target interventions at specific courses across DMU, where there is a particular need. We deliver timetabled workshops in partnership with academic colleagues to address programme-related retention issues and we also offer support for tutors to develop more effective approaches when working with individual students.

We identified two subject areas for interventions during 2015/2016, Pharmacy and Game Art Design, both of which had specific local issues affecting retention and progression. In Pharmacy, we observed some levels of stress and anxiety among students and in Game Art Design we realised that significant numbers of students presented with mental health difficulties and autistic spectrum disorders (ASDs). As a result of the interventions, progression from year one to two of Game Art Design rose from 85.7% to 89.5%. Staff within Pharmacy worked with coaches from our counselling and wellbeing team to run a joint wellbeing coaching programme, integrating aspects of coaching into the Pharmacy timetable and tailoring sessions to meet the needs of the four Pharmacy year groups. Results were very positive with 98% of students saying they would recommend the workshops to their colleagues. Progression from year two to three of Pharmacy also increased from 85.8% to 93.3%.

Our Transitions team is a leading member of various national bodies, and we are at the forefront of supporting and delivering a number of national Higher Education (HE) initiatives including: the Helena Kennedy Foundation's Article 26 project (to support students from an asylum-seeking background who do not have access to student finance); the student estrangement charity Stand Alone (to provide a package of financial and welfare support to students estranged from their parents); and the joint organisation

of the annual National Network for the Education of Care Leavers conference. The team provides dedicated, specialist frontline support through group workshops; during events such as National Student Money Week; and provides more than 3,000 individual appointments per year. The team also administers £770k to students in financial need through our DMU Support Fund.

We often work in collaboration with other local universities. For example, we recently worked with the University of Leicester and Loughborough University to devise and deliver 'University Experience Days' for children in care. We also host a 'Care Professionals Training Day' which is designed to raise awareness among staff working with 'looked after children' of the benefits of HE for those children, ensuring that they have the same levels of opportunity and aspirations as their peers.

Pre-entry summer schools provide an opportunity for students to familiarise themselves with the university environment and prepare for higher education study. In September 2016, our Transitions team delivered a bespoke preparation event called 'Get Set For DMU' for students who gained an offer through Clearing. This event was designed to help tackle inequalities in retention rates between clearing students and their peers by addressing key transitional themes.

We provide alternative routes into higher education, via our Leicester International Pathway College (LIPC), for international students who need additional academic or English language support. The college, operated in

partnership with the Oxford International Education Group, has seen a 50% growth in student numbers in 2015/16 compared to the previous year and demonstrates its quality through excellent student outcomes and progression rates.

In 2015/16, we launched 'Springboard' which is targeted at disadvantaged student groups. Through this scheme we offer a series of workshops designed to improve the employability skills of those students who may lack social and cultural capital. In addition, during 2015/16 we delivered financial capability workshops during induction to more than 500 students.

We want a healthy and resilient community in which all students have the opportunity to reach their full potential. Successful health and wellbeing activities have been incorporated into Healthy DMyou, our new university-wide approach to create and promote positive health and wellbeing benefits for all of our students. 'University Mental Health Day' attracted more than 300 students last year and growing numbers are engaging with information regarding alcohol awareness and smoking cessation support. Our Campus 330 initiative encourages students to increase their activity level and meet the health recommendation of doing 30 minutes of moderate intensity exercise at least three times a week and helps them to get involved in non-competitive sport for free. Attendance at these activities increased four-fold from 178 in 2014/15 to 818 in 2015/16 and is set to grow again in 2016/17.

Our aim is to support students who may be experiencing difficulties for a variety of reasons. With this in mind, our Disability Advice and Support team (DAS) offers group dyslexia screening in programme areas where, historically, there have been large numbers of students with undiagnosed dyslexia. Where such screening has taken place team members regularly identify those students who have a special educational need or disability. They can then work with the student, offering a full, university-funded assessment with an educational psychologist. Referrals for dyslexia assessment have increased year on year from 614 in 2013/14 to 696 in 2015/16, an increase of 13%. Where a specific learning difference is identified, eligible UK students can access specialist support through the DSA process and via DAS; international students and non-DSA eligible students are supported via DAS. DAS support may include the loan of equipment as well as study support in workshop and one-to-one settings.

We recognise the need to offer a diverse range of approaches for our students, so our counselling and wellbeing team offers face-to-face, e-counselling and life coaching services to support students who may be managing



a range of personal life issues including anxiety, depression, bereavement, phobias, relationship break-ups and abuse. Increasing numbers of students access our counselling and wellbeing service, 1,072 in 2015/16 compared to 785 in 2013/14 (a 37% increase). In 2015/16, 72% of these students reported that it helped them to stay at university, 92% said that it helped them to achieve greater academic success, and 84% felt it improved their overall university experience.

On campus, and also during pre-enrolment, we provide students with autism or ASDs with a range of support services, access to a peer network, bespoke advice and specially designed quiet areas that offer low-stimulation space following 'sensory overload'. All of these measures combined have contributed significantly to improved retention of students with ASDs, drop-out rates for these students have decreased from 13.3% in 2013/14 to just 5.7% in 2015/16.

I benefited hugely throughout my university journey from the support I received from my personal tutor. She assisted me greatly, especially through my final year, when I had concerns over my dissertation, other workload pressures and looking for employment at the same time. If it wasn't for my personal tutor I don't know how I would have got through.

Lucy Booth

English Language and Media, 2016

We recognise the need to offer a diverse range of approaches for our students.

PERSONALISED LEARNING/PERSONAL TUTORING: A SUPPORTIVE LEARNING ENVIRONMENT

Helping students to make a smooth transition to life at DMU is just one of the many roles that our personal tutors fill. During the first three weeks of study, all new students are offered the chance to meet their own personal tutor and begin to build a positive relationship with them. As well as helping with 'settling in', personal tutors are there to provide advice and guidance, feedback on general academic progress, assistance with action-planning and reflective learning, and 'signposting' to other specialist support or advice services.

During 2013/14, following our own regular monitoring as well as feedback from DSU via Academic Board, we undertook a major review of the personal tutor system as it had become apparent that provision varied across the university. We produced a refreshed policy as a result of the review and launched the DMU Principles of Personal Tutoring Practice in September 2014 which encompassed a shared partnership approach between each student, their personal tutor and the university, as advocated in the National Union of Students' Charter on Personal Tutors.

Used alongside our Early Intervention Policy personal tutors can alert teams in the Student Gateway, a one-stop shop for students in need of advice, information and support, about students they believe to be in need of assistance. As someone who engages with students on a regular basis, a personal tutor is often best placed to facilitate an early intervention. We are particularly excited by our early intervention approach, marked by close collaboration with DSU, aspects of which we believe to be sector-leading, as highlighted in the Higher Education Funding Council for England's (HEFCE) report Understanding Provision for Students with Mental Health problems and Intensive Support Needs. Having faculty-based disability officers (FDOs) means that we can facilitate positive three-way dialogue between our students, their FDO, and personal tutors.

DMU SQUARE MILE AND #DMULOCAL

DMU Square Mile is our innovative volunteering programme that delivers more than 100 activities and projects. During 2015/16, more than 2,500 of our students across 462 programmes volunteered with DMU Square Mile and they develop skillsets that we know will help them to assimilate seamlessly into working life. The Square Mile project has been recognised as an exemplar programme, and has won multiple national and international awards, including a Guardian University Award 2014: Contribution to Local Community and The Mahatma Gandhi International Award

2013. We were highly commended for a Times Higher Education Award 2013: Outstanding Contribution to the Local Community.

Our #DMUlocal programme was created in November 2015 following the success of DMU Square Mile. Through the programme, and with partners including Leicester City Council, the NHS, community groups and charities, our staff and students are making a significant contribution to the social and economic development of Leicester and bringing positive changes across the city. With more than 70 projects we are working alongside groups classed as 'hard to reach' and engaging them in activities that focus on three core areas: education, health and regeneration.

Some of our #DMUlocal projects require students to undertake specialised training delivered by organisations such as Diabetes UK and Dementia UK. This helps to make their CVs stand out and, in the case of equality and diversity training, equips our students with the knowledge and confidence to recognise, and take a stand against, discrimination and prejudice. Many of our #DMUlocal projects support students on specific degrees. Our education initiatives, where we work with around 30 primary and secondary schools in Leicestershire, mean that Education Studies students can find placements in schools more easily through these established links. Nursing students teach schoolchildren how to stay safe, via the Injury Minimisation Programme for Schools; and midwifery students run a breastfeeding clinic.

Our student volunteers have: worked with hundreds of school children; helped diagnose more than 100 people with diabetes and supported diabetes research; assisted refugees in Leicester; and become dementia 'ambassadors'. We are confident that these experiences mean our students leave university as rounded, confident individuals with key employability skills and the knowledge that they have benefited the community and made a lasting difference to people's lives.

Our staff and students are making a significant contribution to the social and economic development of Leicester and bringing positive changes across the city.

Evaluation, via a survey of 207 students, has shown: 82% of volunteers said their ability to work as part of a team had increased; 88% felt they were now more confident in their own abilities, due to stepping outside of their comfort zone, working with new people and overcoming challenges; 90% of students said their communication skills improved having communicated effectively across cultural and/or language barriers. As a result of this increase in key skills, 87% of volunteers surveyed believe they have new skills that employers will value.

Further evidence of these developed skills is the increased employment rates for graduates engaged with DMU Square Mile. The Higher Education Statistics Agency (HESA) Employment Performance Indicator (EPI), defining the proportion of graduates in employment or further study, for these students was 97.9% between 2011/12 and 2014/15, compared to 93.9% from our population as a whole. The Job Quality Indicator (JQI), which measures graduate level employment, is 78.8% for DMU Square Mile engaged students compared to 76.0% for our population. Engagement in DMU Square Mile activities also has a significant impact on retention. Of the 1,791 students engaged in 2014/15 and 2015/16, the retention rate was 100%.

The course-specific trips are eye-opening and I can further my knowledge somewhere I wouldn't have imagined going without the help of #DMUglobal. It's extremely overwhelming... I love it.

Jordan Parker

Third year Dance student, New York trip 2017

#DMUGLOBAL

As part of DMU's dedication to providing an unrivalled student experience and excellent employability, #DMUglobal was established to become the most comprehensive international experience programme available at any UK university. In line with the aims of the government's UK Outward Mobility Strategy, #DMUglobal stimulates and facilitates participation in outward mobility so that our students can continue to compete in a global market. Its success is already recognised as a fundamental pillar of the Outstanding International Strategy Times Higher Education Leadership and Management Award (THELMA), which was awarded to the university in June 2016.

A key factor and a defining feature in its success, is that #DMUglobal opportunities are linked to all undergraduate academic programmes and have been embedded in the curriculum, thereby 'internationalising' all undergraduate programmes and ensuring that there is at least one international-assessed component with a range of learning outcomes. #DMUglobal's aims include: enriching students' studies; broadening their cultural horizons; increasing their awareness and understanding of global citizenship; and helping participants to develop key skills that will be valued by employers.

In 2015/16 1,900 of our students benefited from #DMUglobal bursaries and participated in more than 135 visits. So far in 2016/17, a further 1,500 students have benefited from these bursaries. In January 2017, 1,045 of our students and staff visited New York to take part in 17 academic-led activities in our largest ever #DMUglobal visit. While Fashion students went behind the scenes at Victoria's Secret, the world's premier lingerie designer, Media Production students visited NBC Studios. Engineering students ventured beneath Grand Central Station to see the expansion of the subway system, and DMU alumnus and bestselling author Lee Child took time to talk to students about his writing, and shared an exclusive screening of his new Jack Reacher film.

Other recent visits have seen students go behind the scenes of the Hong Kong media industry and take part in visits to The Gambia, with partners Global Hands, where they set up a business development hub and learned more about colonialism, globalisation and Gambian culture and history. Dr Momodou Sallah, recently promoted to a readership in Globalisation and Global Youth Work through our teaching and learning promotion pathway, was awarded Most Innovative Teacher of the Year at the 2015 Times Higher Education Awards for his pioneering work with our students in The Gambia. One of the most sought-after awards in higher education, this exemplifies the quality of teaching we offer to students at DMU.

Participation in #DMUglobal experiences has a positive effect on both student retention and success. Retention of students engaging in #DMUglobal was 99.5% for 2014/15 and 99.1% for 2015/16, compared to 93.9% and 93.7% for all undergraduates. Of graduates in 2015/16 who engaged in #DMUglobal, 71.7% were awarded a first or upper second class degree compared to a 66.5% rate for those who didn't participate.

I would like to thank DMU for this amazing and life-changing opportunity. Sometimes we forget to value the really important things.

Preeya Kagdadia

Third year Nursing student

DMU SQUARE MILE INDIA

DMU Square Mile India offers our students an unforgettable and potentially life-changing experience that gives them the chance to put their skills and learning into practice in a new and challenging environment. By the end of August 2017, 132 of our students will have travelled to India.

Officially launched in January 2016, visits to Gujarat, India's westernmost state, have one common focus, to engage with communities where challenges linked to poverty and inadequate education can be met by students sharing their own learning and skills. This initiative sees the university drawing on research and academic excellence to transform the livelihoods of people living in poverty.



Students from a range of academic disciplines have: built washrooms for girls in schools to encourage them to stay in education and help reduce the female illiteracy rate in India; taught English to slum and rural village communities where children's access to education is limited; assisted in the training of 22 English teachers in new techniques to make their teaching more effective; and tested the hearing of more than 300 people in four days, resulting in 100 hearing aids being fitted. Infections in children's ears were treated, reducing the likelihood of hearing loss.

Evaluation so far shows that students who have travelled to India as part of this project have developed both personally and professionally, and gained a passion to travel back to India to do more. Evidence collected shows that 100% of students felt their communication skills had improved, their confidence in their own abilities had increased and their ability to work as part of a team had increased as a result of

their trip with DMU Square Mile India, all skills and attributes that employers value. In addition 100% of students also said they are more willing to try new things, and their ability to lead or encourage others had increased. Participating students 'design' their own visit to India identifying how it will enhance their course as well as benefitting local communities. This means our students develop new project planning skills and ensure that they make the most of their time in India's real-world, challenging environment.

Participating students 'design' their own visit to India identifying how it will enhance their course as well as benefitting local communities.





STUDENT OUTCOMES AND LEARNING GAIN

Our commitment to achieving positive outcomes for all students is clear in our core metrics, with performance in both the 'employment or further study' and 'highly skilled employment or further study' metrics significantly above benchmark. Further to this, performance for each category of student in our split metrics is also significantly above benchmark, a testament to the transformative experience we offer at DMU. Beyond performance in the metrics, we have worked to improve the employability of all ethnicities of students. Evaluation of the EPI shows a significant reduction in the gap between the employment of BAME graduates compared to white graduates between 2012/13 and 2014/15 leavers. This is particularly evident in our black graduates who in 2012/13 had an EPI 8% lower than white students, but who by 2014/15 had a difference of 1%, comparing favourably to the sector gap of 4%.

EMPLOYABILITY AND TRANSFERABLE SKILLS

Partnerships here at DMU are providing students with unique opportunities to enhance their employability and have an impact on the community. Through placements and volunteering activities with some of the city's most iconic sporting, cultural and other organisations, our students are able to put their skills and expertise into practice in real-world, professional environments. Examples of organisations that add real value to students' experiences while at university include: Stonewall, Channel 4, Deloitte, Hewlett Packard, Curve, Leicester City Council, Leicester City Football Club, Leicester Tigers Rugby Club, Leicestershire County Cricket Club and Leicester Comedy Festival.

As a result, we can see our students growing in confidence, developing leadership skills, and learning new ways to communicate and work together in teams. We believe these attributes will enable our students to fulfil their potential at university and excel in the graduate job market. Our strong links with industry have enabled DMU graduates to help Leicester match London for new business success, according to The Economist (June 2015).

A focus on employability is embedded within the curriculum across all four faculties.

A focus on employability is embedded within the curriculum across all four faculties and, alongside our central careers and employability service, support is available from faculty embedded careers guidance and placement teams. This approach highlights how much emphasis we place on the importance of employability and transferable skills and ensures that our graduates are prepared for the next steps after university by providing activities tailored to the subject of study.

Via two annual 'Enhancement Weeks' we provide our students with the opportunity to focus on developing employability and enhancing personal development. We offer activities ranging from large scale conferences such as 'Plan Ahead, Value Employability' (PAVE), an event which 845 students attended in 2016, to lectures by subject specific industry speakers. Attendance at PAVE 2016 increased by 20.7% from 2015 and attracted more first year students. Through PAVE we also promote our wide range of volunteering activities such as #DMUlocal and DMU Square Mile. This highlights our emphasis on opportunities to improve employability.

We offer a variety of placement and internship opportunities to students and graduates to provide them with employment experience and skills development. These placements all have a positive effect on our graduate outcomes; results from the Destinations of Leavers from Higher Education (DLHE) survey show students taking advantage of such opportunities are more likely to be in employment or study following graduation. Frontrunners is our campus-based internship scheme which offers students the chance to take part in meaningful and exciting work alongside their degree.

In 2015/16, 175 students enjoyed internships which provided a secure and supportive work environment with excellent supervision and mentoring. DMU's EPI was 95.1% for 2014/15 leavers. For students undertaking a Frontrunners placement this increases to 98.5%.

Via DMU Graduate Champions we offer recent graduates the chance to take up a paid, six-week internship with a leading UK business to enhance their CV and help them stand out from the crowd in a very competitive jobs market. In the summer of 2015 we provided internship opportunities for 126 graduates and a further 299 took up these opportunities during the winter.

In addition to improving the EPI, graduates engaged in both Frontrunners and Graduate Champions have improved job quality. The JQI for all 2014/15 graduates was 79.5%, for Frontrunners it was 86.7% and Graduate Champions 87.2%.

Our 2014/15 graduates taking a placement year had high attainment levels; 90.6% achieved a first class or upper second class degree compared to 70.1% of all graduates. In addition to the positive impact on attainment, retention is also high; a 100% retention rate was recorded within this group. The provision of placements within our Business and Law faculty has been described by external examiners as 'exemplary' and high re-employment rates evidence this strength.

ENTERPRISE

Our focus on enterprise is coordinated by the Enterprise Team. Staff here provide information, advice and guidance to students who are interested in starting their own business or freelancing. In addition to start-up surgeries and workshops, the team runs a number of activities to support and encourage enterprise and entrepreneurship. As part of Global Entrepreneurship Week recent speakers have included Gori Yahaya, head of training for Google's Digital Garage, and NatWest Business Banking Director Stephen Grubb who was able to offer advice about students' ideas for setting up businesses. Platforms such as our Christmas Fair provide opportunities for student designer makers to sell their goods and gain valuable experience. Via 'Pitch2Win' we offer a monthly opportunity for students to receive a £250 prize to support turning a business idea into a reality. Monthly winners then have the opportunity to take part in an annual final to win a further £1k, plus a package of support for their business.

We continue to offer support to our entrepreneurs beyond graduation from our Innovation Centre. Each year our Crucible programme helps graduates turn an idea or product concept into a business reality.

Our broad ranging programme presents new opportunities for our student and staff musicians to fully develop and diversify their existing musical skills and experience.

Crucible members receive funding, office space and mentoring in addition to continued access to university expertise and facilities.

During 2014/15 a cohort of five graduates was supported, increasing to 10 in 2015/16. Following a 2014/15 end of year pitch, we invested £9k in one of the Crucible start-ups which was highly commended by The Economist (June 2015).

MUSIC AT DMU

We cultivate a programme of music making and performances in partnership with professional artists, ensembles and organisations from across Leicester, the UK and the world. Our partners include the internationally-renowned Philharmonia Orchestra; the Guildhall School of Music and Drama; and Leicester Jazz House, a promoter of modern jazz concerts at venues across the city.

Student and staff musicians have the opportunity to work with, learn from and perform with leading professional musicians. Our broad ranging programme presents new opportunities for our student and staff musicians to fully develop and diversify their existing musical skills and experience. There are a broad range of student engagement opportunities available to all students outside of their existing programmes of study ranging from small ensembles and chamber choirs to the DMU Orchestra.

Sport is important to so many at the university. It brings people together and we have great times. Life at DMU is not just about your course. It is about the whole experience while you study here and being in a sports society is really beneficial.

Rhian Morley, third year Accounting and Business Management student, and rowing club member

SPORT AT DMU

A 2013 BUCS research report, The Impact of Engagement in Sport on Graduate Employability, shows that employers recognise the benefits of participation in sport, with 94% of those questioned identifying a clear link between participation and valuable skills and strengths in their potential employees. The report also revealed that the then average salary of graduates who engaged with sport at university was £32.6k, compared with £26.7k for those who did not.

Over the past few years, we have made major investments in sports facilities. This includes the £8 million Queen Elizabeth II Diamond Jubilee Leisure Centre; a £1 million home for DMU rowing; and a £2 million project to open a permanent home for our football teams which provides them and the local community with FA-standard pitches. During 2016/17 nearly £1 million will be spent on coaching and support for our sports teams and, as a result, we are currently enjoying

our best British Universities and Colleges Sport (BUCS) season yet. We also fund numerous student placement, playing and partnership opportunities with external sports providers.

We have introduced sports scholarships to support exceptionally talented and committed students to pursue both sporting and academic excellence. In 2015/16, we awarded nine scholarships, each providing a £4k bursary and including additional access to support services such as sport-specific coaching, strength and conditioning training, physiotherapy, lifestyle and academic support, and private medical insurance. These scholarships provide a platform for us to support elite student athletes.

We have introduced sports scholarships to support exceptionally talented and committed students to pursue both sporting and academic excellence.





POSITIVE OUTCOMES FOR ALL

DMU Freedom is our new equality and diversity charter. It represents a commitment to continue cultivating an environment in which staff, students and partners have freedom: freedom to be, freedom to inspire and freedom to succeed. Our objective is simple, that we produce a clear and proud declaration of our commitment to putting inclusivity at the heart of everything we do at DMU.

We are already recognised for our work in equality and diversity; were commended by the Quality Assurance Agency in our 2015 Higher Education Review and received an Athena SWAN award.

One of our specific objectives is to close diversity-related gaps in student and staff retention, progression and attainment. Key to achieving this is to ensure that all training and development, and teaching and learning here at DMU is increasingly accessible and inclusive, and ensuring that our teaching and learning environment, including support services, is open and welcoming. Successes to date include the launch of a new disabled student support service, the DMU Centre for Accessibility Needs, run by a specialist team to perform needs assessments as part of the DSA process.

Helping our staff and students thrive, irrespective of race, ethnicity or background is evident in the following areas:

RACE EQUALITY

DMU is one of just eight universities in the UK to be awarded a Race Equality Charter award by the Equality Challenge Unit. The award has been created to recognise the work universities are undertaking to improve the representation, progression and success of minority ethnic staff and students within higher education.

Our application for an award outlined our approach to developing inclusive teaching and learning. We have committed to reviewing and developing the curriculum, teaching and assessment, and equipping our academics with the skills and confidence to enhance their practice and opportunities for progression. Employment of BAME academics at the university has increased from 208 in 2013/14 to 225 in 2014/15. BAME staff represent 19.1% of our total workforce against a sector average of 11.3%.

LESBIAN, GAY, BISEXUAL, TRANS AND QUEER (LGBTQ)

Our dedication to equality and diversity has seen the university rise from 75th place in 2015 to 39th place in 2017 in the Stonewall Top 100 Employers league table, an annual audit of workplace culture for lesbian, gay, bisexual and transgender staff. This now places us as the third highest ranked post-secondary education institution.

Signing Stonewall's #NoBystanders campaign pledge, a promise to do all we can to challenge and end bullying and discrimination, is another way that we can create change. Our Chancellor, Doreen Lawrence, along with our Board of Governors, Executive Board members, and staff and students have signed the pledge, indicating that it is a commitment from the whole DMU community.

Our month-long DMU Pride celebrations demonstrate a real commitment to support and promote the issues related to LGBTQ identities and to celebrate those identities here on our campus and within our city. In addition, we have both an LGBTQ and Allies staff network and committee and a DSU LGBTQ society whose members help to organise and take part in a variety of local and national events, as well as providing advice and support.

Our month-long DMU Pride celebrations demonstrate a real commitment to support and promote the issues related to LGBTQ identities.

DISABILITY

Here at DMU we support the 'social model of disability' which says that disability is caused by the way society is organised, rather than by a person's impairment or difference. We are committed to looking at ways to remove barriers to enable students and staff to fully participate in the opportunities DMU provides. As a result of this commitment and the support we offer, DMU is a popular choice for disabled students. Our average proportion of undergraduate students declaring a disability is 18%.

We aim to ensure that all of our students have the opportunity to participate fully in their chosen course and in the wider university experience. We encourage students and applicants to inform us about a disability, medical condition or learning difference as early as possible, so that relevant support can be arranged while they study with us at DMU.

As a result of this commitment and the support we offer, DMU is a popular choice for disabled students.

DMU is recognised for its excellent support for disabled students. Our Disability Enhancement Programme (DEP) was described by the Department for Business, Industry and Skills (BIS) as 'inspirational' and is viewed as an example of good practice to be encouraged across the sector. The transformative nature of the programme resulted in an invitation to contribute to the Disabled Student Sector Leadership Group convened by BIS. DEP was a two-year strategic change programme focused on enhancing key areas of the student experience with a specific focus on our disabled students. Outputs are feeding into further UDL enhancements.

We have a central team of disability officers and transition and retention officers, as well as FDOs based in each faculty building. FDOs provide information, advice and guidance to academic colleagues to ensure relevant learning and teaching support recommendations are in place for disabled students. They also ensure that our disabled students are aware of, and know how to access, disability support in their faculty.





STATEMENT FROM DE MONTFORT STUDENTS' UNION

DSU prides itself on the relationship we have with DMU and our collaborative approach to jointly support the achievement of key objectives such as student retention and employability which feature strongly in the TEF.

Advice for students is free, confidential and our independent advice service is staffed by a team of four full time Advisers. We offer advice covering a range of areas including: immigration, academic issues, finance and housing. During the 2015/16 academic year there were almost 7,000 advice queries and 400 visa applications processed, enabling students to study/continue studying at DMU. Our advice resulted in students retaining or saving over £125k and 38 students remained on their course as a direct result of our involvement.

We are extremely proud of our volunteering provision. We have relationships with over 300 voluntary organisations across Leicestershire, providing a fantastic range of developmental opportunities for thousands of DMU students. During 2015/16 academic year, over 24,000 hours of volunteering were logged by our students, equating to almost £200k being directly put back into the local community (volunteering hours x living wage). Our volunteering opportunities enable our students to develop numerous skills and enhance their employability and all of our volunteers who register their hours are automatically included in the Higher Education Achievement Reports (HEAR) scheme and last year, over 270 Course Reps gained accreditation last year which also fed into the HEAR.

DSU prides itself on the relationship we have with DMU

At the end of the 2015/16 academic year there were 110 registered societies comprising over 3,000 student members. In addition to offering a unique platform to make friends, learn new things and have fun, being part of a society enables students to increase their skills and become more employable.

MyUniPal is a peer mentoring project that supports the transition of students into Higher Education. During 2015/16, over 160 student mentees were supported by over 50 mentors. Feedback showed almost three quarters enjoyed being a mentor and eight mentees went on to become Course Representatives (Course Reps) and an additional 15 became society leaders.

DSU works in collaboration with DMU to provide training and annual support for over 650 Course Reps to enable the student voice to be heard at a wide variety of meetings at all levels within the university. Course Reps work in collaboration with the staff on programmes and are embedded in the course to improve the learning experience and champion positive change. Course Reps record and communicate any changes through to the DSU and other peers, and last year's feedback from Course Reps resulted directly in the realignment of several deadlines and the provision of additional teaching sessions to support students who needed even further additional academic support. In addition, Course Reps worked together and lobbied successfully to reduce printing and material cost across the university and increase the opening times of the University Library to 24 hours a day, seven days a week, 365 days a year.



CONCLUSION

The TEF submission process has provided an opportunity to review the impact of our practices and programmes and to reflect on, and celebrate, the often innovative and creative transformations taking place on campus. Student engagement has played an important role through the process. A member of the DSU executive sits on our TEF project board, and in addition to drafting a section of our submission they have also provided an essential perspective throughout the review and finalisation process.

We are justifiably proud of our ground-breaking initiatives such as the #DMUglobal, DMU Square Mile, #DMUlocal, DMU Square Mile India and the Disability Enhancement Programme. We recognise that some of our projects and programmes are at earlier stages of maturity and, as such, highlight not only our present achievements, but represent our ambitious aims for the future and our continual push for improvement.

Named as one of the 150 best universities under 50 years old in the world by the Times Higher Education (THE) and being one of the top 25 UK universities for graduate employability, according to DLHE results, means that we have a forward momentum as we continue to invest in our students.

At DMU we are lucky enough to be able to enjoy the benefits of a diverse scholarly community, where students from 135 countries come together on campus. It is only by continuing to listen to and by working more closely with these students than ever before, while continually improving our campus facilities, that we can continue to move towards our goal of becoming an ever more accessible, influential and global institution.

We have a forward momentum as we continue to invest in our students.



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