

# STRATEGIC PLAN 2011–15

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# Introduction

**This strategic plan will guide us all during the period of 2011–15 and we will face the future with confidence.**

It outlines our vision and mission as a university of quality and distinctiveness and illustrates how De Montfort University intends to develop as an innovative, ambitious and outward-facing institution over the next three years. This will form the foundations for realising our ambition to be the national leading university for the creative economy and the professions.

We aim to ensure that the student experience will be second to none in terms of quality and environment and we recognise that transforming our graduates by equipping them with skills for life will enable them to make a real difference in society. Through this plan we also aim to sustain and enhance our reputation for leading-edge creativity and excellence, and to realise our aspirations in world-leading research, teaching and global industry partnerships, attracting the highest calibre staff and students.

Our mission and vision has been developed following unprecedented and far-reaching consultation within the university and with our partners. In preparing the plan, we aimed to stretch our ambition and reach further to achieve greater success and recognition for our students and the university, and this will be both challenging and exciting. It also means that we will need to be thoughtful and creative in bringing about this transformation, using our skills and resources to their best effect.

Our plan takes into account the challenges of global economic turbulence and uncertainty with a bold agenda characterising ambition and creativity. As the higher education sector faces a new landscape of heightened competitiveness and economic pressure, we believe firmly that studying at De Montfort University is much more than just a product or financial transaction, and its value is more enduring for those who participate in the university community. In our vision, students and staff will work in partnership to create a shared learning environment which enriches and transforms lives. Our ethos is that universities are a public good, and by sharing our discoveries and learning beyond the campus we will demonstrate that we play a key role in shaping individuals and the wider agenda in society.

Although our plan is cognisant of the economic environment, we will need to review our progress and the changing landscape in which universities operate. We may need to adjust this plan if the environment changes markedly and I will remain in contact with you on those changes and our successes. I look forward to working with you throughout.

**Professor Dominic Shellard**  
Vice-Chancellor



Jason Wood  
Square Mile Project



Gillian Proctor  
Contour Fashion

# Our mission and vision

## Mission statement

We are a university of **quality and distinctiveness**, distinguished by our commitment to excellence in learning, teaching and the student experience, our life-changing research, dynamic international partnerships and vibrant links with business. We celebrate the rich cultural diversity of our staff, students and all our partnerships.

## Our vision

### We will:

- Develop an exciting and supportive learning environment that transforms our students and inspires them to make a real difference in society
- Be a university that places research excellence and innovation at the heart of our mission
- Focus on employability and understand the needs of business and the professions so that the university's courses are relevant and give our graduates a head start
- Be a recognised leader in creative education and research, built on our reputation in the creative economy and driven by innovative projects across all faculties
- Be a truly international university, building influential global relationships to enrich our research, teaching and cultural collaborations
- Make a significant contribution to global efforts to achieve environmental sustainability



Rob Watson  
Radio Production



Vincent Cornelius  
DMU Support staff representative  
on the Board of Governors

## Our guiding principles

De Montfort University believes passionately that universities are a public good through transformation of lives, through the places in which their students and staff live and work, and through sharing their discoveries for the wider benefit of society.

Our university is a community in which all our staff and students learn, develop and contribute through partnerships to that shared experience.

Our research, including that crossing traditional boundaries, is central to our learning community, enhancing the quality of our courses and serving the needs of society in a transformational way.

We are also an international community where students and staff from diverse backgrounds and cultures learn from and enrich each other.

We seek to treat those we work with, and those with whom we come into contact, with dignity, respect and integrity.

### **We seek to:**

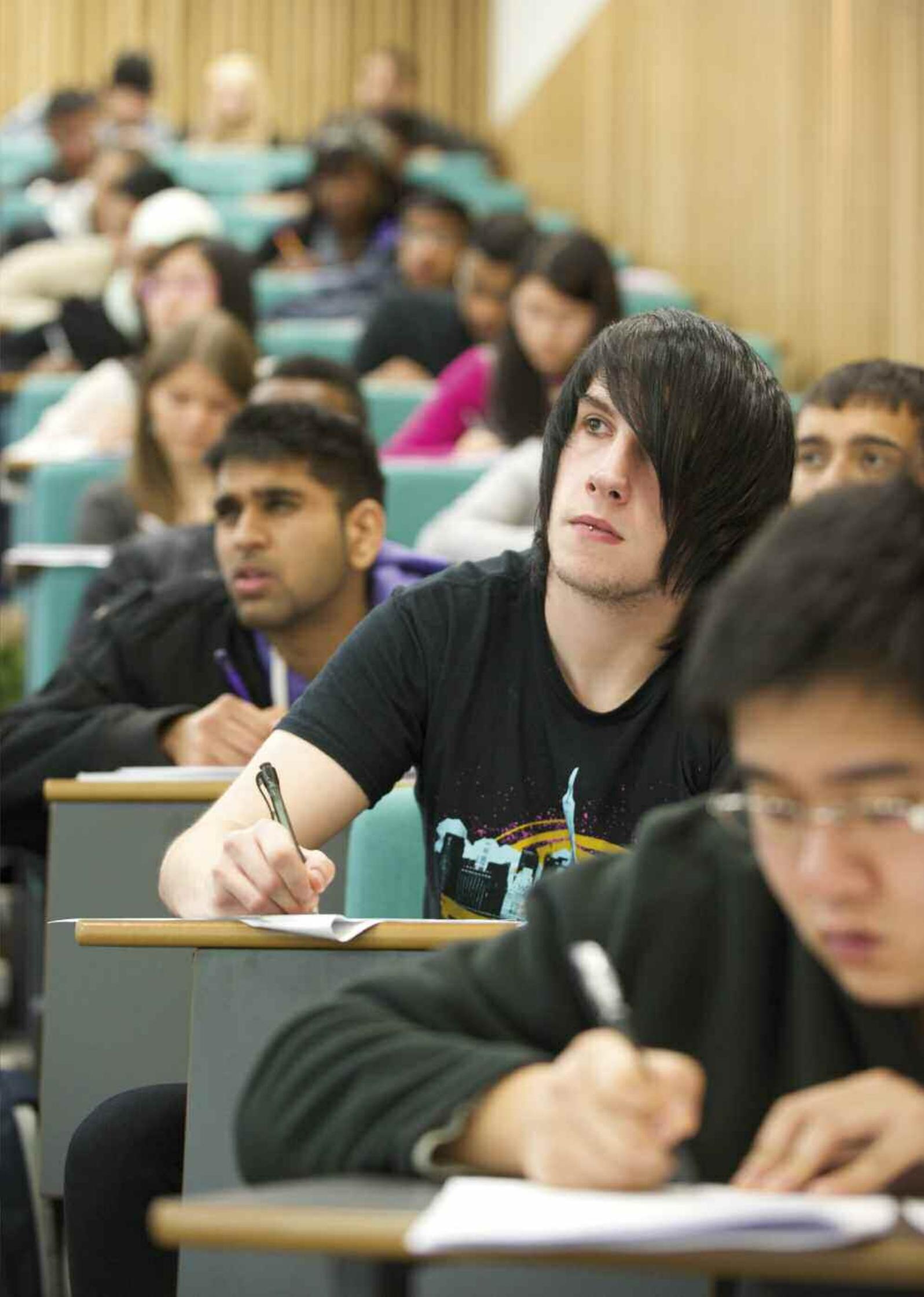
- Enable our students and staff to create a high quality and distinctive academic experience using new and exciting approaches to learning and research
- Equip our students with graduate skills and knowledge both for employment and for life
- Deliver quality and add value in all that we do
- Understand and respond to the needs of business and the professions

We actively promote our learning community through engagement and partnership locally, and in terms of key alliances and collaborations, both nationally and internationally.

We are strongly committed to widening access to higher education and to supporting students from diverse backgrounds to enable them to achieve their full potential.

We seek to communicate clearly and openly within the university and beyond, and to listen carefully to what people say to us.

We encourage, in all our staff and students, an innovative and entrepreneurial attitude in our approaches to learning, research and business partnerships that enriches us and those with whom we work.





# We will develop an inspiring and supportive learning environment that transforms our students and helps them to make a real difference in society

De Montfort University starts from a position of strength as it has established itself as an institution that welcomes and transforms the lives of students from a wide range of backgrounds.

We are proud of our core beliefs in equality, diversity and participation, and these already form the foundation of everything we do, helping us become highly regarded for our approach to access and widening participation. Additionally, our educational heritage and the extent of our business engagement activities have provided our students with a wide range of opportunities to apply their academic achievements and learning in employment and creative environments. Finally, the value we place on excellence in teaching is evident in all the faculties, and it is most clearly demonstrated with a strong group of National Teaching Fellows and holders of other important teaching awards who inspire our students and embody a high quality learning culture.

In the period of this plan, it will be important for us to focus our efforts on these achievements, and we will need to ensure that: curricula are top quality and our measures of teaching quality evidence this; we understand and promote distinctive academic courses to give ourselves a sustainable competitive advantage; we promote distinctive elements of our curricula (including promoting learner autonomy, understanding and embracing sustainability, preparing our students for employment and graduate prospects, and valuing the influence of our research on undergraduate teaching); and the benefits of learning in an international educational environment are well communicated. In this highly competitive and rapidly changing educational era, our competitors will also seek to distinguish themselves, and our challenge is to ensure that we give ourselves a clear competitive advantage by providing educational opportunities that are highly sought-after by students, and by ensuring, we are their university of choice.

Please see the following pages for our plans.



## Our plans to develop an inspiring and supportive learning environment

1 Delivering quality and distinctiveness within our curricula		
Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>■ Demonstrating that the quality and distinctiveness of our course and research portfolio transforms lives and inspires our students to make a difference in society</li> <li>■ Achieving an innovative, wide-ranging and high quality portfolio which attracts high quality students and fosters ambition to achieve</li> <li>■ Preparing, communicating and embedding the university's Key Information Sets within our planning and developmental activities to improve the student experience</li> <li>■ In conjunction with De Montfort Students' Union, developing and agreeing a University Student Charter</li> </ul>	<ul style="list-style-type: none"> <li>■ Developing courses that enhance our academic reputation and distinctiveness including in niche areas</li> <li>■ Pursuing growth in postgraduate taught student numbers, continuing professional development and international student numbers/income</li> <li>■ Understanding our initial key information sets and identifying where actions are required to improve university and faculty performance</li> <li>■ Ensuring that the faculties and professional services deliver a student experience in line with the University Student Charter</li> <li>■ Preparing, implementing and monitoring the 2012/13 agreement on fee levels and student support reached with the Office for Fair Access</li> <li>■ Articulating our points of distinction in web and marketing materials</li> <li>■ Developing our academic planning to include wider market research and to address financial sustainability</li> <li>■ Increasing our market share of external income associated with fees and sponsorship</li> </ul>	<ul style="list-style-type: none"> <li>■ Percentage of good honours degrees</li> <li>■ Average tariff point on entry</li> <li>■ UCCA applications according to subject group e.g. creative art and design</li> <li>■ UCCA applications according to subject group, e.g. creative art and design, accepted applicants</li> </ul>
2 Ensuring relevant internationally, culturally and vocationally aware curricula		
<ul style="list-style-type: none"> <li>■ Listening to the student community and understanding their requirements in a new fees era</li> <li>■ Establishing a sustained focus on student employability and distinctively graduate-level skills and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>■ Analysis and enhanced planning arising from student feedback (including national student surveys of undergraduate, postgraduate taught and postgraduate research students)</li> <li>■ Becoming an early adopter of student-wide surveys that inform the Quality Assurance Agency of quality and distinctiveness at the university</li> </ul>	<ul style="list-style-type: none"> <li>■ Employability performance indicator: destination of students six months after completing their course (including employment and further study)</li> </ul>



Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>■ Demonstrating a commitment to inclusivity, equality and sustainability in our curricula and learning experiences</li> <li>■ Implementing an innovative and relevant range of widening access schemes that transform the lives of those who most need our support to enter higher education</li> <li>■ Inspiring our students to become autonomous learners, to learn from their international experiences at the university and to promote sustainability</li> <li>■ Developing and promoting international student and staff mobility and exchange schemes to provide a range of international experience opportunities for our students and staff</li> <li>■ Producing graduates who are in demand and who achieve graduate-level employment in their first destination after studying at the university</li> <li>■ Achieving greater recognition from employers and from within the creative economy of the quality and impact of our graduates</li> <li>■ Providing learning environments that simulate industry and the world of work</li> </ul>	<ul style="list-style-type: none"> <li>■ Supporting the student's journey from enquiry to alumni, and facilitating transitions at each intermediate stage, recognising the many external financial and social difficulties which can be faced by students from diverse backgrounds</li> <li>■ Developing a programme of organisational IT change which embraces the needs of students as digital natives</li> <li>■ Enhancing learning through technology</li> <li>■ Monitoring the impact of our Office for Fair Access agreement on those who are in receipt of bursaries or enter higher education through access schemes. Additionally, we will monitor and evaluate our progress in improving retention and employability as a result of our investment and support for students. Creating opportunities for students to learn alongside our staff within the locally focused Mile<sup>2</sup> project and enabling them to add value to the university's impact on the city of Leicester</li> <li>■ Embedding autonomous learning, internationalisation and sustainability within our curricula</li> <li>■ Building strategic international higher education partnerships which deliver bilateral student and staff mobility opportunities for teaching and research</li> <li>■ Reviewing the university's collaborative provision to ensure a clear strategy with regard to links with further education</li> <li>■ Developing and nurturing regional collaborative partnerships that deliver diversity and widening participation opportunities</li> <li>■ Focusing on employability skills and co-curricular development for our students</li> <li>■ Evaluating and promoting our graduate stories and achievements to a wider constituency of employers</li> <li>■ Seeking greater engagement from our alumni in promoting the value of a higher education at the university</li> </ul>	<ul style="list-style-type: none"> <li>■ Percentage of full-time degree entrants who are no longer in higher education</li> <li>■ Graduate employability indicator: proportion of students employed in a full-time 'graduate' job six months after completing course</li> <li>■ Average salary six months after completing course</li> </ul>



### 3 Ensuring and increasing teaching excellence informed by world-class research

Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>■ Enhancing our position and reputation for quality in teaching, research and institution-wide external assessments</li> <li>■ Recruiting, developing, retaining and rewarding those who demonstrate excellence and distinctiveness in teaching and research</li> <li>■ Engaging academic staff in professional development opportunities that refresh and build their teaching and research skills</li> </ul>	<ul style="list-style-type: none"> <li>■ Analysing where we are able to influence and improve our performance in external assessments and taking relevant actions to ensure future improvements</li> <li>■ Developing a clear and institution-wide programme of teaching and research enhancement that is inclusive and enables a wider group of staff to learn about new ways of working and delivery of teaching materials</li> <li>■ Creating a culture of recognition and celebration for staff who achieve excellence in teaching and research</li> <li>■ Providing an inspiring and engaging development programme for academic staff throughout their careers</li> </ul>	<ul style="list-style-type: none"> <li>■ Postgraduate taught students (FTP) per academic FTE</li> <li>■ National Student Survey result: overall satisfaction with course</li> <li>■ Postgraduate research students (FTE) per academic FTE</li> </ul>

### 4 Developing and enhancing the university campus and the student learning and living environment

<ul style="list-style-type: none"> <li>■ Transforming the university from a 9-5 to a 24/7 campus through investment in the academic environment, the social facilities for students (including sports and leisure) and the student support environment</li> <li>■ Enhancing the online environment to allow access across the campus and to key resources</li> <li>■ Transforming our approach to managing student accommodation and campus facilities so that student satisfaction is high across the range of residential provision (university and private provision)</li> <li>■ Developing university-owned student accommodation and working in partnership with private providers to offer choice and quality of our residential offer</li> <li>■ Achieving a uniquely vibrant and involved campus community at the heart of the city and county</li> </ul>	<ul style="list-style-type: none"> <li>■ Developing a five-year capital investment plan to enhance the academic environment, social spaces and facilities, student accommodation and the public realm</li> <li>■ Seeking to complement services by sharing resources in order to provide extended reach of key support services</li> <li>■ Investing in online academic and service resources to enhance the student experience</li> <li>■ Undertaking a strategic review of university and other residential and catering provision and introducing value-based management practices to align our students' expectations and satisfaction with the facilities available</li> <li>■ Drawing upon an improved public realm and reaching out through promotional and academic events to have a vibrant presence and reputation for being a key partner in the promotion of Leicester city/county</li> </ul>	<ul style="list-style-type: none"> <li>■ Percentage ratio staff costs to total income</li> <li>■ Percentage of buildings in category A and B (Gross Internal Area – non-residential)</li> </ul>
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## We will be a university that places research excellence and innovation at the heart of our mission

De Montfort University has established a strong research base, and this was evidenced by the success of the Research Assessment Exercise in 2008, with more than 40 per cent of our activities rated as 'international' or 'world-leading'.

This outcome placed the university on the higher education landscape as a modern university with significant levels of quality research. The university is home to distinctive areas of research in each of its four faculties. We have also secured prestigious Research Council sponsorship arrangements for postgraduate research students, and have a growing postgraduate community. However, despite our successes and our commitment to enhancing our research base, the research funding environment has dramatically altered as the global economic downturn has taken effect. Many research sponsors operate increasingly selective policies and funding practices to focus their resources on researchers of the highest calibre and esteem; research programmes (not projects) are becoming the future vehicle for investment; research collaborations between universities are favoured in some circumstances; knowledge exchange (rather than knowledge transfer) is the preferred means of business engagement; and the concept of research impact has evolved and now requires meaningful and enduring actions by researchers. In summary, the opportunities have become more challenging and research excellence has a clear premium.

Our mission seeks to place research at the heart of all we do and it is our intention to grow research activity and research excellence throughout all academic disciplines at the university. To do this we will need to be both strategic and focused in how faculties plan and achieve this ambition, how we encourage new researchers, and where we place our resources to best effect. It is our expectation that every academic will deliver research outputs.

Academic colleagues leading the use and development of creative technologies and understanding of energy and sustainable development are to promote further their multidisciplinary approach by continuing to engage with all faculties and exemplifying quality and distinctiveness throughout the university and the higher education sector. Research partnerships and consortia with universities, external agencies and business will provide a key way to succeed in the future and these will be identified and developed. The university has begun to enhance the professional support infrastructure available and priority will continue to be placed on applying for and securing external income for research. In addition to nurturing talent and successes, we need to enhance the communication and promotion of our successes so that stories and newsworthy items on our successes reach a wider audience of academic peers, sponsors and prospective students. This will be a primary means by which our quality and distinctiveness can be illustrated more extensively and effectively.

Please see the following pages for our plans.



## Our plans to place excellence and innovation at the heart of our mission

### 1 Making research central to the mission and identity of the university

Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>■ Developing research plans in all faculties, and research centres/ groups, which embrace challenging growth targets, seek to diversify our income sources, ensure quality of activity, embrace multidisciplinary wherever possible, and are cognisant of the external environment and the opportunities for the university</li> <li>■ Identifying and pursuing the contribution each faculty can make to either the creative economy or energy and sustainable development through effective research planning and delivery of research and commercial development activities in each faculty</li> <li>■ Attracting the very best researchers to the university and developing their expertise</li> <li>■ Recognising, promoting and rewarding research successes and achievements of individuals and/ or teams</li> <li>■ Workload planning to ensure that individuals contribute to both their faculty's teaching and research activities</li> <li>■ Developing our students as informed and active individuals who value research and understand how it can benefit others and society</li> <li>■ Ensuring we are fully engaged in the regional research and innovation agenda</li> </ul>	<ul style="list-style-type: none"> <li>■ Ensuring that each faculty and research centre/group has a broad and sustainable plan to attract public and commercial research income, and that they achieve a degree of diversification including income from strategic partnerships with a wide range of organisations</li> <li>■ Developing faculty and research centre/group research plans and growth targets within the annual planning cycle that articulate the overall approach to enhancement of research and a commitment to research in the creative economy and/or energy and sustainable development</li> <li>■ Recruiting, retaining and developing excellent academic staff that undertake high quality research and share their discoveries via the university's curricula and externally; supported by relevant training, capacity building and mentoring. Enhancing the research, innovation commercial infrastructure of the university and our readiness for funding opportunities through improved business intelligence and creating 'pipelines' of applications</li> <li>■ Supporting research through both a revolving investment fund for projects and a sabbatical leave scheme for individuals to ensure that all areas of research can be developed effectively</li> <li>■ Developing incentives and rewards for the highest levels of research/commercial performance and income</li> <li>■ Embedding research methodology training within curricula and giving students experience of research during their studies</li> <li>■ Forging productive links with the regional growth agenda (e.g. via the Local Economic Partnership) and other regeneration initiatives</li> <li>■ Enhancing the role and presence of the university's professoriate</li> <li>■ Ensuring research centres/groups in the university all play a central role in developing the research culture of the academic departments and faculties</li> </ul>	<ul style="list-style-type: none"> <li>■ Research income per academic FTE</li> <li>■ Total value of externally sponsored research</li> <li>■ Percentage ratio of research grants and contracts to total income</li> <li>■ QR funding (latest value)</li> <li>■ Postgraduate research students (FTE) per academic FTE</li> </ul>



## 2

### Strengthening our external profile and reputation for quality and distinctiveness and delivering research with impact so that research and commercial development performance and future investment are maximised

Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>■ Enhancing communication on our research profile and successes, and their impact</li> <li>■ Aligning our research areas to external sponsors' needs and priorities, and using business engagements to maximise our market advantages</li> <li>■ Seeking the highest quality strategic partners for research activity and commercial development</li> <li>■ Maximising the commercial potential of our research through patents, exploitation of intellectual property and consultancy</li> <li>■ Maximising the impact of our research and commercial development activities</li> <li>■ Developing research and innovation communications and marketing strategies for the university and for the research and commercial teams</li> <li>■ Ensuring that our research profile is fully captured and recognised by the forthcoming Research Excellence Framework exercises in 2014 and 2020, delivering significant improvement on the results of the Research Assessment Exercise in 2008</li> </ul>	<ul style="list-style-type: none"> <li>■ Improving the university's website and developing a high profile/high impact media campaign for our success stories</li> <li>■ Planning and preparing applications within 'pipelines' that forecast the opportunities for funding; providing bidding support for bid-writers</li> <li>■ Identifying and developing robust and mutually beneficial strategic partnerships which lead to collaborative research activities (including international partners)</li> <li>■ Developing impact case studies that build on the HEFCE Impact Pilot experience we have gained and promote these in our marketing activities and Research Excellence Framework preparations</li> <li>■ Adopting a professional sales ethos and highly skilled workforce that grows the commercial development profile and income of the faculties and the university</li> <li>■ Ensuring that research outputs and the impact of our discoveries are maximised by 2013</li> <li>■ Increasing the percentage of staff who are rated as 'international' by the standards and definitions used by the Research Excellence Framework</li> <li>■ Ensuring, through careful targeting, planning and enabling infrastructure, that all research processes and initiatives are aligned where possible to requirements of the 2014 Research Excellence Framework, so that the university submits an optimal return and can prepare strategically for the 2020 Research Excellence Framework</li> </ul>	<ul style="list-style-type: none"> <li>■ QR funding (latest value)</li> <li>■ Total intellectual property income per academic FTE</li> <li>■ Courses for business and community – total revenue</li> </ul>

## 3

### Creating an excellent research experience for postgraduate students and early career researchers at the university

<ul style="list-style-type: none"> <li>■ Increasing the number of high quality postgraduate research students</li> <li>■ Developing and enhancing the role of the Graduate School Office so that it supports the strategic development of research and the research experience and environment delivered by the university</li> <li>■ Raising the completion rates of postgraduate research students</li> </ul>	<ul style="list-style-type: none"> <li>■ Developing postgraduate research student intake targets that 'stretch' and exceed current aspirations in faculties and academic departments, while also maintaining quality standards.</li> <li>■ Offering a range of university bursaries for postgraduate research students in areas of proven research excellence</li> <li>■ Reviewing and enhancing the training and development opportunities for postgraduate research students and early-career research staff (including through e-support and learning means)</li> <li>■ Capitalising on our achievement of the 'HR Excellence in Research' award from the EU and supporting early career researchers beyond the 2014 Research Excellence Framework</li> </ul>	<ul style="list-style-type: none"> <li>■ Postgraduate research students (FTE) per academic FTE</li> </ul>
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## We will focus on employability and understand the needs of business and the professions so that the university's courses are relevant and give our graduates a head start

De Montfort University has long-recognised employability as a key component of a high quality student experience.

It has developed placements within courses and fostered academic and key employment skills – actions which have been central to the way in which we have developed students' capabilities. Moreover, strong links with accrediting organisations have enabled student transitions into the professions and employment market. These approaches have served the university well and employers have regarded our graduates favourably.

The current employment market is very competitive and we need to work very hard to maintain and improve our reputation for developing our undergraduate and postgraduate students' employability skills. Additionally, as we enter a new fees era, future students and their sponsors will expect, and apply to, universities and courses that demonstrate courses that lead to improved employability prospects. Additionally, while we have focused on placements and accreditation, a wider range of new ways of helping students have become commonplace in the higher education sector.

Developments such as ensuring employability skills are embedded within curricula and the introduction of internships, mentorships, entrepreneurial activities and volunteering are critical to our future reputation, our future success in league tables and our ability to be highly regarded by international students (as well as home/EU students) in enabling them to make the transition from study to employment. To remain an attractive university and to improve our league table performance we must offer a wider and more embedded range of opportunities and provide opportunities for all our students (including international students).

Our starting points need to be working in partnership with the DSU, widely embedding employability skills within the curricula, making this a fundamental part of the learning experience, and building on the good practice already widespread in our vocational programmes, such as nursing. Additionally, we recognise that co-curricular opportunities will also be vital to our future focus on enhancing our graduates prospects and we will need to be innovative and externally orientated to bring about the best opportunities for our students via placements, internships, work-based learning and volunteering. Equally, we will need to develop information on our successes and the kinds of employment our undergraduates and postgraduates secure so that we can be identified by future students, from the UK and abroad, and sponsors as a place at which employability matters and transformation of students' lives happens.

Please see the following pages for our plans.



## Our plans to focus on employability

1 Establishing the university as a leading institution for undergraduate and postgraduate prospects and employability		
Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>■ Equipping all our students with skills, knowledge and experience for employment and life</li> <li>■ Establishing and maintaining the university as a nationally leading institution in employment rankings</li> <li>■ Incorporating employability-related transferable skills across all academic curricula</li> <li>■ Increasing the level of placements offered by the university by 50 percent</li> <li>■ In conjunction with DSU, actively promoting student engagement and benefits of co-curricular skills and work experience to all students and staff</li> <li>■ Establishing DMU as the university of choice for key professions and the creative economy through the development of innovative partnerships and aligning commercial opportunities with services and initiatives to promote graduate employability</li> </ul>	<ul style="list-style-type: none"> <li>■ Developing our employability services and support to prepare home, EU and international students throughout their studies for employment and life</li> <li>■ Understanding and enhancing existing employability provision, and by using our resources effectively to achieve a step change in the support we provide to all our students</li> <li>■ Ensuring that the optimum number of courses receive professional accreditation</li> <li>■ Introducing a co-ordinated approach to work experience, placement and internship opportunities</li> <li>■ Formally recognising and accrediting co-curricular skills and work experience wherever possible (including international experience)</li> <li>■ In conjunction with the academic community, creating an employability hub that promotes opportunities and prepares all students through the provision of co-curricular development, self-development and nurturing our graduates' employability prospects</li> <li>■ In partnership with the students' union, increasing the number and quality of student-led volunteering opportunities year-on-year</li> <li>■ Developing new media approaches to engaging students in co-curricular opportunities</li> <li>■ Co-ordinating our continuing professional development portfolio with our employability initiatives</li> </ul>	<ul style="list-style-type: none"> <li>■ Employability performance indicator: destination of students six months after completing their course (including employment and further study)</li> <li>■ Graduate employability indicator: proportion of students employed in a full-time graduate job six months after completing course</li> <li>■ Average salary six months after completing course</li> </ul>
2 Improving the quality of our undergraduates' first employment destination		
<ul style="list-style-type: none"> <li>■ Extending and strengthening final year preparation for employment and post-graduation support</li> <li>■ Nurturing and establishing links with 'blue chip' employers and other major organisations</li> </ul>	<ul style="list-style-type: none"> <li>■ Extending and strengthening the opportunities for our students to prepare for employment at home and overseas</li> <li>■ Ensuring equality of opportunity in our employability support work so that home, EU and international students all benefit from these opportunities</li> <li>■ Focusing on blue chip and other major organisations' needs</li> <li>■ Ensuring transferable skills are taught from Level 4 onwards across all courses</li> </ul>	<ul style="list-style-type: none"> <li>■ Graduate employability indicator: proportion of students employed in a full-time graduate job six months after completing course</li> </ul>



### 3 Developing our reputation among employers as an institution that engages with and supports the needs of public sector, private sector and not-for-profit enterprises

Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>■ Extending and strengthening links with local and regional employers as well as national and international ones</li> <li>■ In conjunction with DSU, growing work experience for our students and graduates year-on-year</li> <li>■ Establishing closer engagement between our students and the city and region to enrich the culture and economy</li> </ul>	<ul style="list-style-type: none"> <li>■ Increasing the visibility and accessibility of schemes and materials which engage employers</li> <li>■ Attending relevant business fairs and community events in Leicester to raise awareness of the opportunities and benefits for employers</li> <li>■ Supporting key academic and professional service staff to foster strategic partnerships and high profile opportunities</li> <li>■ Enhancing community engagement projects and volunteering for students</li> </ul>	<ul style="list-style-type: none"> <li>■ Courses for business and community – total revenue</li> </ul>

### 4 Recognising and further developing the university as a significant provider of student work and internship opportunities for undergraduates and postgraduates

<ul style="list-style-type: none"> <li>■ Integrating internal work experience opportunities for students by means of training, practice and reflection alongside paid employment</li> </ul>	<ul style="list-style-type: none"> <li>■ Developing and introducing a paid employment scheme to incentivise students to develop their work experience and skills</li> <li>■ Enhancing and coordinating support for CV, interview and presentation skills development (and supporting the cultural transitions of our international students)</li> <li>■ Creating an integrated 'hub' for the provision of a wide range of employment support and promoting university and external opportunities to meet the needs of local businesses (i.e. an employment agency)</li> </ul>	<ul style="list-style-type: none"> <li>■ National Student Survey result: overall satisfaction with course</li> </ul>
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### 5 Establishing a vision for undergraduate and postgraduate employability skills development that includes academic skills, transferable skills, career development skills and work experience

<ul style="list-style-type: none"> <li>■ Creating an employability strategy and an implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>■ Introducing and establishing academic skills evaluation on entry and inter-sessional support to all students</li> <li>■ Embedding transferable skills in all curricula to ensure student awareness and competence</li> <li>■ Incentivising students to build career development skills through structured support for job applications (including part-time jobs)</li> <li>■ Promoting and acknowledging work experience through co-curricula 'credit' on transcripts</li> <li>■ Acknowledging, and helping to address, possible practical and cultural barriers facing students during their university studies</li> </ul>	<ul style="list-style-type: none"> <li>■ Employability performance indicator: destination of students six months after completing their course (including employment and further study)</li> <li>■ Graduate employability indicator: proportion of students employed in a full-time graduate job six months after completing course</li> </ul>
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## We will be a recognised leader in creative education and research, built on our reputation in the creative economy and driven by innovative projects across all faculties

By virtue of our location in the former hosiery and knitwear capital of the UK, and from our earliest origins as an art college, this university has had strong research and teaching in the arts and related academic disciplines.

The Faculty of Art, Design and Humanities has flourished over the years and we have become known across the world for research and teaching in these subjects. Additionally, the Faculty of Technology has developed courses that attract students seeking to use and apply new creative technologies. This combination has placed the university at the forefront of creative education in the UK. The university is home to internationally renowned and niche courses in areas such as contour fashion, computer game design and footwear design, and it is also advancing the adoption of creative technologies in a truly transdisciplinary way within and outside the university. Furthermore, recent advances in new media and the rise of the creative economy as a distinct and rapidly growing economy in its own right has given new momentum to the value of our graduates and our research in society, business and industry.

It is our intention to achieve a step change in our impact, reputation and attractiveness to prospective students in order to become the UK's leading university for provision of education and training for the creative economy, and become a magnet for international students seeking a creative education. The faculties of Art, Design and Humanities, and Technology are both central to realising this ambition as they will continue to offer niche courses and their research will explore the interfaces between creativity, human behaviour and digital technology but all faculties will contribute significantly to this agenda. To achieve this, we will need to enhance our estate and student facilities, enhance our engagement with business and industry so these work alongside us as research and training partners, and develop an employability agenda that has resonance and relevance to students seeking to work in the creative economy.

Please see the following pages for our plans.



## Our plans to be a recognised leader in creative education and research

1 Developing the creative economy 'offer' to students and sponsors		
Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>■ Providing high quality student and staff space, studios and research facilities that reflect the vibrant and innovative institution we aspire to be</li> <li>■ Widening and developing the faculty course portfolios to offer those working within the creative economy more ways in which to engage in study and continuing professional/creative development opportunities</li> <li>■ Increasing employability from the creative curriculum</li> <li>■ Increasing philanthropic activity derived from creative business and enterprise</li> </ul>	<ul style="list-style-type: none"> <li>■ Redeveloping the estate for the faculty of Art, Design and Humanities (ADH) to meet the future requirements of the students and staff</li> <li>■ A portfolio review and market research programme that leads to increased provision of part-time, postgraduate and continuing professional development courses for the creative economy/technologies sector</li> <li>■ Developing bespoke support within the future employability hub to develop co-curricular skills development and to engage students with prospective employers</li> <li>■ Implementing a focused approach to relationship building with alumni and our partners in the creative economy, and with the livery companies</li> </ul>	<ul style="list-style-type: none"> <li>■ UCAS applications according to subject group eg, creative art and design</li> <li>■ UCAS applications according to subject group, eg, creative art and design, accepted applicants</li> </ul>
2 Increasing employer engagement and the commercial focus of the creative businesses and technologies		
<ul style="list-style-type: none"> <li>■ Enhancing our profile amongst national policy makers and those with influence</li> <li>■ Establishing strategic partnerships and mutual benefits with the worshipful companies, manufacturers, retailers and designers at national and international levels</li> <li>■ Building on the successes of our commercial development facilities</li> </ul>	<ul style="list-style-type: none"> <li>■ Developing and pursuing a briefing and awareness campaign about the impact and achievements of the university's graduates in the creative economy</li> <li>■ Extending and deepening our contacts and influence among retail, design and media businesses, entrepreneurs and employers</li> <li>■ Preparing and pursuing a commercial development plan that acts as a magnet for talent within the creative economy and income generation from employers</li> <li>■ Providing support and development opportunities for academic staff to maximise their roles in employer engagement activities, including provision of relevant continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>■ Total consultancy income per academic FTE</li> <li>■ Courses for business and the community – total revenue</li> </ul>
3 Extending and deepening our research in the creative economy and creative technologies		
<ul style="list-style-type: none"> <li>■ Creating strategic partnerships with creative industries, businesses and related enterprises</li> <li>■ Prioritising internal research funds to support key initiatives in these areas</li> </ul>	<ul style="list-style-type: none"> <li>■ Developing a critical mass of staff who have national/international profiles, and are achieving sustainable income generation from research and commercial development activities for the Research Excellence Framework 2014</li> <li>■ Increasing income from and diversity of funding sources from the creative economy, and other external businesses and industries</li> </ul>	<ul style="list-style-type: none"> <li>■ Total consultancy income per academic FTE</li> <li>■ Total intellectual property income per academic FTE</li> </ul>







# We will be a truly international university, building influential global relationships to enrich our research, teaching and cultural collaborations

De Montfort University has successfully attracted international students for a number of years. There is a wide range of international successes in place.

There is significant capacity to increase our market share in both existing and new international markets. Specifically, we have not yet attracted significant numbers of international students to study in subjects related to the creative economy and our market research shows us that there is scope to use our reputation and distinctiveness to secure international research partners.

In the period of this plan, increasing international student numbers will be a key growth objective in all faculties. To achieve this ambition, we will continue to work with recruitment agents, but increasingly strategic partnerships that offer mutually beneficial articulations (for example, double degrees, joint degrees, credit accumulation) or opportunities to undertake high quality research will be nurtured. This means that we will need to build enduring relationships with high quality partners and these may include universities, government agencies and private providers. The Vice-Chancellor will play a critical role in building relationships with new partners.

It is also our expectation that faculties will develop an increasingly international outlook, not only to be able to support their students more effectively, but also to place their own research activities within an international context and among international peers. Staff exchanges are actively encouraged and international successes will be recognised and celebrated. However, this growth plan also needs to be accompanied by a programme of organisational development to meet the learning and living needs of international students, to enhance staff support skills, and enhance the international student experience across our campus. All staff will play an essential role in this transition.

Please see the following pages for our plans.



## Our plans to be a truly international university

1 Developing the international student 'offer' so as to increase our market share of international students recruited		
Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>Increasing the number of non-quota controlled EU and overseas student numbers year-on-year</li> <li>Developing our overseas markets to include new opportunities and reviewing existing overseas markets to ensure that we maximise our potential in places where we have established our profile</li> <li>Preparing students for academic study at the university, in terms of language, skills and cultural adjustment</li> <li>Increasing internationalisation within curricula</li> <li>Exploring in-country provision through partnership</li> </ul>	<ul style="list-style-type: none"> <li>Setting ambitious student recruitment targets year-on-year</li> <li>Remaining competitive on fee price and for the package of support we offer to international students</li> <li>Focusing on retention and post-qualification employment opportunities for international students</li> <li>Ensuring that a wide range of social and cultural support and living arrangements are available and provide choice for international students</li> <li>Establishing a strategic partnership with a foundation education provider and developing study and support pathways to the university's (and other higher education) programmes</li> <li>Reviewing areas of need and introducing support projects to stimulate and build on internationalisation initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Total income from overseas fees per academic FTE</li> <li>Number of overseas students per academic FTE</li> </ul>
2 Raising awareness and appreciation of the university's quality and distinctiveness within international higher education institutions, ministries of education and cultural development organisations		
<ul style="list-style-type: none"> <li>Staff exchanges that enable enduring relationships to be built</li> <li>Increasing the inward and outward numbers of students engaging in international study through joint ventures (e.g. double degrees)</li> <li>Develop partnerships that deliver effective progression schemes</li> </ul>	<ul style="list-style-type: none"> <li>Offering simple and appropriate arrangements to encourage and enhance study abroad and student exchange</li> <li>Placing greater emphasis on the value of language skills for UK students and enabling students to gain language abilities by enhancing the 'study with' degree opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Total income from overseas fees per academic FTE</li> </ul>
3 Building selected international partnerships to underpin bilateral student and staff exchange/mobility for teaching and research		
<ul style="list-style-type: none"> <li>Recognising a wide range of international experience, including study abroad, summer schools and placement opportunities</li> <li>Establishing new international partnerships for teaching and research, while ensuring existing links are maximised</li> <li>Increasing the range of quality-assured arrangements that support and nurture international partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing the current range (and benefits) of international partnerships</li> <li>Reviewing and enhancing study abroad and international mobility arrangements</li> <li>Adopting a focused and selective approach to identifying appropriate partners and building enduring partnerships with those that align with our mission</li> </ul>	<ul style="list-style-type: none"> <li>Number of overseas students per academic FTE</li> </ul>







## We will make a significant contribution to global efforts to achieve environmental sustainability

De Montfort University is sector leading in its approach to addressing the sustainability of its campus. It has been able to respond well to HEFCE challenges to reduce energy consumption and to operate more sustainably.

Examples of our successes include achievement of Building Research Establishment Environmental Assessment Method (BREEAM) construction standards, transition to 'green cleaning' on campus, negotiation of utility contracts and the most extensive building monitoring in the sector. The university also has authoritative academic expertise in energy and sustainable development that is widely sought by business and industry. This combination of knowledge and expertise in sustainability management is rare and provides a unique foundation for approaching the significant challenges in managing our resources that we have in common with other universities and large organisations. We anticipate that, in the coming years, utility costs, transport logistics and government pressure will have substantial bearing on how we operate the campus and work in a sustainable way. Hence, we believe it essential to remain a leading practitioner.

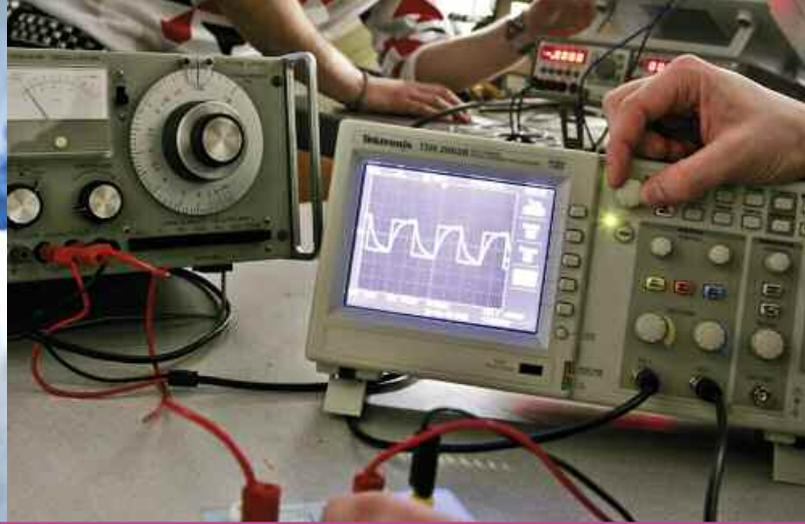
However, we aim to do more than respond to regulation and compliance agendas concerning our estate and the way we live and work on campus. We believe that we should become known for embodying sustainability and for preparing our students to embrace sustainability in their lives. It is our ambition not only to draw upon the significant research and technological expertise of academics and professional staff within the university, but become one that is recognised by others for implementing changes that emerge from its own research findings and professional practice. This will require capacity building in our staff, our leaders and our students to equip them with the knowledge as to how their actions can make a difference. Our commitment to teaching our students about sustainability and preparing them to operate sustainably throughout their lives will be a distinct part of the future student experience. Introducing sustainability to curricula, and providing students with opportunities to lead and contribute to our carbon management agenda, will be a distinct 'offer' in the higher education sector.

Please see the following pages for our plans.



## Our plans to achieve environmental sustainability

1 Teaching about sustainability and helping staff and students become responsible 'global' citizens in the face of the environmental challenges ahead of them		
Our strategy will be...	We will do this by...	Key external measures of our success
<ul style="list-style-type: none"> <li>Inspiring our students and staff to understand environmental issues and embrace sustainability in their lives</li> <li>Embedding education for sustainable development into the university's Teaching, Learning and Assessment Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Creating new interdisciplinary and innovative courses that equip, train and inspire our students to become responsible global citizens and face the global and environmental challenges ahead of them</li> <li>Reviewing the current levels of environmental and sustainability teaching and learning within the university and report on an annual basis</li> <li>Providing training and development opportunities to staff on environmental and sustainability issues</li> </ul>	<ul style="list-style-type: none"> <li>National Student Survey result: overall satisfaction with course</li> </ul>
2 Developing groundbreaking and interdisciplinary research that advances knowledge on sustainability, and establishes the university as a leader in the higher education sector		
<ul style="list-style-type: none"> <li>Embedding sustainability into research proposals, as appropriate</li> <li>Positioning the university as an international centre of expertise in sustainable development</li> <li>Collaborating with other universities to deliver large-scale sustainability projects</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing the current levels of environmental and sustainability research within the university's reporting on an annual basis</li> <li>Pursuing funding opportunities for research in sustainability fields</li> <li>Promoting sustainability networking opportunities across the university to develop research opportunities</li> <li>Establishing partnerships to secure funding for sustainability research</li> </ul>	<ul style="list-style-type: none"> <li>Research income per academic FTE</li> <li>Total value of externally sponsored research</li> <li>Percentage ratio of research grants and contracts to total income</li> <li>QR funding (latest value)</li> </ul>
3 Embracing sustainability in all our activities by reducing the environmental impact of the university's operations and activities		
<ul style="list-style-type: none"> <li>Reducing the environmental impact of the university, including the impact of the services and products we provide</li> <li>Reducing the university's contribution to climate change by reducing our greenhouse gas emissions</li> <li>Reducing the impact of business operations by moving towards a paperless environment for processes</li> </ul>	<ul style="list-style-type: none"> <li>Producing an environmental strategy with exacting targets for waste, energy use, sustainable procurement, transport, carbon emissions, water use, biodiversity, sustainable food, construction and refurbishment and community involvement</li> <li>Implementing an environmental management system for the whole university and gaining external accreditation</li> <li>Implementing our Carbon Management Plan and reducing Scope 1, 2 and 3 emissions</li> <li>Preparing for impacts of climate change</li> <li>Conducting a feasibility study and implementing renewable energy technologies in the city campus</li> </ul>	<ul style="list-style-type: none"> <li>National energy emissions (kg CO<sub>2</sub>) per student FTE</li> <li>Water consumption per student FTE m<sup>3</sup></li> </ul>



## 4 Demonstrating leadership in sustainability by communicating and promoting engagement with our sustainability message within the university, and locally, regionally, nationally and internationally

### Our strategy will be...

- Leading sustainability and establishing ourselves as a beacon of best practice and innovation
- Developing a communication plan to communicate our sustainability messages within the campus, the city and the community (locally, regionally and nationally), and engaging in sustainability activities
- Reporting on our corporate social responsibility performance through external benchmarking programmes on sustainability
- Building on our success in the 2011 Green League Table, and addressing areas for improvement (ethical investment, curricula, food, and energy)

### We will do this by...

- Maximising the impact of our sector-leading technologies through changes to the way individuals and teams travel to and work at the university
- Working with the Leicester Partnership and other national and international partnerships
- Achieving national and international recognition for the university's sustainable development work
- Participating in sustainability and corporate social responsibility performance benchmarking programmes for the higher education sector and business sectors and publicly reporting results
- Drawing on performance management for sustainability of faculties and professional service departments

## 5 Embedding responsibility for sustainability throughout our management and governance practices

- Embedding sustainability responsibilities at senior management level and Board of Governors
- Embedding sustainability into the university's strategic documents such as risk management process and financial reports
- Benchmarking faculties and departments on their carbon emissions

- Embedding sustainability within managers' portfolios and areas of responsibility for all senior managers
- Inducting governors and executive board members on sustainability and their role/responsibilities
- Integrating carbon budgeting into the university's operating procedures

## 6 Ensuring the university is a healthy, creative and inspiring 'space' to study and work

- Adopting an integrated approach to health and wellbeing promotions to staff
- Developing an integrated approach with De Montfort Students' Union to ensure the health and wellbeing of students
- Working with staff, students and the Mile<sup>2</sup> project to address wellbeing

- Promoting healthy lifestyle choices to staff and students such as walking, cycling and healthy eating through promotional campaigns
- Identifying funding, training opportunities for the Mile<sup>2</sup> project and providing training for staff and students
- Engaging with local and national partners to develop new approaches in enhancing health and wellbeing

# Student Services ASK





## Managing our resources

To fulfil our mission of quality and distinctiveness the university's resources need to be effectively managed and carefully aligned to our academic ambitions. Everyone will have a role to play, including the professional services, in contributing to our future success.

Our priorities for student support, people, finances, the estate and our learning environment, information and governance are summarised below.

### Student support

Delivery of a high quality student learning and living experience is critical throughout the period of this plan and we have much to be proud of. However, we need to take a fresh look at how we support students, what experience we offer in both learning and social environments and how we equip them for life after university.

We are proud of what we have established: a strong tradition of widening access, widening participation and being inclusive in our support practices. We will need to develop our IT systems, our ways of working in partnership with students and the accessibility of our service provision to be able to operate in the new fees era.

Hence, our future priorities for delivering a first class student experience include:

### Working in partnership with De Montfort Students' Union (DSU)

- Enhancing our partnership with DSU to understand the views and requirements of the student community and to involve their members in the development of the university
- Supporting and nurturing student-led volunteering to place this dimension of employability at the forefront of the DSU development
- In conjunction with DSU, develop and promote the full range of employability enhancement opportunities available, and to enhance the co-curricular opportunities which nurture learning, career preparation/work experience and personal development

### Learning support

- Seeking and encouraging the active engagement of our students as participants, collaborators, autonomous learners and contributors throughout their studies and life at the university
- Continuously enhancing the quality of the learning and living experiences of students
- Providing opportunities to acquire graduate experiences and skills, including academic skills, personal development, professional and creative experiences, and experiences preparing our students and supporting them into employment
- Improving information and digital literacy of students
- Providing the environment and opportunities for students to benefit from the proximity of our academic staff to the creative economy and to the professions

### Professional service support

- Creating a unified support service between faculties and the professional services on campus and in residences used by our students
- Enhancing data quality and using new IT/media to improve communication and student experiences at the university
- Increasing our capacity to support students online and with e-resources, ensuring that our communications with students are aligned with their lifestyles and preferred technologies



## People

Everyone in the university has a role to play in delivering our strategy and creating an environment in which developing and supporting people to innovate and deliver, and providing individuals with the skills to succeed, is fundamental to our future success.

We will also need to face the challenge of leading and supporting staff during challenging times and this plan is underpinned by the need for effective leadership and management of others. All faculties and professional services will have a role to play in this agenda.

It will be essential to:

- Recruit and retain high calibre professional, innovative and adaptable individuals who can inspire and transform our students and the university
- Help our staff to develop or refresh their skills, knowledge and expertise to meet the challenges of this plan
- Develop excellent teachers and researchers who inspire students through their academic expertise, professional practice, their creativity and entrepreneurial endeavours
- Provide a stimulating environment in which enterprise and innovation are encouraged
- Reward and develop our staff so that we retain our reputation as an excellent place to work
- Maximise the contribution of our staff to the university through effective work planning, efficient work practices and performance management
- Support our staff as higher education evolves through effective leadership, management and communication, and providing opportunities for staff to influence developments
- Support our staff in meeting the needs of a diverse student population
- Reflect on and act upon the feedback we receive in our staff surveys
- Be committed to a diverse workforce and equality of opportunity

## Finance

The period covered by this plan will witness a profound change in how we generate and secure resources. The transfer of funding from the public to the student, sizeable reductions in public funding, increased competition, increased risks and ongoing volatility in the external environment present the university, and the sector, with significant challenges ahead. This means a different business and operating model is likely to emerge in many universities, and the university is set to:

- Improve financial health and security by growth and diversification of income. Increases in the international student body and growth of research and commercial endeavours are primary ways in which external funds will be pursued. Additionally, the university will continue to build alumni relationships and cultivate philanthropic activity
- Seek cost efficiencies and focus on value for money and continuous improvement opportunities
- Maintain sufficient liquid resources and reserves to ensure financial sustainability
- Focus on financial planning and performance, including the generation of appropriate operating surpluses, to create funds for investment in the university and making provision within its own resources for future capital and other investments, thereby ensuring financial sustainability



### Commercial income

The university has an excellent track record in delivering bespoke training to a wide range of public and private sector organisations (especially within the East Midlands) and there is potential for this strength to develop further. In the period of this plan, the university will seek to make such activities a core business activity in all faculties. The university has already taken significant steps to engage, incentivise and reward staff in delivering these courses. Looking ahead the university will:

- Assist the faculties in identifying and securing commercial education and training opportunities
- Adopt a more professional approach to marketing, promoting and delivering unique education and training products
- Build capacity and confidence in the academic community so that more staff can participate and experience this aspect of university life
- Provide a professional infrastructure that helps the faculties plan and monitor their success in increasing their commercial portfolios
- Promote our successes and illustrate the university's distinctive approach to commercial education and training opportunities
- Seek national and international opportunities, and widen the range of commercial engagements made
- Grow our consultancy activity and income, and seek to increase the intellectual property we protect
- Enhance the scope for e-learning within commercial training provision

### Built environment and facilities

Following a successful 10-year plan to create the current campus and invest significantly in new buildings (e.g. Hugh Aston Building, Edith Murphy House and the forthcoming leisure centre), the university will focus its efforts on creating first-class facilities that promote quality and excellence for our staff and students.

Our plans include improving the environment, space and facilities in the Fletcher Building and Gateway College, laboratory improvements and introduction of a third Learning Zone. Effective carbon management will also be a key driver for how buildings are improved and how staff undertake their responsibilities, and the university will:

- Enhance the quality of teaching, research and work environments through effective renewal and maintenance activities
- Build a leisure centre for students, staff and community use
- In partnership with De Montfort Students' Union, seek to develop improved social spaces on campus for students and staff
- Enhance the campus environment and the public realm through the provision of landscaping, green spaces and pedestrian zones. We have ambitious plans for the pedestrianisation of Mill Lane and for the landscaping and 'greening' of the campus. This will be a significant enhancement for student, staff and local communities
- Continue to provide a safe and secure environment for students and staff
- Enhance the use of sustainable design principles to reduce energy consumption and increase the use of renewable technologies
- Enhance the understanding of both departments and individuals regarding effective carbon management, and increase accountability and involvement in addressing the carbon agenda
- Safeguard our potential to make capital investment in buildings and equipment and to ensure these resources are sustained



## Information

A high quality and distinctive student experience requires an exciting and supportive learning environment for students and staff with access to internal and external information, tools and support. Additionally, the progression of an institution-wide integrated approach to the management and governance of information, data, business processes and technology is underway. This will lead to improved data quality and consistency, and improved data sharing. It will be necessary to:

- Build and promote an information culture, increasing accessibility to information and e-resources
- Enhance our IT and data management practices to support new ways of working with students and improve their business processes and interactions with us
- Enhance our IT and data management practices to help academic colleagues undertake their day-to-day activities more easily and to lessen the administrative load as they focus on excellent teaching, research and commercial activities, and respond as academic posts are filled by those for whom IT and digital literacy has been an integral part of their education and lives (also known as 'digital natives').
- Enhance data quality and security through the adoption of data management policies, practices, training and governance, ensuring full ability to comply with statutory and regulatory obligations
- Improve the efficiency and agility of business processes by reducing manual effort, duplication and waste
- Improve information and digital literacy of staff more effectively in parts of the university where IT has not previously been a means of teaching or communicating with students
- Enhance communications and partnership working through the introduction of new technologies and approaches to collaboration and working in multidisciplinary environments

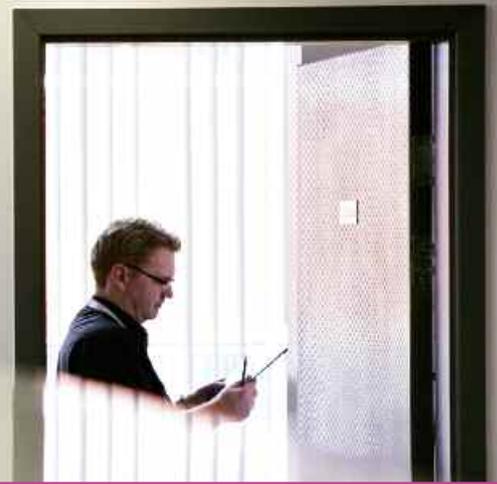
## Leadership and governance

Since June 2010, the university has experienced extensive change in its executive structures and central to the changes has been the creation of an Executive Board that is charged with the strategic development and leadership of the university.

This has been accompanied by the devolution of financial planning responsibilities to the faculties and the creation of the Chief Operating Officer post to enhance the strategic development of the university and to lead all professional services. The Board of Governors is also introducing modernised Instruments and Articles of Governance and aims to increase the dialogue between the members of the Board of Governors and staff. Future developments will include:

- Continuing to increase transparency of decision making and information on university business
- Further enhancing the effectiveness of the Board of Governors by adopting the recommendations of a recent effectiveness review of its membership, expertise and business cycle
- Developing the relationship between planning and monitoring performance to ensure that our management decisions and investments deliver lasting improvements to the university
- Developing a robust academic planning cycle in which all departments bring subject developments and other external environmental factors to bear on the development of our academic departments and our course portfolio
- Focusing on benchmarking and other forms of comparisons to improve the university's profile and performance
- Embedding risk identification and management practices and drawing on this information to make effective decisions
- Embedding crisis management practices to safeguard the student experience and our resources during challenging times
- Reducing complexity in business administration and the way we operate

# help & service



## Market position

As we operate in an increasingly competitive higher education environment we need to differentiate ourselves from other universities and providers and establish a clear market position.

The current economic landscape and unprecedented changes within higher education present an opportunity for the university to be known for offering a distinctive blend of academic gravitas and real world relevance. This is a strong market position for the university to adopt and one that will have a powerful resonance across all areas of the university's activities including the student experience, teaching and learning, research and commercial. The university's drive for quality and distinctiveness will support this market position and help build the university's reputation and credibility.

## Summary

**This plan is ambitious and stretches every part of the organisation, yet it is realistic about the risks and challenges that lie ahead.**

We are clear about how we will develop individuals, draw on the calibre of our staff and best use our resources to allow us to respond with creativity and flexibility to the new opportunities that will doubtless arise.

Each faculty and professional service is to reflect on where and how it can contribute to the transformation of De Montfort University.

In future planning rounds, this document will be the touchstone for our actions and evaluating our success in delivering our vision. The Executive Board and the Board of Governors will routinely evaluate and report back on our progress towards the vision.

## How we will measure our success

Strategic area	Key Performance Indicator
<p><b>We will develop an exciting and supportive learning environment that transforms our students and inspires them to make a real difference to our society</b></p>	<ul style="list-style-type: none"> <li>■ Percentage good honours</li> <li>■ Percentage good honours of Black or Minority Ethnic qualifiers</li> <li>■ UG students (FTE) per academic FTE</li> <li>■ PGT students (FTE) per academic FTE</li> <li>■ Average tariff point on entry</li> <li>■ NSS result: Overall satisfaction with course</li> </ul>
<p><b>We will be a university that places research excellence and innovation at the heart of our mission</b></p>	<ul style="list-style-type: none"> <li>■ Research income per academic FTE</li> <li>■ Total value of externally sponsored research (£000s)</li> <li>■ Percentage ratio of research grants and contracts to total income</li> <li>■ QR funding</li> <li>■ PGR students (FTE) per academic FTE (research and research and teaching contracts)</li> <li>■ Total consultancy income per academic FTE (with research-only and research and teaching contracts)</li> <li>■ Total IP income per academic FTE (with research-only and research and teaching contracts)</li> </ul>
<p><b>We will focus on employability and understand the needs of business and the professions that DMU courses are relevant and give our graduates a head start</b></p>	<ul style="list-style-type: none"> <li>■ DLHE graduate employment indicator: Proportion of students employed in a full-time 'graduate' job six months after completing course</li> <li>■ Average salary of full-time, first degree leavers entering employment (KIS indicator)</li> <li>■ HEBCIS B: Table 2 Courses for business and community – total revenue</li> </ul>
<p><b>We will be a recognised leader in creative education and research, built on our reputation in the creative industries and driven by innovative projects across all faculties</b></p>	<ul style="list-style-type: none"> <li>■ UCAS applications according to subject group: Creative Art and Design</li> <li>■ UCAS applications according subject group: Creative Art and Design (Accepted applicants)</li> </ul>
<p><b>We will be a truly international university, building influential global relationships to enrich our research, teaching and cultural collaborations</b></p>	<ul style="list-style-type: none"> <li>■ Total income from overseas fees (expressed as percentage ratio of non-EU HE course fees to total income) per academic FTE</li> <li>■ Number of overseas students per academic FTE</li> </ul>
<p><b>We will make a significant contribution to global efforts to achieve environmental sustainability</b></p>	<ul style="list-style-type: none"> <li>■ National energy emissions (Kg CO2) per student FTE</li> <li>■ Water consumption per student FTE m2</li> </ul>
<p><b>Other sustainability indicators</b></p>	<ul style="list-style-type: none"> <li>■ Ratio of maintenance and capital expenditure to Insurance Replacement Value (IRV)</li> <li>■ Percentage ratio of staff costs to total income</li> <li>■ Days ratio of net liquidity to total expenditure (excluding depreciation)</li> <li>■ Percentage of buildings in category A and B (GIA – non-residential)</li> <li>■ Net cash inflow from operating activities as a percentage of total income</li> <li>■ Ratio of current assets to current liabilities</li> <li>■ Operating surplus/(deficit) as a percentage of total income</li> <li>■ External borrowing as a percentage of total income.</li> </ul>

The Key Performance Indicators are correct at the time of going to print. (September 2011).

### **Alternative formats**

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