

**De Montfort University**  
**QAA Higher Education Review, April 2015: action plan in response to outcomes**

<b>Review outcome</b>	<b>Action to be taken</b>	<b>Progress</b>
<p><b>Recommendations</b></p> <p>Update written agreements with collaborative partners to accurately define responsibilities for making admissions decisions (report para 2.20)</p> <p>Deadline: Oct 2015</p>	<ul style="list-style-type: none"> <li>• All contracts for academic partnerships to be reviewed by the Educational Partnerships team in consultation with legal services to check whether they accurately reflect responsibilities for admissions decisions.</li> <li>• All contracts that need to be updated to be amended and discussed with partner institutions</li> <li>• All revised contracts to be signed (Oct 2015)</li> </ul>	<p>The contracts for academic partnerships have been reviewed and a clause has been added in. In addition, partner-specific roles and responsibilities have been incorporated into the Service Level Agreement (SLA) which sits as a schedule to the contract.</p>
<p>Ensure that the annual monitoring process for programmes confirms explicitly whether or not academic standards are being maintained (report para 1.44)</p> <p>Deadline: June 2016</p>	<ul style="list-style-type: none"> <li>• Programme Enhancement Plan templates and guidance to be reviewed and revised to include an explicit reference to academic standards</li> <li>• Revised template and guidance to be presented to first Academic Quality Committee meeting in 2015/16</li> </ul>	<p>The Programme Management Board (PMB) and faculty summary templates have been updated to include a dedicated section to record any potential risks to academic standards. By signing the form, PMB chairs and faculty Heads of Quality are confirming that academic standards are being maintained. The revised templates were approved by AQC Chair's action in order to allow their use for 2015/16.</p>
<p>Ensure that the personal tutoring system achieves its stated objectives (report para 2.41)</p> <p>Deadline: June 2016</p>	<ul style="list-style-type: none"> <li>• A review of the implementation of the Principles of Personal Tutoring to be undertaken, informed by student feedback.</li> <li>• A process for the annual review of personal tutoring to be put in place as part of the transition of the project to business as usual in 2015/16.</li> <li>• PVC Deans to review the staff:student ratios for personal tutor allocations.</li> <li>• The Associate Director Teaching and Learning is leading a data analytics project which will provide a tool for personal tutoring.</li> </ul>	<p>The Personal Tutor Development Group has been put in place to oversee the implementation of the scheme.</p> <p>The university has introduced a thematic element to its Programme Enhancement Plans (PEPs) and the</p>

		<p>theme for 2015/16 was personal tutoring. This provided insight into student and staff feedback and the actions being taken to further develop and enhance personal tutoring at programme level.</p> <p>Student feedback on personal tutoring has been sought through a number of routes, including through the National Student Survey (NSS), UK Engagement Survey (UKES) and Postgraduate Taught Experience Survey (PTES).</p> <p>The PVC Deans have reviewed the staff:student ratios and the exercise has revealed significant variation across the institution. The new academic workload plan for 2016/17 includes ways to capture this.</p>
<p>Monitor formally and systematically the timeliness of assessment feedback (report para 2.62)</p> <p>Deadline: June 2016</p>	<ul style="list-style-type: none"> <li>• Faculties to be required to monitor and report on the timescales for providing assessment feedback through Programme Management Boards (PMBs), Faculty Academic Committees (FACs) and the University Learning and Teaching Committee (ULTC). These reporting requirements to be written into the Assessment and Feedback Policy.</li> </ul>	<p>The Assessment and Feedback Policy, approved by the Academic Board in December 2015, includes details on the monitoring of feedback return times, with processes for reporting late returns through the management structure and annual reporting through the FACs and Academic Quality Committee.</p>

## Affirmations

<p>The steps being taken to record and monitor formally the training and development undertaken by staff involved in the admission of students (report para 2.19)</p>	<ul style="list-style-type: none"> <li>• Work will continue to further develop the recording of training for professional services admissions staff.</li> <li>• Work is currently underway to review and develop the training provided for Admissions Tutors and as part of this, consideration is being given to the best ways of recording this.</li> <li>• Admissions training for staff at collaborative partners is also being reviewed.</li> <li>• The Academic Admissions Committee will have oversight of all training requirements.</li> </ul>	<p>Training is being recorded across the Admissions Division and new training modules are added as they become available to the team (e.g. Safeguarding).</p> <p>An event was held for admissions tutors which was received very positively. During the session information was collected about potential training gaps for admissions tutors. A small group of tutors was identified to be involved in working with the Admissions Division to develop the appropriate training and information repository.</p> <p>The collaborative partners will also have access to appropriate training information.</p> <p>The admissions training requirements for both professional services staff and academics has been considered by the Academic Admissions Committee.</p>
<p>The action being taken to improve the consistency and effectiveness of student engagement across the University (para 2.49)</p>	<ul style="list-style-type: none"> <li>• The new role of School Representative Coordinators (SRCs) is being implemented for 2015/16, which will strengthen the student representation structure and provide additional support to course representatives.</li> <li>• The outcomes of the student representation audit will be implemented alongside the introduction of SRCs and this will be overseen by the Academic Quality Committee.</li> <li>• The effectiveness of the changes made will be reviewed at the end of 2015/16.</li> </ul>	<p>SRCs have been in place during 2015/16 and an evaluation exercise is being undertaken with both SRCs and Heads of School/Department.</p> <p>Action against the outcomes of the student representation audit has been overseen by AQC through the Student Representative Working Group (SRWG). The SRWG will</p>

		continue in 2016/17 to ensure that the changes that have been implemented are embedded.
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### Good practice

<p>The extent to which the consideration of equality and diversity is explicitly embedded in curriculum design and delivery (report para 2.7)</p>	<ul style="list-style-type: none"> <li>• It is intended to further embed the consideration of equality and diversity in curriculum development and review processes. The principal means of achieving this will be through the Universal Design for Learning and Teaching (UDL) project, which requires further consideration of the way in which equality and diversity matters are considered in relation to teaching, learning and assessment and will ensure that measures are implemented in 2015/16 in preparation for 2016/17.</li> <li>• There is potential for the Teacher Fellow network to be used to further embed and disseminate good practice in relation to equality and diversity and this will be explored as the UDL project progresses.</li> </ul>	<p>The audit and review of all DMU curricula against the key principles of UDL has been undertaken by academic staff. As a result, curriculum changes to further embed UDL elements is being undertaken through the faculty Development and Review Committees (DARCs) for implementation in 2016/17.</p>
<p>The effective deployment of Teaching Fellows in developing University strategies and delivering enhancement initiatives (report para 2.31)</p>	<ul style="list-style-type: none"> <li>• The university will continue to encourage staff to apply for Teaching Fellowships and National Teaching Fellowships and will continue to use this group to provide input to the development and implementation of teaching and learning strategies.</li> <li>• Teaching Fellowships will be strengthened through the tie-in to HEA recognition through Define, the university's learning and teaching recognition scheme.</li> <li>• The job description for the DMU Teaching Fellowships will be reviewed and refreshed to reflect best practice.</li> </ul>	<p>The Teacher Fellows (TFs) are used as critical friends for a wide range of learning and teaching initiatives; for example, TFs have been consulted on the new Teaching Enhancement Scheme and a number have secured secondment roles associated with this. TFs also played an important role in developments in relation to UDL.</p> <p>The application process for DMU TFs includes securing national recognition through the HEA, usually resulting in senior fellowship.</p>

<p>The effective use of data and management information to identify, monitor and evaluate enhancement activities (report para 4.10)</p>	<ul style="list-style-type: none"> <li>• Access to management information is being made available to External Examiners and collaborative partner staff.</li> <li>• Bespoke reports are being developed to support a further range of processes including periodic review, re-validation and Professional, Statutory and Regulatory Body (PSRB) accreditation visits.</li> <li>• Tailored guidance and training are being made available at appropriate points in the year both for ongoing and new module and programme leaders and PMB chairs.</li> <li>• Work is planned in response to feedback on areas for enhancement in the reports, such as module component level performance information and entry profiles/exit velocity.</li> </ul>	<p>Approximately 240 external examiners were provided with remote access to the data from June 2015 and feedback from this has been very positive. Work is underway to extend access to collaborative partner institutions. A full range of user guidance has been published, which will be further underpinned by e-learning tutorials available online. Some enhancements have been made to the existing suite of reports to expand on the student profiling datasets which support entry. This is being further extended to facilitate correlations against in year performance.</p>
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<p>The #DMUglobal programme, which provides an international experience for students and enhances student employability (report para 4.8)</p>	<ul style="list-style-type: none"> <li>• The aim is to steadily increase the number of students who undertake #DMUglobal experiences. Targets have been increased to 1000 UK and 2000 overseas for 15/16.</li> <li>• The university will continue to offer bursaries to students undertaking #DMUglobal experiences and will regularly review how the funding should be distributed to ensure a wide range of accessible and valuable experiences for students</li> <li>• The university aims to expand the types of opportunities offered to students; this will include greater emphasis on international exchanges, engagement of De Montfort Students' Union (DSU) sports clubs, work-based learning placements and UK experiences such as the re-establishment of languages provision.</li> <li>• The university will continue the work to further embed #DMUglobal experiences in the curriculum.</li> </ul>	<p>By May 2016, 1830 students have been accepted or have taken part in overseas experiences, with a total expected number by the end of the academic year to be 2000.</p> <p>#DMUglobal introduced 'Additional/Hardship funding' where students in need can apply for extra support and in total 15 students received this. Moreover, double bursaries have been offered to students to encourage participation in summer schools with partner universities overseas. This has seen an increase in applications from 20 in 2014/15, to 120 for 2015/16.</p> <p>The range of opportunities on offer has been expanded and 14 DSU sports clubs and societies supported to organise overseas opportunities in 2015/16. These have included sports team volunteering and competing overseas such as: cricket in Barbados and netball in St. Lucia. In total, over 150 students will have engaged in #DMUglobal through their societies. On-campus, language taster classes have been offered at three different times throughout the year with almost 200 students participating. The new project to train students as TEFL teachers in June 2016 has been a great success with 105 applications for just 40 places, which have all</p>
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